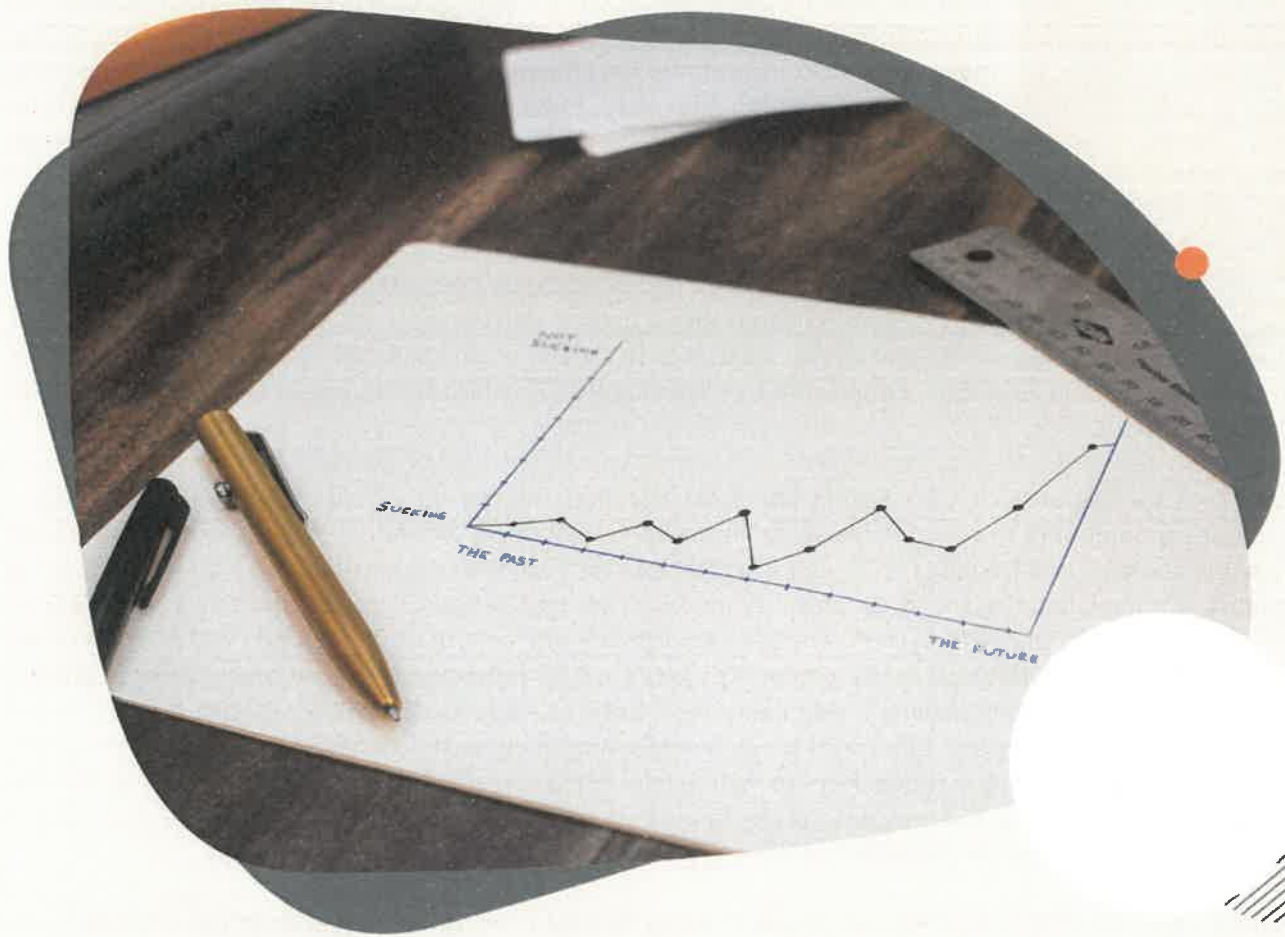




**LGSETA**

CREATING GREATER IMPACT



# ANNUAL PERFORMANCE PLAN 2024/25



## EXECUTIVE AUTHORITY STATEMENT



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) and 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.

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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.

A handwritten signature in black ink, appearing to read 'Dr. BE Nzimande', is written over a horizontal line.

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

## ACCOUNTING AUTHORITY STATEMENT

This Annual Performance Plan (APP) that is submitted by the LGSETA, responds to National Government Imperatives and amongst others, the National Skills Development Plan (NSDP) 2030, which seeks to ensure that South Africa has adequate, appropriate, and high-quality skills that contribute towards economic growth, employment creation and social cohesion. The LGSETA is a public entity listed as Part A of Schedule 3 of the Public Finance Management Act 1 of 1999 (PFMA), as amended. Furthermore, LGSETA is established in accordance with Section 9 of the Skills Development Act 97 of 1998, as amended, which provides for its powers and from where its mandate is derived.

The Revised National Treasury Framework for Strategic Plans and Annual Performance Plans has been used as a basis for the preparation of this Annual Performance Plan. It is submitted in accordance with the requirements of the Department of Higher Education and Training, Science and Technology, the PFMA and National Treasury regulations. This Annual Performance Plan is informed by the LGSETA's Sector Skills Plan for 2024/25. The LGSETA will facilitate the implementation of the skills development interventions informed by the impact-orientated model.

In the implementation of this APP, the LGSETA will be guided by its SSP for the 2024/2025 financial year, which identifies the following Sector Priority Occupations:

- ✓ Water Process Controller;
- ✓ Information Technology Manager;
- ✓ Civil Engineer; Technologist;
- ✓ Electrician;
- ✓ Plumber
- ✓ Electrical Engineering Technician
- ✓ Urban and Regional Planner
- ✓ Supply Chain Manager
- ✓ Engineering Manager
- ✓ Municipal Manager

In facilitating the implementation of the above skills development interventions, the LGSETA will enter into strategic partnerships with the pertinent stakeholders in the local government sector which include the relevant government institutions, institutions of higher education (HEIs), technical, vocational education and training (TVET) colleges, professional bodies, private service providers and non-profit organisations. In realising this objective, the LGSETA has taken a new direction of leveraging its performance through partnerships with expertise on local government matters. The implementation of the discretionary grants window funding model embraces and supports the vision of the White Paper on Post-School Education and Training. It is important to note that the implementation of this APP considers the triple challenges of poverty unemployment and inequality as well as the impact of the COVID-19 pandemic and socio-economic conditions in fulfilling the LGSETA's mandate. It is against this pedigree that the LGSETA will learn to produce the best results through the optimal use of resources underpinned by efficiency, effectiveness, and economic considerations. Natural disasters including floods and fires presented unprecedented challenges on the LGSETA's modus operandi, consequently, innovative methods including blending learning approaches and e-service delivery are underway to ensure that the learning programmes are offered through digital platforms. In addition to this, the LGSETA conducted research on 'The viability of e-techniques towards service delivery in the local government sector,' and the implementation of this studies' recommendations will go a long way in transforming the local government sector. Smart Cities were identified as part of South Africa's National Development Plan as key developmental goals for global competitiveness, consequently the LGSETA will prioritise conducting research studies on the Smart Cities that will culminate into responsive skills development interventions.



# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



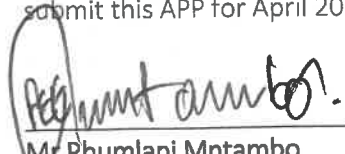
This APP is underpinned by the LGSETA's strategic focus areas and national government priorities that will lead to changing the lives of ordinary people. The LGSETA will continue to strive for excellence through creating a greater impact in communities. Essentially, the local government sector is at the coalface of service delivery, therefore the LGSETA will continue to prioritise the implementation of the Discretionary Grant priority areas aligned to the five broad focus areas: Enhancing Good Governance, Leadership and Management Capabilities, Promoting Financial Viability and Management, Enhancing Infrastructure and Service Delivery, Enhancing Municipal Planning, and Promoting Spatial Transformation and Inclusion. In implementing the Councillor Development Strategy, LGSETA will focus on the second phase which is aimed at orientating the political leadership on skills for portfolio committees. In addition, Traditional and Khoi-San leadership plays a pivotal role in different communities through providing guidance and direction, therefore the LGSETA will implement its Traditional and Khoi-San Leadership strategy which will focus on relevant skills to carrying out their mandate. The work of the LGSETA is augmented by its research conducted in the local government sector, and the implementation of the research recommendations will also be prioritised.

In responding to the Economic Reconstruction and Recovery Plan, the LGSETA will focus on interventions to allow large numbers of young people to access opportunities in the short-term to ensure that they are able to be absorbed into high-potential growth sectors to boost job creation, and up-skill workers as to enhance productivity. In addition to the above, the LGSETA will also have flagship projects focusing on the transformational imperatives, including women employment, youth, and persons with disabilities in the local government sector. In addressing the triple challenges (inequality, poverty, and unemployment), the LGSETA will further embrace the District Development Model, in support of the Intergovernmental Relations Act of 2005, which aims to accelerate, align, and integrate service delivery for the nine broad service areas. During the 2022-2023 financial year, the LGSETA conducted studies on the following:

- Deepening Democracy through Efficient Oversight Role by Municipal Councillors
- The Feasibility Study in Using Shared Services Approach to Enhance Service Delivery and Financial Viability of Local Municipalities
- Empowering South African Inland Fisheries Through a Green Economy Transition: The Role of Local Government
- The Implementation of Auditor-General of South Africa's Annual Recommendations in Municipalities
- Knowledge Management (KM) in the Local Government Sector
- Local Government Best Practice in Waste Recycling, Reuse, and Recovery Progress in Commitment 5 of the Green Economy Accord

In the light of the above, the LGSETA will be implementing the recommendations of these research studies, and undoubtedly their outputs will contribute to developing qualifications and skills programmes and address the occupational shortages and skills gaps in the local government sector.

This APP is an affirmation that the LGSETA is ready to be a game-changer in the local government sector through creating a workplace environment conducive to high-performance and learning. The LGSETA is determined to improve its performance in the 2024-2025 financial year, taking into consideration the implementation of the Auditor-General's findings. The LGSETA will continue to rise above the occasion in transforming the skills development trajectory and ensuring that skills development needs are aligned to the different contexts in the local government sector. It is, therefore, the pleasure of this Board to submit this APP for April 2024 to March 2025, together with the revised SP and SSP.

  
Mr Phumlani Mntambo  
Accounting Authority of LGSETA

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



## OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Local Government SETA under the guidance of the Chief Executive Officer, Mr Ineeleng Molete.
- Takes into account all the relevant policies, legislation, and other mandates for which the Local Government SETA is responsible.
- Accurately reflects the outcomes and outputs which the Local Government SETA will endeavour to achieve over the period 2024/25,
- Presents, to the best of our ability, the estimated budgets for the LGSETA programmes. It should also be noted that the presence of the LGSETA in all provinces is critical for proper oversight.
- Makes specific reference to the updated Sector Skills Plan for 2024/25

**Mr Tebogo Mmotla**  
Interim Chief Operations Officer

Signature: \_\_\_\_\_

Date: 30 November 2023

**Mr Kwena Mokgokong**  
Acting Chief Financial Officer

Signature: \_\_\_\_\_

Date: 30 November 2023

**Ms Josie Singaram**  
Acting Executive Manager: Strategy and Planning

Signature: \_\_\_\_\_

Date: 30 November 2023

**Mr. Ineeleng Molete**  
Chief Executive Officer

Signature: \_\_\_\_\_

Date: 30 November 2023

**Mr Phumlani Mntambo**  
Accounting Authority: LGSETA

Signature: \_\_\_\_\_

Date: 30 November 2023

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



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## ABBREVIATIONS AND ACRONYMS

4IR	Fourth Industrial Revolution
AET	Adult Education and Training
AFS	Annual Financial Statements
APP	Annual Performance Plan
APR	Annual Performance Report
AGSA	Auditor General South Africa
ATR	Annual Training Report
B2B	Back-to-Basics Strategy
CEO	Chief Executive Officer
CoGTA	Department of Co-operative Governance and Traditional Affairs
CPD	Continuing Professional Development
DDM	District Development Model
DPSA	Department of Public Service Administration
DHET	Department of Higher Education and Training
DG	Discretionary Grants
DWS	Department of Water and Sanitation
ETQA	Education and Training Quality Assurance
FET	Further Education and Training
ERRP	Economic Reconstruction and Recovery Plan
ERRSS	Economic Reconstruction and Recovery Skills Strategy
GDP	Gross Domestic Product
HEI	Higher Education Institution
HET	Higher Education and Training
HIV	Human Immunodeficiency Virus
HoTL	House of Traditional Leaders
HR	Human Resources
HRD	Human Resource Development
HRDC	Human Resource Development Council
HRDSA	Human Resources Development Strategy
ICT	Information and Communication Technology
IDP	Integrated Development Plan
IGR	Intergovernmental Relations
IMATU	Independent Municipal and Allied Trade Union
IPAP	Industrial Policy Action Plan
IPP	Individual Performance Plan
IUDF	Integrated Urban Development Framework
LGSETA	Local Government Sector Education and Training Authority
LED	Local Economic Development
LPE	Levy Paying Employer
M&E	Monitoring and Evaluation
MFMA	Municipal Financial Management Act
MSA	Municipal Systems Act
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NSDP 2030	National Skills Development Plan 2030
NCV	National Certificate (Vocational)
NDP	National Development Plan 2030
NEDLAC	National Economic and Development Labour Council

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NEET	Not in Education Employment or Training
NGO	Non-Governmental Organisation
NGP	New Growth Path
NLPE	Non-levy Paying Employer
NQF	National Qualifications Framework Act
NSA <sup>a</sup>	National Skills Authority
NSA <sup>b</sup>	National Skills Accord
NSDP	National Skills Development Plan
PAMA	Public Administration Management Act
PESTEL	Political, Economic, Social, Technology, Environmental and Legal
PFMA	Public Finance Management Act
PSET	Post-School Education and Training
QCTO	Quality Council for Trade and Occupations
RDS	Rural Development Strategy
RPL	Recognition of Prior Learning
SARS	South African Revenue Service
SALGA	South African Local Government Association
SAMWU	South African Municipal Workers' Union
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SETA	Sector Education and Training Authority
SIC	Standard Industrial Classification
SIP	Strategic Integrated Projects
SLA	Service Level Agreement
SMME	Small, Medium and Micro Enterprises
SOE	State-Owned Enterprises
SP	Strategic Plan
SPM	SETA Performance Management of the DHET
SSP	Sector Skills Plan
SWOT	Strengths, Weaknesses, Opportunities and Threats
TSHRD	Tourism Sector Human Resource Development
TVET	Technical and Vocational Education and Training (Formerly FET Colleges)
UIFW	Unauthorised, Irregular, Fruitless and Wasteful
VCET	Vocational and Continuing Education and Training
UNDP	United Nations Development Partnership
WSP	Workplace Skills Plan
WIL	Work Integrated Learning
YEA	Youth Empowerment Accord

## PART A: OUR MANDATE

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25

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

### 1.1 CONSTITUTIONAL MANDATE

Section 29(1) (a) and (b) of Act 108 of the South African (SA) Constitution<sup>1</sup> provides for the State *“to take reasonable measures to make adult and further education accessible to citizens, as a human right”*. Further, the role of local government is emphasised in Sections 152 and 153 of the Constitution, which is *promoting social and economic development, whilst maintaining and improving service delivery to all community members*.

Section 152(1) of the Constitution 1996<sup>2</sup> states the objects of local government as:

- i. to provide democratic and accountable government for local communities;
- ii. to ensure the provision of services to communities in a sustainable manner;
- iii. to promote social and economic development;
- iv. to promote a safe and healthy environment; and
- v. to encourage the involvement of communities and community organisations in the matters of local government.

Furthermore, Section 156 speaks of local government as the foundation for participatory democracy and service delivery<sup>3</sup>. Another important section of the Constitution<sup>4</sup> that is applicable to local government is Section 195. Section 195(1) (a) to (i) of the Constitution which further articulates the values and principles governing public administration as follows:

- a. A high standard of professional ethics must be promoted and maintained.
- b. Efficient, economic, and effective use of resources must be promoted.
- c. Public administration must be development oriented.
- d. Services must be provided impartially, fairly, equitably and without bias.
- e. People's needs must be responded to, and the public must be encouraged to participate in policymaking.
- f. Public administration must be accountable.
- g. Transparency must be fostered by providing the public with timely, accessible, and accurate information.
- h. Good human resource management and career-development practices, to maximise human potential, must be cultivated.
- i. Public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation.

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<sup>1</sup> <http://www.justice.gov.za/legislation/constitution/SACConstitution-web-eng.pdf>

<sup>2</sup> Ibid

<sup>3</sup> Ibid

<sup>4</sup> Ibid



# LGSETA ANNUAL PERFORMANCE PLAN 2024/25

## 1.2 LEGISLATIVE MANDATES

The LGSETA draws its mandate from the following key legislation.

### A. Skills Development Act, No. 97 of 1998

The LGSETA emanates from, and its mandate is derived from the Skills Development Act (SDA), whilst the Funding Mechanism and Grant Regulatory Framework are directed from the Skills Development Levies Act. The SETA Grant Regulations regarding skills development levies received by a SETA and related matters (published in the Government Gazette, No. 27807 of 18 July 2005 and in the Government Gazette, No. 29584 of 2 February 2007), were repealed. New grant regulations came into effect on 1 April 2013 as published in the Government Gazette, No. 35940 of 3 December 2012.

### B. Skills Development Levies Act, No. 9 of 1999

The Skills Development Levies Act (SDL) makes provision for levy employers to pay one percent (1%) of their payroll to the South African Revenue Service (SARS).

### C. National Qualifications Framework Act, No. 67 of 2008

The *National Qualification Framework* (NQF) Act provides for the classification, registration, and publication of articulated and quality assured national qualifications and part qualifications. The LGSETA employs the provisions of Chapter 5 of this Act to design training programmes, to conduct quality assurance, assess learner achievement and accredit training providers.

The objectives of the National Qualifications Framework are to:

- a. Create an integrated national framework for learning achievements;
- b. Facilitate access to, and mobility and progression with education, training and career paths;
- c. Enhance the quality of education and training;
- d. Accelerate the re-dress of past unfair discrimination in education, training and employment opportunities; and thereby
- e. Contribute to the full personal development of the nation at large.

### D. Public Finance Management Act, No. 1 of 1999

The LGSETA is a public entity recognised under Schedule 3A of the Public Finance Management Act (PFMA), No. 1 of 1999. The act regulates financial management in all spheres of government and government institutions; to ensure that all revenue, expenditure, assets, and liabilities of those governments are managed efficiently and effectively; to provide for the responsibilities of persons entrusted with financial management in those governments; and to provide for matters connected therewith.

Section 55(2) (a) of the PFMA No.1 of 1999 states that Accounting Officers must fairly present the state of affairs of the public entity, its business and its performance against predetermined objectives and monitor performance against predetermined objectives regularly.

Other legislation impacting on the mandate of the LGSETA include:

### E. Municipal Systems Act, No. 2 of 2000

Section 68 (1) of the Municipal Systems Act (MSA) requires that municipalities comply with the Skills Development Act, and the Skills Development Levies Act, to develop their human

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25

resource capacity, to perform its functions and exercise its powers in an economical, effective, efficient, and accountable way. The MSA asserts that should a municipality not have the financial means to provide funds for training programmes, in addition to the levy payable in terms of the Skills Development Levies Act, it may also apply to the LGSETA for funding.

## F. Public Administration Management Act, No. 11 of 2014

The Public Administration Management Act (PAMA) was established to promote the basic values and principles governing the public administration referred to in Section 195(1) of the Constitution; to provide for the transfer and secondment of employees in the public administration; to regulate conducting business with the State; to provide for capacity development and training; to provide for the establishment of the National School of Government; to provide for the use of information and communication technologies in the public administration; to establish the Public Administration Ethics, Integrity and Disciplinary Technical Assistance Unit; to provide for the Minister to set minimum norms and standards for public administration; to establish the Office of Standards and Compliance to ensure compliance with minimum norms and standards; to empower the Minister to make regulations; and to provide for related matters.

## G. Intergovernmental Relations Framework Act, 2005

The Intergovernmental Relation (IGR) Act applies to local, provincial, and national spheres of government guided by the principles of Cooperative Government. The aim of this act is to facilitate and coordinate the implementation of policy and legislation to ensure coherence between the three spheres of government, effective provisioning of services, and monitoring and evaluation.

### 1.3 POLICY MANDATES

There are various regularity or policy frameworks and strategies that the LGSETA needs to respond to in its process of developing the Strategic Plan, Annual Performance and Strategies.

#### A. White Paper on Local Government (1998)

The 1998 White Paper on Local Government is a significant policy document that articulates a shift towards a developmental local government that is people orientated. The White Paper further explains four interrelated characteristics of a developmental local government as:

- To maximise social development and economic growth;
- To integrate and co-ordinate the development activities of a variety of factors;
- To democratise development by empowering communities to participate meaningfully in development; and
- To provide leadership, promote the building of social capital and create opportunities for learning and information sharing.

Further to performing municipal functions as specified in the Constitution, municipalities are compelled to prepare an Integrated Development Plan (IDP) for a five-year cycle, which is subject to annual review and assessment. The IDP sets out the municipality's goals and development plans as well as its Local Economic Development (LED) strategy. The LGSETA needs to ensure that the skills development programmes that it funds, enable municipalities to deliver on their IDPs as well as longer-term strategic intent.

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## B. White Paper on Post-Schooling Education and Training

The White Paper on Post-School Education and Training (PSET) aims to establish a vision for the type of post-school education and training system that the Department of Higher Education and Training (DHET) desires by 2030. It provides a policy framework to direct the skills development interventions of the DHET and other institutions, in support of building a developmental state. The policy outcomes of the PSET are presented below:

### Post-School Education and Training Outcomes

- Expanded access to PSET opportunities – to provide diverse students population with access to a comprehensive and multifaceted range of PSET opportunities.
- Improve efficiency and success in the PSET system.
- Improved quality of PSET provision - to build the capacity of PSET institutions to provide quality education and training.
- A responsive PSET system - to provide qualifications programmes and curricula that are responsive to the needs of the world of work, society, and students.

Figure 1: Post-School Education and Training Outcomes

## C. National Skills Accord

The National Skills Accord (NSA) is a multi-constituency agreement between business, organised labour, and community constituents at the National Economic and Development Labour Council (NEDLAC), and the SA Government. The Accord identifies eight commitments in relation to training and skills development that need to be implemented by the constituencies to achieve the NGP. The LGSETA continues to intensify its funding support for Commitment: One, Two, Four, Six, Seven and Eight.

The commitments of the NSA are listed in Figure 2.

### National Skills Accord Commitments

- **Commitment One:** To expand the level of training, using existing facilities more fully
- **Commitment Two:** To make internship and placement opportunities available within workplaces
- **Commitment Three:** To set guidelines of ratios of trainees: artisans as well as across the technical vocations, to improve the level of training
- **Commitment Four:** To improve the funding of training and the use of funds available for training and incentives, on companies to train
- **Commitment Five:** To set annual targets for training in state-owned enterprises
- **Commitment Six:** To improve SETA governance and financial management as well as stakeholder involvement
- **Commitment Seven:** To align training to the New Growth Path and improve Sector Skills Plans
- **Commitment Eight:** To improve the role and performance of FET Colleges

Figure 2: National Skills Accord Commitments

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## D. Youth Employment Accord

The Youth Empowerment Accord (YCA) has six commitments that include education and training; access to work exposure; increase the number of young people employed in the public service; youth target set-asides; youth entrepreneurship and youth co-operatives; and to develop private sector youth absorption programmes. The LGSETA continues to support Government's drive to empower the youth by facilitating access to its skills development opportunities and programmes that include learnerships, internships, workplace learning and bursaries.

## E. Green Economy Accord

The Green Economy Accord is one of the key national policies that explicitly drives the transition to a green economy. It contains commitments in twelve areas, including increased investment in green industry activities and the promotion of green skills at a technical level. LGSETA commissioned a study on the current state of green skills in municipalities, with special focus on wastewater treatment facilities. The findings point to a lack of such skills in local government. Most municipalities do not have provision for green jobs or occupations, as they are still operating with traditional technologies. LGSETA will need to place a focus on skills interventions aimed at developing "green skills."

## F. National Treasury Regulation

In terms of section 76, of the Act, the National Treasury may make regulations or issue instructions applicable to all institutions to which the Act applies to promote and enforce transparency and effective management in respect of revenue, expenditure, assets, and liabilities.

## G. Revised Framework for Strategic Plans and Annual Performance Plans 2020

The Revised Framework for Strategic Plans and Annual Performance Plans (2020) as issued by the Department of Planning, Monitoring and Evaluation (DPME) with the purpose of providing principles for short- and medium-term planning for government institutions; and to describe how institutional plans are to align with high level government medium- and long-term plans, and the institutional processes for the different types of plans.

## 1.4 STRATEGIC DOCUMENTS

### A. Back-to-Basics Strategy

In 2014, the Minister of Co-operative Governance and Traditional Affairs (COGTA) announced the Back-to-Basics Strategy (B2B) in the hope of turning-around ailing municipalities by improving the basic functions of local government including:

- Basic services
- Creating decent living conditions
- Good governance
- Public participation
- Financial management
- Institutional capacity

The LGSETA is central to this strategy as skilled personnel are critical to the improvement of service delivery and sound financial management. Similarly, the LGSETA has a role to play in building institutional capacity.



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## B. National Human Resource Development Strategy of South Africa (2030)

The National Human Resource Development (HRD) Strategy has the following commitments designed to address the priorities of the South African Government listed in the Figure 3 below: The LGSETA's programmes have progressively contributed to the HRD Strategy since its establishment through supporting programmes including facilitating access to municipal finance programmes, community/participatory governance-related programmes, and Adult Education and Training (AET) programmes.

### Human Resource Development Strategy Commitments

- Overcoming the shortages in the supply of people with priority skills required for the successful implementation of current strategies to achieve accelerated economic growth
- Increasing the number of appropriately skilled people to meet the demands of current and emerging economic and social development priorities
- Ensuring improved universal access to quality basic education and schooling (up-to Grade 12)
- Implementing skills development programmes that are purposefully aimed at equipping recipients/citizens with requisite skills to overcome related scourges of poverty and unemployment
- Ensuring 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
- Improving the technological and innovation capability and outcomes within the public and private sectors, to enhance South Africa's competitiveness in the global economy and to enable the country to meet its human development priorities
- Ensuring that the public sector has the capability to meet the strategic priorities of the South African

Figure 3: Human Resource Development Strategy Commitments

## C. National Development Plan 2030

Chapter 13 of the National Development Plan 2030 (NDP) focuses on "Building a capable state" and outlines the interventions that have been identified "to build a professional public service and a state capable of playing a transformative and development role in realising the NDP 2030 vision." The following eight areas outlined in Figure 4 have been identified as central to developing a capable and developmental state: Focus Areas 1, 2, 3, 4 and 7 of the NDP 2030 are of particular importance for the LGSETA as it is in these areas that the Local Government SETA can have a direct impact and contribute towards, by funding priority and innovative skills development interventions.

## National Development Plan 2030 Focus Areas

1. Stabilise the political/administration interface to build a professional public service that serves Government
2. Make the public service and local government administration careers of choices
3. Develop technical and specialist professional skills for the state to fulfil its core functions
4. Strengthen delegation, accountability, and oversight, and make it easier for citizens to hold public servants and politicians accountable for the quality-of-service delivery
5. Improve interdepartmental co-ordination
6. Take a proactive approach to improve relations between national, provincial, and local government
7. Strengthen local government and take a long-term approach to developing skills, together with a professional ethos and commitment to public service
8. Clarify the governance of state-owned entities

Figure 4: National Development Plan 2030 Focus Areas

### D. National Skills Development Plan (NSDP)

In March 2019, the Minister of Higher Education and Training Authority issued a gazette of the National Skills Development Plan (NSDP), for implementation from April 2020. The NSDP is derived from the broader plan of government namely the NDP, which aims to put in place a framework to enable the country to build capabilities of citizens to ensure a future that works. The NSDP puts emphasis on three priority areas namely: (a) raising employment through faster economic growth, (b) improving the quality of education, skills development, and innovation, and (c) building the capability of the State to play a developmental and transformative role. The vision of the NSDP is to ensure that by 2030, South Africa has an educated, skilled, and capable workforce. The purpose of the NSDP is to ensure that the country has adequate, appropriate, and high-quality skills that contribute towards economic growth, employment creation and social development.

The NSDP outlines the role of SETAs in two aspects as outlined in Figure 5.

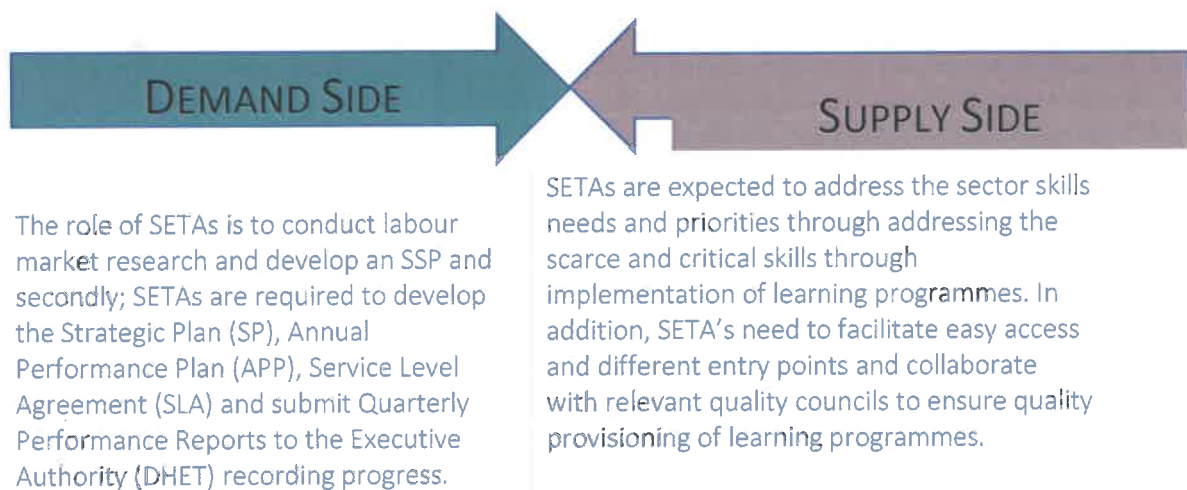


Figure 5: Role of SETAs

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The NSDP Outcomes are presented in Figure 6 below.

National Skills Development Plan Outcomes	
Outcome	NSDP Outcome Description
▪ Outcome 1	Identify and increase the production of occupations high demand
▪ Outcome 2	Linking education and 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 in and cooperative development
▪ Outcome 7	Encourage and support worker-initiated training
▪ Outcome 8	Support career development services

Figure 6: National Skills Development Plan Outcomes

## E. Integrated Urban Development Framework

The Integrated Urban Development Framework (IUDF) focuses on consensus building across government and society; and implementation as proposed by the NDP 2030 relating to:

- Policy priorities and interventions to ensure that all levels of Government and all components of the state contribute to the progressive integration of urban development investments to realise the urban dividend.
- Interventions to overcome entrenched apartheid spatial patterns and more efficient and integrated use of urban areas.
- A national framework for municipalities to manage continuing urbanisation more efficiently and equitable. This will include spatial targeting and proposals for differentiated assignment arrangements between provincial and local government for their functional areas.
- Methods to strengthen urban and rural planning, and more targeted infrastructure provision to improve spatial integration in line with the national spatial development framework envisioned in the NDP.
- Sector-specific policies and possible revised regulatory arrangements to facilitate more resilient and inclusive patterns of urban development.
- Methods to improve the performance of existing financial instruments for accelerating infrastructure and more integrated service delivery.
- Mobilise new sources of private sector investment and international funds for urban development.
- Contribute to simplifying and harmonising existing legal and institutional frameworks to achieve more integrated urban development.
- Contribute to public dialogue and the unlocking of citizen energies for developing their communities and local environments.

## F. District Development Model

The District Development Model (DDM) was launched in September 2019 by the President, Mr Cyril Ramaphosa. The DDM seeks to enable cooperative governance for the three spheres of government to function in unison to better address and meet the mandate of

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efficient, effective, and economical service delivery. The aim of the DDM is for a coordinated approach to managing urbanisation, growth, and development, determining, and supporting local economic drivers, managing spatial form, land release and land development as well as determining infrastructure investment requirements to ensure long-term infrastructure adequacy, and support integrated human settlements and provision of basic services to communities. At local government level each district, namely 44 districts and eight metropolitan municipalities must develop one-plan that encompasses their service delivery priorities.

## G. Economic Reconstruction and Recovery Plan

The Economic Reconstruction and Recovery Plan is aimed at stimulating economic and inclusive growth in South Africa and is premised on nine elements that seeks to tackle historical structural inequalities, unemployment, and poverty. The interventions seek to allow large numbers of young people to access opportunities in the short-term to ensure that they can be absorbed into high-potential growth sectors to boost job creation, and up-skill workers as to enhance productivity.

## H. Economic Reconstruction and Recovery Skills Strategy

The Economic Reconstruction and Recovery Skills Strategy (ERRSS) is underpinned by the Economic Reconstruction and Recovery Plan (ERRP). The ERRSS presents key interventions to support the ERRP from a skills perspective. The Strategy outlines 10 skills interventions as follows:

1. Embedding skills planning into sectoral processes
2. Updating or amending technical and vocational education programmes
3. Increased access to programmes resulting in qualifications in priority sectors.
4. Access to targeted skills programmes
5. Access to workplace experience
6. Supporting entrepreneurship and innovation
7. Retraining/up-skilling of employees to preserve jobs.
8. Meeting demand outlined in the List of Critical Occupations
9. National Pathway Management Network
10. Strengthening the post-school education and training system



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## 2. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

The LGSETA’s strategic direction is informed and aligned to government legislation, regulatory framework/policies and strategic plans and initiatives. This section will discuss policies and strategies that drive the LGSETA strategic intent for the next five-year planning horizon.

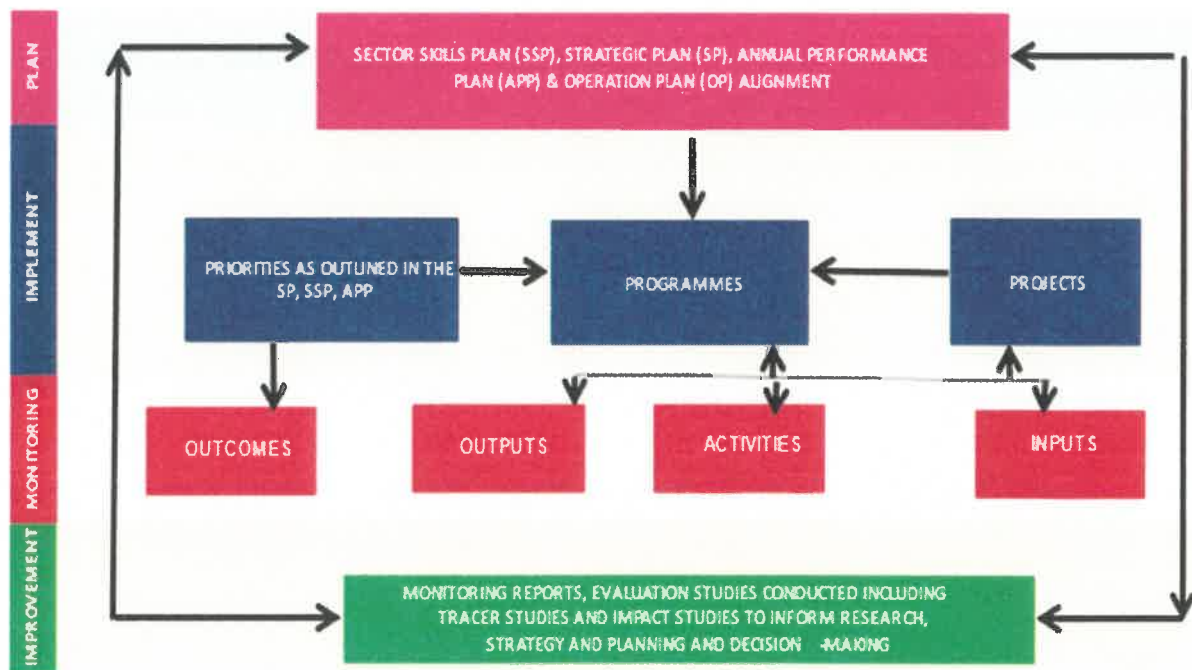
### 2.1 PLAN, IMPLEMENT, MONITOR AND IMPROVEMENT (PIMI) MODEL

Planning, monitoring, reporting, and evaluation are embedded in the components of Planning, Implementing, Monitoring and Improvement (PIMI) model. The following components of the model are indicated in the Figure 7 and descriptions of the Model outlined below:

**Planning:** The LGSETA strategy planning process includes the development of the Sector Skills Plan which underpins the Strategic Plan, Annual Performance Plan, Operational Plan and Service Level Agreement (SLA) with the DHET. It is important that the SSP, SP and APP are aligned and inform the implementation of relevant interventions.

**Implementing:** The successful implementation of programmes, projects and activities are identified through the planning processes and aligned to a timeframe and budget which requires on-going monitoring as well as evaluation to improve current and inform future management of outputs, outcomes, and impact. M&E plays a key role in tracking and monitoring progress of the Annual Performance Plan (APP) and Operational Plan.

Figure 7: LGSETA PIMI Model



**Monitoring:** Monitoring is conducted through verification and validation of submitted data which provides insight and oversight of the financial and nonfinancial performance of the LGSETA. The LGSETA has implemented a procedure for annual and quarterly reporting to facilitate effective performance monitoring, evaluation and corrective action and improvements which includes assessing reliability, accuracy, timeliness, accessibility, consistency, and integrity of performance information.

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**Improving:** Areas of opportunity for improvement to determine what works well, what does not and what organisational learning is institutionalised. Monitoring reports, evaluations including tracer studies and impact studies inform planning and decision-making as well as governance and oversight from the Board and ultimately the shareholder desired results.

The Strategic Human Resource Management (SHRM) and Strategic Human Resource Development (SHRD) Strategies are crucial to supporting the Local Government Sector Skills Strategy to meet its mandate. The LGSETA has adopted a results-based approach which is underpinned by an improvement model, known as the PIMI model, which embraces key processes linked to implementing the sector priority occupations and interventions and skills gaps. Furthermore, the planning process is underpinned by the vision, mission, values and strategy of the SETA. Equally, the planning process provides the base for how the SETA delivers its mandate through its programmes and projects.

## 2.2 LGSETA STRATEGIC FOCUS AREAS

There are **five LGSETA Strategic Focus Areas** that support all LGSETA skills development interventions and projects namely:

1. Enhancing good governance, leadership and management capabilities;
2. Promoting sound financial management and financial viability;
3. Enhancing infrastructure and service delivery;
4. Enhancing municipal planning; and
5. Promoting spatial transformation and inclusion.

The LGSETA strategic focus areas are aligned to the **five objects of local government**, which inform the mandate of the eight (8) Metropolitan, 44 District and 205 local municipalities, and form the basis for skills planning and development provided by the LGSETA. The five objects of local government as stated in the Chapter 7 of the South African Constitution (1996), Section 152(1) are:

- a) To provide democratic and accountable government for local communities;
- b) To ensure the provision of services to communities in a sustainable manner;
- c) To promote social and economic development;
- d) To promote a safe and healthy environment; and
- e) To encourage the involvement of communities and community organisations in the matters of local government.

The skill gaps or competency needs of the local government sector **must** be aligned to relevant interventions supported by the LGSETA for both employed (workers) and unemployed beneficiaries with respect to the following:

- Bursaries
- Workplace-based Training that includes:
  - Work Integrated Learning (WIL) (18- and 24-month).
  - Internship or Work experience (12-month)
  - Learnership
  - Candidacy
  - Skills Programmes (credit bearing)
  - Short Programmes (non-credit bearing)
  - Artisan Development (3-years) /Apprenticeship
  - RPL and ARPL
  - Adult Education and Training (AET).

## 2.3 NATIONAL SKILLS DEVELOPMENT PLAN (NSDP): LGSETA RESPONSE TO THE NSDP

NSDP 2030 is a key strategy derived from the National Development Plan and plays a critical role in igniting skills development in the local government sector. The LGSETA strategic focus areas and sector occupation priority areas and skills gaps are aligned with the eight NSDP outcomes.

Through focused delivery of learning programmes, the development of required qualifications, part qualifications, skills programmes and other skills interventions, the LGSETA will continue to facilitate skills development and invest in the development of qualifications and learning programmes to meet the requirements aimed at creating efficient and effective service delivery.

The LGSETA has developed the following qualifications and part qualifications which are awaiting QCTO recommendation and SAQA approval on the National Qualifications Framework, which will form part of the Occupational Qualifications Sub-Framework (OQSF) of the National Qualifications Framework (NQF):

- Higher Occupational Certificate: Business Development Officer.
- Advance Occupational Diploma: Financial Administration Manager.
- Higher Occupational Certificate: Environmental Practitioner
- Occupational Certificate: Environmental Monitor.
- Advanced Occupational Diploma: Disaster Risk and Response Manager.
- Higher occupational Certificate: Disaster Management Officer
- Advanced Occupational Diploma: Air Quality Analyst.
- Occupational Certificate: Air Quality Policy and Planning Specialist.
- Occupational Certificate: Air Quality Authorisation and Management Specialist.
- Occupational Certificate: Air Quality Monitoring and Information Management Specialist
- Occupational Certificate: Water Liaison Practitioner.
- Occupational Certificate: Building Inspector: Class III
- Occupational Certificate: Building Inspector: Class II
- Occupational Certificate: Building Inspector: Class I

The registration of the below qualifications on the OQSF of the NQF will facilitate the intended development of Recognition of Prior Learning (RPL), toolkits and learning material, which will allow for future teaching and learning to take place in the sector against these qualifications:

- Occupational Certificate: Environmental Science Technician
- Occupational Certificate: Firefighter
- Occupational Certificate: Valuer (Municipal Property Assessor)
- Occupational Certificate: Water Infrastructure Manager
- Occupational Certificate: Water Process Controller
- Occupational Certificate: Water Reticulation Practitioner
- Occupational Certificate: Municipal Finance Manager
- Advanced Occupational Certificate: Water and Sanitation Coordinator

The LGSETA has developed learning material and RPL toolkits for the following registered qualifications and further development of learning materials and RPL toolkits will continue to be developed for newly registered qualifications.

- Occupational Certificate: Environmental Science Technician
- Occupational Certificate: Valuer (Municipal Property Assessor)
- Occupational Certificate: Water Infrastructure Manager
- Occupational Certificate: Water Process Controller
- Occupational Certificate: Water Reticulation Practitioner

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In addition, the LGSETA intends to develop an RPL toolkit for the following qualification which was recently registered on the NQF:

- Advanced Occupational Certificate: Water and Sanitation Coordinator

Furthermore, the LGSETA will be focusing on the development of qualifications and skills programmes to support priority occupations and service delivery qualification pathways. Qualifications that have been prioritised to be developed include the local economic manager LED manager, local authority manager, and local government legislator, as well as a range of skills programmes to be developed relating to municipal governance, leadership and/or management, municipal financial management, asset management, municipal service delivery areas, disaster management, environmental management, and local economic development.

The eight NSDP objectives, referenced in the Table 1 below, inform all skills development interventions and are further aligned to the five strategic focus areas of the LGSETA.

Table 1: NSDP Outcomes and Description

OUTCOME	NSDP OUTCOME DESCRIPTION
Outcome 1	Identify and increase the production of occupations in high demand
Outcome 2	Linking education and 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

Table 2 details below tailored responses to the NSDP outcomes, which guided the formulation of the performance metrics for all the LGSETA programmes.

Table 2: LGSETA Response to NSDP Outcomes

NSDP Outcome	NSDP Outcome Description	LGSETA Outcome Statement	LGSETA Impact Statement
Outcome 1	Identify and increase the production of occupations in high demand	Increased the production of occupations in high demand in the local government sector	Highly skilled and professional local government workforce to ensure efficient and effective service delivery
Outcome 2	Linking education and workplace	Improved work-based learning opportunities through education in the local government sector	
Outcome 3	Improving the level of skills in the South African workforce	Improved critical skills in the local government workforce to enhance service delivery and economic growth prospects	

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Outcome 4	Increase access to occupationally directed programmes	Increased access to occupationally directed programmes in the local government sector
Outcome 5	Support the growth of the public college system	Improved the delivering of quality occupational directed programmes and the growth of public college system
Outcome 6	Skills development support for entrepreneurship and cooperative development	Improved skills of entrepreneurship, cooperatives, and worker-initiated training within the local government sector
Outcome 7	Encourage and support worker-initiated training	Support worker development programmes through worker-initiated training in the local government sector
Outcome 8	Support career development services	Improved promotion of local government occupations to new graduate entrance through career development services
Internal Outcome	N/A	Effective Internal Control and Compliance monitoring system
Internal Outcome	N/A	Resilient, skilled, and capable local government SETA administration
Internal Outcome	N/A	Establish a skills-planning mechanism to facilitate evidence-based planning and implementation through research, monitoring and evaluation of local government learning interventions

### 2.4 LGSETA RESPONSE TO ECONOMIC RECONSTRUCTION AND RECOVERY PLAN

The LGSETA has developed an approach on how it will respond to **nine** Economic Reconstruction and Recovery Plan (ERRP) priority areas indicated below through strategic initiatives:

- Energy Security:** This priority will be addressed through initiatives on *Clean Energy and Energy Efficiency* interventions that will contribute to municipalities participating in the 'Green Card' training, skills programmes and qualifications relating to renewable energy and viable alternatives including nuclear energy, solar to usable energy, energy-based technology, innovation and leadership, and climate change. The interventions will require the LGSETA to forge strategic partnerships to train municipal and local government officials on renewable energy and energy-based technology that impact on service delivery, green infrastructure, smart city developments and 4IR initiatives in the local government sector.
- Employment Oriented Strategic Localisation, Reindustrialisation and Export Promotion:** This priority will be addressed through initiatives focusing on *Industrialisation through localisation*. The focus on industrialisation through localisation is to grow small businesses, especially young entrepreneurs, who operate in the township economy and local government sector through supporting various skills development programmes that promote sustainability of the SMMEs, including new and emerging enterprises and contribute towards reducing unemployment.
- Gender Equality and Economic Inclusion of Women:** This priority will be addressed through initiatives focusing on *Gender Empowerment in Local Government*. The interventions will focus on provision of capacity building programmes for supporting and developing capabilities and competencies of women in local government. The university programmes



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that deal with women in leadership and address gender mainstreaming and empowering women to fight gender-based violence will be priority areas.

- **Aggressive Infrastructure Investment:** This priority will be addressed through initiatives focusing on *Infrastructure Development and Maintenance*. The provision of training to Local Government workers and unemployed youth in order to increase the capacity and capabilities of LG in infrastructure asset maintenance, Civil Engineers, Electrical Engineers, Electricians, Electrical Engineering Technicians, Electronic Engineering Technicians, Civil Engineering Technicians, Civil Engineering Technologist, Plumbing, Water Plant Operators, Water Reticulation Practitioners, Water Analyst, Environmental Scientist and Green occupations including Solar Photovoltaic Service Technicians and Wind Turbine Power Plant Process Controller. Project deliverable under this pillar relate to Infrastructure Asset Maintenance, labour Intensive Construction (CWP), Electricity Reticulation, Water Services, and Transport, Roads and Storm Water related occupations.
- **Macro-economic Interventions:** This priority will be addressed through an intervention focusing on supporting **Financial Management and Financial Viability of Local government** through interventions that address capabilities and competencies to ensure municipalities manage finances and proper accounting and auditing take place. In addition, this pillar aims to improve the local government audit outcomes. The LGSETA will conduct research on the AGSA municipal audit outcomes to inform interventions and partnerships required that can be addressed through the District Development Model (DDM) approach. Key projects to be established in response to this pillar relate include property evaluation, audit and procurement and municipal finance.
- **Green Economy Interventions:** This priority requires the LGSETA to explore opportunities that can be tapped through green economies in the local government sector. Informed by the research conducted by the LGSETA on the green economy will inform the skill development interventions that will respond to the green and ocean (blue) economy skills required to support the sector.
- **Strengthening Food Security:** This priority will be addressed through strategic partnerships with key institutions will focus on addressing skills relating to adequate food security in the local government sector. Training interventions through partnership institution on agricultural area, plant production, farming and poultry will be strategic training programmes.
- **Support for Tourism Recovery and Growth:** This priority will be addressed through an initiative focusing on *Supporting the Tourism Sector Human Resource Development (TSHRD) strategy* within the local government Sector. This initiative requires collaboration and strategic partnerships with municipalities, especially those that are located in tourist destinations, and the national Department of Tourism so that an integrated approach to skills development can be supported.
- **Mass public employment interventions:** This priority will be addressed through supporting *Youth Employment Opportunities*, the LGSETA will support youth-related partnerships, including the Presidential Youth Employment Initiative (PYEI), youth SMME development; and EmpowaYouth week showcasing local government opportunities. Within the municipal context, interventions relating to *Employment Protection and Stimulation* will include programmes on promoting health and safety as well as mentoring in the workplace, and safety and peace monitors/officers through the Discretionary Grant window as well as strategic partnerships.

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To respond to the nine priority interventions of the ERRP identified above from a skills perspective, the ERRP Skills Strategy identifies the following 10 skills interventions which have been referenced in Table 3. The SETA must monitor the implementation of both ERRP and ERRSS programmes supported.

Table 3: Overview of ERR Skills Strategy Interventions

NUMBER	ERR SKILLS STRATEGY INTERVENTIONS
1	Embedding skills planning into sectoral processes
2	Updating or amending technical and vocational education programmes
3	Increased access to programmes resulting in qualifications in priority sectors.
4	Access to targeted skills programmes
5	Access to workplace experience
6	Supporting entrepreneurship and innovation
7	Retraining/up-skilling of employees to preserve jobs.
8	Meeting demand outlined in the List of Critical Occupations
9	National Pathway Management Network
10	Strengthening the post-school education and training system

## 2.4 District Development Model

The District Development Model (DDM), which came into existence in September 2019, provides an integrated framework that embraces Inter-governmental Relations (IGR) across three spheres of government (national, provincial, and local government). The DDM refers to a one joint plan that is developed through cooperative governance to enable the three spheres of government to function in unison. The DDM will enable the LGSETA to provide a contextual and integrated approach to addressing skills planning and development across the 44 districts and eight metropolitan levels. The DDM will provide opportunities to create strategic partnerships that lead to better coordination and integration between local, provincial, and national government stakeholders regarding skills planning and development.

The DDM has implications for the LGSETA to set up strategic partnerships that address skills development in the municipal-service areas. Below is the list of the nine broad service delivery areas:

- Energy and Electricity
- Economic Development
- Community Services
- Public Safety and Security
- Settlements and Housing
- Town and Regional Planning
- Transport, Roads, and Storm Water
- Waste and Refuse Management and
- Water and Sanitation

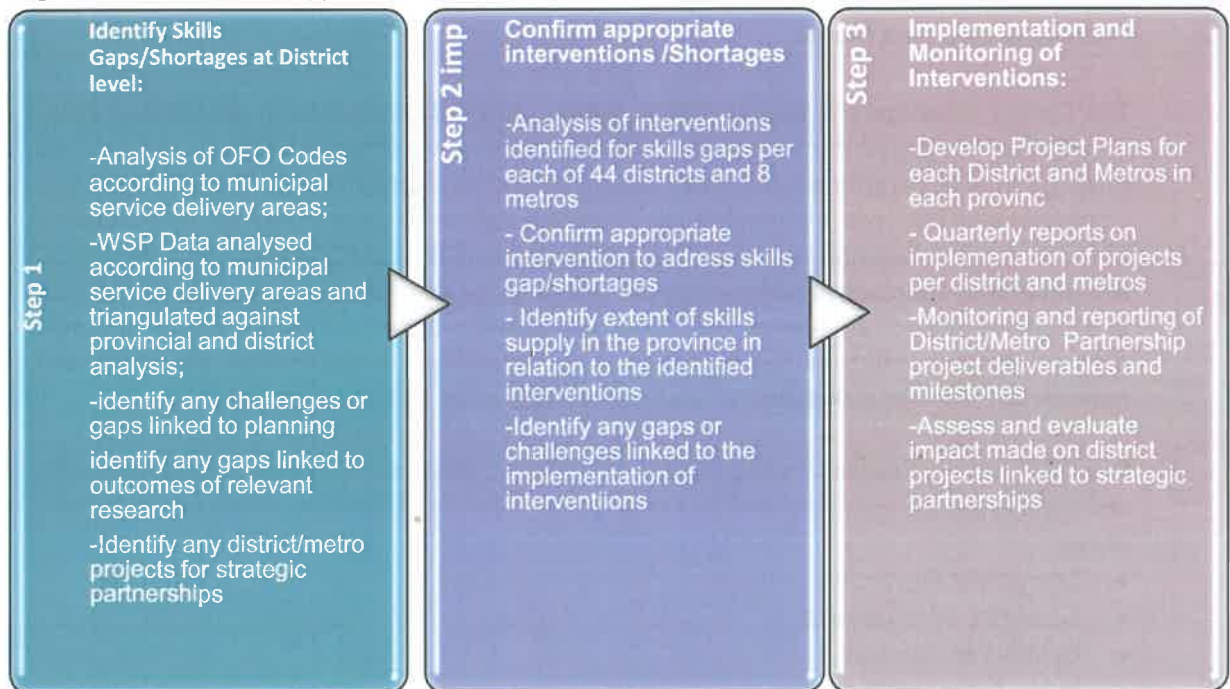
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The nine broad municipal service areas each have learning pathways that support priority occupations and skill gaps through relevant interventions and further provide opportunities to create partnerships that lead to better coordination and integration between local, provincial, and national government stakeholders regarding skills planning and development. The six broad municipal service areas that will be prioritised are: Energy and Electricity, Economic Development, Water and Sanitation, Transport, Roads, and Storm Water, Waste Management and Safety and Security. It is important for the LGSETA to know the relevant jobs and related occupations for the respective municipal service areas so that skills challenges and gap areas can be addressed utilising strategic partnerships.

The LGSETA will prioritise district and metropolitan municipalities within and across each of the provinces, but the LGSETA Boards has prioritised five provinces namely LP, MP, FS, NC, and NW, where more attention will be given. The Discretionary Grant (DG) window applications will further increase the number of partnerships once they have been recommended and approved by the Board. It is important to note that not all projects with Districts are included below as some projects are not classified as partnerships. District Municipality partnerships include: Eastern Cape (Amathole), KZN (Ilembe and Zululand), LP (Capricorn, Sekhukune and Vhembe), MP (Ehlanzeni) and WC (Garden Route). Current Metropolitan Municipality partnerships only include Cape Town Metropolitan Municipality. Going forward, other District and Metropolitan Municipal DDM partnerships will be finalised following discretionary grant approvals including EC, FS, GP, KZN, NC and NW.

LGSETA DDM approach aims to address the skill gaps or needs at a district level which include both district and metropolitan municipalities. The following diagram presents the key steps that the LGSETA will embark on to identify skills gaps at a district level.

Figure 8: Overview of the Approach to the DDM Strategy



## 2.5 Councillor Development Strategy

Local government is the sphere of government closest to the people and is therefore better placed than national or provincial government to efficiently carry out many tasks dealing with services and community development. Locally elected councillors should have a better understanding of local issues than national and provincial politicians. One of the five major

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drivers of skills demand and supply in the local government sector relate to change in political leadership. A new cohort of municipal councillors were elected at the local government election held in November 2021. Furthermore, the next elections, to be held in 2024, will potentially have implications for skills development in terms of new leadership. The change in leadership further affects the administration of local government by disrupting business continuity and institutional memory, thereby hampering the skills transfer necessary for sustained quality service delivery and internal capacity of skills development. The purpose of the Councillor Development strategy is to ensure that municipal councillors are adequately equipped and capacitated to execute their oversight role in their various functions within the Municipalities.

The Councillor Development strategy presents a journey of skills development which consist of three pillars for training and development as presented in Figure 9. Each pillar is discussed below.

Figure 9: Phases of the Councillor Development Strategy



## **Pillar One: Councillor Development and Skills Audit**

This pillar focuses on two strategic deliverables which are Councillor Development and Skills Audit namely:

- Providing an induction programme for newly elected municipal councillors through addressing key areas of expertise and values that they will be expected to display while conducting their mandate and responsibilities.
- Capacitation of councillors on local government policies, legislation, systems, and processes relevant to their day-to-day work.

Assessing and identifying skills gaps and requirements from councillors through skills audit battery will enable to outline short-, medium- and long-term skills development interventions for the Councillors.

## **Pillar Two: Function Based and Development**

The function-based training and development pillar is aimed at building capacity and skills to councillors based on their assigned functions and portfolios in the Municipality. The objective of the function-based training and development pillar is to ensure that councillors are adequately capacitated to perform oversight functions based on their respective portfolios assigned by the Municipal Councils. In addition, this pillar includes training of councillors in leadership development programmes such as Executive Leadership Municipal Development Programme for Councillors.

## **Pillar Three: Soft Skills Development Programme**

Although soft skills development does not necessary influence demand of skills in the local government, the top-up skills remain critical for councillors in executing their roles and responsibilities. The soft skills development will be implemented based on the outcome of the skills audit that will be conducted in year one for the new councillors.



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There are six core skill areas for all councillors. Depending on a specific role of a councillor, the circumstances, and contexts within which you apply these skills may vary, the core skill areas will remain relevant for all councillors namely: leadership and ethics.

## 2.6 TRADITIONAL LEADERSHIP STRATEGY

The Traditional Leadership Strategy seeks to improve the capacity and capabilities of Traditional and Khoi-San leaders as well as traditional leadership institutions to competently discharge their roles within and across communities in South African society. The strategy consists of the roles, structures, principles, and skills development priorities and types of interventions that would guide and inform the LGSETA on the appropriate support for Traditional and Khoi-San Leadership interventions. The strategy represents the bridge that LGSETA will employ to support Traditional and Khoisan leaders towards achieving higher competencies that will contribute to improving performance in their respective communities. The Strategy further provides scope to support other critical stakeholders that work within the Traditional and Khoi-San Leadership context as well as supporting municipalities on the District Development Model (DDM) to achieve efficient and effective service delivery.

## 2.7 DISCRETIONARY GRANT STRATEGIC PRIORITIES

The LGSETA Board sets the strategic tone and direction for the organisation, directing effort to the eight Discretionary Grant Strategic Priority Areas where most benefit and sector-wide change will be derived. The Board identified five provinces to be prioritised and supported with regards to Discretionary Grants (DG) namely Limpopo (LP), Mpumalanga (MP), Northwest (NW), Northern Cape (NC), and Free State (FS). The Discretionary Grant Strategic Priority Areas outlined in Table 4 are aimed at augmenting skills gaps and deficiencies as identified through research and sector skills planning in the local government sector.

Table 4: Discretionary Grant Strategic Priority Areas

Strategic Focus Area	Programme Focus	Scope of Interventions
1. Enhancing Good Governance, Leadership and Management Capabilities	<ul style="list-style-type: none"> <li>• Councillor Development Programme</li> <li>• Governance and Ethical leadership</li> <li>• Traditional Leadership Development Programme</li> <li>• Management Capacity Building Programme</li> <li>• Ethics and Fraud Prevention Strategy</li> </ul>	<ul style="list-style-type: none"> <li>- Bursaries</li> <li>- Learnership</li> <li>- Skills Programmes</li> </ul>
2. Promoting Sound Financial Management and Financial Viability	<ul style="list-style-type: none"> <li>• Municipal Financial Management Programme</li> <li>• Internal Audit and Risk Management</li> <li>• Supply Chain Management</li> <li>• Unauthorised, Irregular, Fruitless and Wasteful (UIFW)</li> <li>• Revenue Management</li> <li>• Management of water losses and electricity losses</li> <li>• Debts management</li> <li>• Infrastructures assets</li> </ul>	<ul style="list-style-type: none"> <li>- Bursaries</li> <li>- Candidacy</li> <li>- Internships</li> <li>- Learnerships</li> <li>- Skills Programmes</li> <li>- Work Integrated Learning</li> </ul>



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<p>3. Enhancing Infrastructure and Service Delivery</p>	<ul style="list-style-type: none"> <li>• Technical training on basic services (water, sanitation, electricity, and roads)</li> <li>• Sector Priority Occupations informed by Occupational shortages (Scarce) and skills gaps (critical skills)</li> <li>• 4IR including Smart Cities and digital skills</li> </ul>	<ul style="list-style-type: none"> <li>- Bursaries</li> <li>- Candidacy</li> <li>- Internships</li> <li>- Learnerships</li> <li>- Skills Programmes</li> <li>- Work Integrated Learning</li> <li>- Apprenticeships</li> </ul>
<p>4. Enhancing Municipal Planning</p>	<ul style="list-style-type: none"> <li>• Integrated Development and Planning</li> <li>• Ward Committee programme/IDPs</li> <li>• Human Resource Management/Development</li> <li>• Community- based Participation and Planning</li> </ul>	<ul style="list-style-type: none"> <li>- Bursaries</li> <li>- Candidacy</li> <li>- Skills Programmes</li> <li>- Learnerships</li> </ul>
<p>5. Promoting Spatial Transformation and Inclusion</p>	<ul style="list-style-type: none"> <li>• Targeted skills development programmes to ensure spatial transformation and inclusion</li> <li>• Local Economic Development Programme and related economic sub-sectors</li> </ul>	<ul style="list-style-type: none"> <li>- Bursaries</li> <li>- Skills Programmes</li> </ul>
<p><b>Additional Board Priority Areas</b></p>	<p><b>Programme Focus</b></p>	<p><b>Scope of Interventions</b></p>
<p>6. Supporting Worker Development and Worker Education</p>	<ul style="list-style-type: none"> <li>• Capacity building programme for municipal workers in line with Local Government Key Performance Areas and Municipal Integrated Development Programme (IDP).</li> <li>• Worker leadership development programme</li> <li>• Worker Education programmes</li> <li>• Worker Development programmes</li> </ul>	<ul style="list-style-type: none"> <li>- AET</li> <li>- ARPL/RPL</li> <li>- Bursaries</li> <li>- Skills Programmes</li> </ul>
<p>7. Ensuring Business Continuity and addressing disaster management</p>	<ul style="list-style-type: none"> <li>• Business continuity</li> <li>• Disaster management in the following areas: <ul style="list-style-type: none"> <li>○ Climate Change</li> <li>○ Natural disasters including droughts, floods, and fire</li> <li>○ Training on disaster management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Bursaries</li> <li>- Internships</li> <li>- Learnerships</li> <li>- Skills Programmes</li> </ul>
<p>8. Improving Internal Capability of the LGSETA</p>	<ul style="list-style-type: none"> <li>• Project Monitoring and Management of learners including tracking of learners</li> <li>• Stipend solution system to disburse stipends internally</li> <li>• Development of the business processes and Standard Operating Procedures (SOPs)</li> </ul>	<ul style="list-style-type: none"> <li>- Informal and non-formal programmes</li> <li>- Mentoring and Coaching</li> <li>- Skills Programmes</li> <li>- Bursaries</li> </ul>

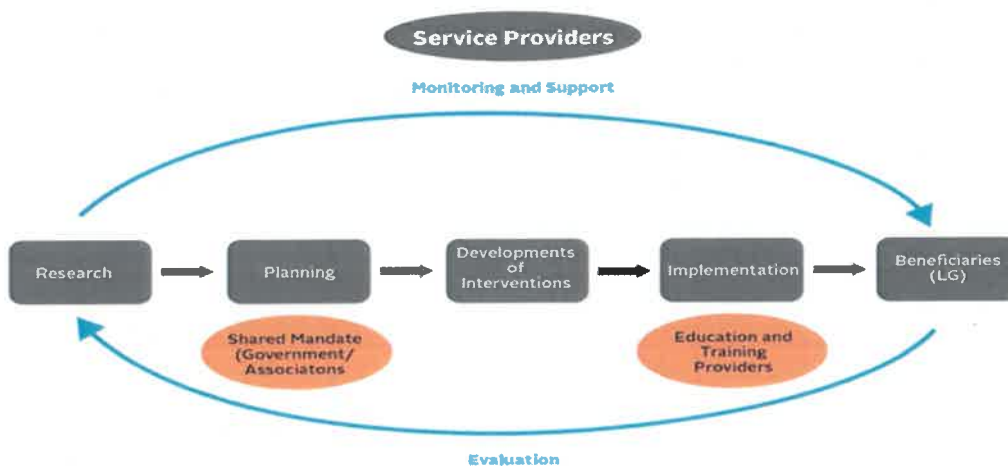
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	<ul style="list-style-type: none"> <li>Blended approach for delivery of skills development i.e. online learning/e-learning programmes</li> </ul>	
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## 2.7 LGSETA STRATEGIC PARTNERSHIP MODEL

Partnerships are critical for enabling the SETA to be able to deliver on its mandate as well as further strengthening and contributing towards making greater impact in the communities in the local government sector. In March 2021, the LGSETA Board adopted a strategic partnership model that is aimed at forging strategic partnership with partners to enhance the delivery of the LGSETA strategy. The strategic partnership model put emphasis on the LGSETA value chain on key internal and external stakeholders and embraces three main types of partnerships. The key elements of the value chain include research, planning, development of interventions, implementation, and beneficiaries as outlined in Figure 10.

Figure 10: LGSETA Strategic Partnership Value Chain



The LGSETA value chain begins with research, which then feeds into the planning component. The planning process includes the development of the Sector Skills Planning (SSP), the Strategic Plan, and the Annual Performance Plan which includes the identification of interventions to address occupational shortages and skills gaps. Interventions that are not yet registered on the National Qualifications Framework (NQF) are then designed and registered for the purpose of implementation. The last component of the value chain includes the role of monitoring and evaluation through providing feedback the implementation of the LGSETA programmes which closes the loop for the value chain to continue.

The strategic partnership model provides for three types of partnerships that the LGSETA will embark on when establishing partnerships with various organisations/institutions. The purpose of these types of partnerships is ensure that the desired outcomes are achieved to make impactful delivery of the LGSETA mandate.

### I. Non-Monetary Partnership

This type of partnership refers to a partnership where there is no monetary value involved between the LGSETA and the partner. Areas of collaboration will be outlined in the MOU signed by both parties.

### II. Monetary Partnership

This form of partnership relates to a strategic partnership that has a monetary value. The LGSETA shall provide 100% full funding of the projects that will be initiated as result of the strategic partnership established.

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### III. Co-Funding by Both Partners

This form of strategic partnership relates to strategic projects and initiatives that are established, and funding of these projects will come from both the LGSETA and the partner. The funding model will be outlined in the Memorandum of Agreement to be signed by both partners.

The LGSETA will enter into strategic partnerships that are critical to supporting the LGSETA skills development priorities and mandate. The following overview provides a breakdown of the types of strategic partnerships that the LGSETA will support:

- Municipalities including Local, District and Metropolitan
- Municipal entities and local government organisations
- Unions specifically SAMWU and IMATU
- Government Departments
- Institutions of Higher Learning including public and private
- TVET colleges/private colleges
- CET Colleges
- SETAs
- Professional Bodies and Non-Profit Organisations.

**Table 5: LGSETA Strategic Focus Areas**

Strategic Focus Area	Outcome Desired	NSDP Outcome	ERR Skills Priority	Interventions
Overall Impact: Highly skilled and professional local government workforce to ensure efficient and effective service delivery				
1 Enhancing Good Governance, Leadership and Management Capabilities	Enhanced governance, engaged management and ethical leadership	1	3	1.1 Support targeted interventions for councillor development 2021-2025 (informed by councillor strategy) and strengthen partnership with CoGTA and SALGA to target Intervention. Support community engagements and capacity initiatives, especially rural communities.
		2	4	1.2 Implement approved Councillor Development strategy focusing on Phase 2 from 2022.
		3	5	1.3 Support relevant skills programmes such as governance/leadership and management/human resources and labour relations/HRD/ performance culture for municipal management linked to service delivery.
			8	1.4 Support targeted management training programmes including technical training, municipal financial management, and supply chain management functions.
			1.5 Support skills programmes relating to engaged manager, ethical leadership, enabling governance, ethics, accountability, and productivity tools.	
			1.6 Support skills programmes for Traditional Leaders based on identified needs to ensure Traditional Leadership priority areas are implemented, so they may propagate this information in their communities, especially rural areas.	
			1.7 Support Union Leadership programmes	
			1.8 Support women in leadership and management programmes and women leadership and empowerment programmes.	
			1.9 Conduct research on HRD Governance/Political Oversight/Evidence-based research on implementing Integrated Management Framework for HRD.	
2	2	2.1 Support skills programmes relating to minimum competencies, financial skills, internal auditing, supply chain management through		

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Strategic Focus Area	Outcome Desired	NSDP Outcome	ERR Skills Priority	Interventions
Promoting Sound Financial Management and Financial Viability	management to ensure efficient and effective use of public resource		3	<p>programmes such as the Municipal Financial Management Programme and Public Administration Programmes. Municipalities will thus have to exercise frugal financial management to preserve funds when revenue collection is declining.</p> <p>2.2 Support occupations relating to chief financial officer/financial manager. With revenue collection declining as individuals lose their jobs, it is important to detect irregularities and assist them to promote accountability, especially with scarce resources.</p> <p>2.3 Support senior municipal management through targeted interventions focusing on service delivery areas, Municipal Finance, SCM and Internal Audit.</p> <p>2.4 Conduct a tracer study on programmes related to minimum competencies (enrolments, graduates and return on Investment in the workplace) which forms part of approved Evaluation Plan.</p>
		2	4	
		3	5	
3. Enhancing Infrastructure and Service Delivered	Improve Service Delivery and Infrastructure Asset Management	2	1	<p>3.1 Support priority occupations informed by the nine municipal-service areas including water reticulation practitioner, water and wastewater treatment operators, technical project managers, civil engineering technician, civil engineering technologists, electrical engineering, electrical engineering technician, electrical engineering technologist, electrician, property valuer, project managers (technical) and building inspector.</p> <p>3.2 Support skills programmes for basic services including water, energy and electricity, water and sanitation, transport, roads and storm water, waste management, safety and security including civil and electrical engineers/technicians and technical project management, Batho Pele principles and client service relating to maintaining infrastructure and improving spatial planning.</p> <p>3.3 Support skills programmes to support 4IR including data analysts, cyber security specialists, drone engineers, virtual platform specialists, software developers. Technological change and digitisation have been identified as a change driver and the COVID-19 pandemic accelerated the uptake of the 4IR to prioritise big-data analysis, cybersecurity and software development being some of the area leading to the digital economy, which is a key skills gap in the ERRP.</p> <p>3.4 Partner with TVET colleges as specialist centres of excellence informed by the Strategic Partnerships Model.</p> <p>3.5 Support youth linked to sector priority occupations and interventions and improve career development support through bursaries, learnerships, internships, and apprenticeships in line with the PYE initiative to support youth development.</p> <p>3.6 Support occupations linked to infrastructure planning, maintenance, and technical services, as well as occupations informed by research namely chemistry specialist, environmental healthcare specialist, energy production technologists, instrumentation controllers, horticulture specialists, water engineers, water technologists and environmental health officers.</p> <p>3.7 Support occupations linked to infrastructure planning, maintenance, and technical services, as well as occupations informed by research namely chemistry specialist, environmental healthcare specialist, energy production technologists, instrumentation controllers, horticulture specialists, water engineers, water technologists and environmental health officers.</p>
		3	2	
		4		
		5	3	
		6		
			9	
		7		



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Strategic Focus Area	Outcome Desired	NSDP Outcome	ERR Skills Priority	Interventions
				3.8 Strengthen partnerships with TVET colleges and HEIs as specialist centres of excellence informed by the Strategic Partnerships Model.
4 Enhancing Municipal Planning	Improved collaboration with stakeholders for efficient and effective skills Planning and Delivery	2	1	4.1 Review and assess the Strategic Partnerships Model linked to Strategic and Sectoral Priority areas.
			2	4.2 Identify new occupations/skills programmes for development and ensure training materials are developed for new qualifications.
			4	4.3 Implement PIMI model for all interventions linked to performance and planning.
			6	4.4 Develop skills strategies to support: Backlog of AET learners 2020-2035; Disability in Local Government 2020-2035; Spatial development in Urban and Rural municipalities 2020-2025; 4IR informed by research conducted and smart cities; Ocean economy occupations informed by research conducted; Green economy occupations informed by research conducted; Youth and Unemployment in Local Government 2020 to 2025; Rural municipalities; SMME and Cooperative Development Strategy in Local Government, Councillor Development informed by research conducted; Traditional Leadership informed by research conducted; and DDM implementation informed by research conducted.
		3	8	4.5 Skills programme relating to HR managers and HRD (Professionalisation/Change Management/Performance Management/Accountability).
		7	9	4.6 Implementation strategy on Batho Pele in Local Government.
		8	10	4.7 Implementation strategy on Mentoring and Coaching to support Skills Gaps (Top-Up Skills) in LG.
				4.8 Supporting women in targeted programmes.
				4.9 Supporting women in targeted programmes and implement strategy on Women in Leadership in Local Government.
				4.10 Conduct periodic evaluation studies aligned to strategic priority interventions for the purposes of informing impact studies – as proposed as part of LGSETA's Monitoring and Evaluation PIMI model.
Promoting Spatial Transformation and Inclusion	Strengthen coordination towards local economic development and transformation	1	2	5.1 Support occupations relating to town planners, urban and regional planners, civil and electrical engineers and technicians, property valuers, Disaster Management officers and occupations informed by research namely building surveyors, transport planners, economic modelling. 5.2 Support key green economy occupations and skills programmes relating to green skills in local government. 5.3 Support key ocean economy occupation and skills programmes linked to ocean economy and protection. 5.4 Support programmes for LED occupations including learnings and skills programmes relating to analytical skills, economic, SMME and Cooperative Development, tourism, agriculture, green economy, food security, SMME and Cooperatives, tourism, and sustainable development, mining and waste management in line with the NDP 2030.. 5.5 Support youth linked to priority occupations and interventions and career development support through bursaries, learnerships, internships and apprenticeships in line with the PYEI objectives to support youth development.



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Strategic Focus Area	Outcome Desired	NSDP Outcome	ERR Skills Priority	Interventions
				5.6 Develop the Strategic Partnerships Policy and Standard Operating Procedures to guide and implement partnerships especially with key stakeholders including PSET institutions to enhance funding, planning, monitoring in line with the NSDP 2030.

### 3. UPDATES TO RELEVANT COURT RULINGS

The court has ruled in favour of the Business Unity South Africa (BUSA) in relation to the Mandatory Grant judgement. The Department of Higher Education and Training is still to instruct SETAs on the implementation of the court judgement and the LGSETA will continue to report this judgement as an ongoing concern in the risk assessment strategy given that this ruling will have effect on the operation of the LGSETA and delivery of its mandate.

## **PART B: OUR STRATEGIC FOCUS**

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25

## 1. UPDATED SITUATIONAL ANALYSIS

The scope of coverage of the LGSETA is defined by the primary economic focus of organisations that are demarcated according to the Standard Industrial Classification (SIC) codes. The LGSETA has a clear scope of operation focusing on municipalities and local government related entities. Table 6 depicts the main scope and description of the SIC codes as they fall under the auspices of the LGSETA.

Table 6: Scope of coverage of the LGSETA

SIC CODE	SIC DESCRIPTION
30101	Production, processing, and preservation of meat products by Local Governments
41110	Production, collection, and distribution of electricity
41117	Generation of electric energy by Local Governments
50223	Construction of pylons for electric transmission lines by Local Government
50493	Any utility or agency, wholly or partially owned by a municipality, providing Local Government services under contractors of municipality
62520	Retail trade via stalls and markets
71213	Urban, suburban, and inter-urban bus and coach passenger lines operated by Local Government
71220	Other non-scheduled passenger land transport
74132	Salvaging of distressed vessels and cargoes
74133	Maintenance and operation of harbour works, pilotage, lighthouses, etc.
74134	Operation of airports, flying fields and air navigation facilities
88217	Roads
88218	Municipal public works functions (specifically assigned)
88219	Municipal fencing and fences
8821A	Municipal roads
8821B	Street lighting
88930	Building and industrial plant cleaning activities
91200	Regional services council activities
91201	All functions, services and facilities provided by a metropolitan council, as determined by 84(1), (2) and (3) of Act 117 of 1998 – Local Government Municipal Structure Act of 1998
91202	Category B Municipalities: All functions, services and facilities provided by local council, as determined by 84(1), (2) and (3) of Act 117 of 1998
91203	Category C Municipalities: All functions, services and facilities provided by a district council and district area management, as determined by 84(1), (2) and (3) of Act 117 of 1998 Local Government Municipal Structures Act 1998
91204	Organised local government – any statutory or regulatory body assigned the function as per the Constitution of the RSA, to deal with matters at the executive level within local government
91200	Regional services council activities
91300	Local government activities
91301	Metro police
91302	Traffic management/ law enforcement
91303	Air pollution
91304	Municipal planning
91305	Trading regulations
91306	Billboards and the display of advertisements in public places
91307	Control of public nuisances
91308	Control of undertakings that sell liquor to the public
91309	Licensing of dogs
9130A	Licensing and control of undertakings that sell food to the public
9130B	Noise pollution
9130C	Street trading

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SIC CODE	SIC DESCRIPTION
9130F	Land use planning
9200B	Pre-primary education and activities of after-school centres by local authorities
93304	Social work in local governments
94001	Refuse and sanitation
94002	Health and community services
94005	Other community work in local governments
96001	Recreational, cultural, and sporting activities by local governments
96191	Beaches and amusement facilities and fairs
96192	Pounds
96193	Public places
96313	Provision and operation of libraries of all kinds by local government
96321	Museum activities and preservation of historical sites and buildings by local governments
96331	Parks and gardens
96332	Zoos
96414	Local sports facilities
96493	Municipal parks
99001	Building regulations
99031	Cemeteries
99032	Facilities for the accommodation, care and burial of animals

According to the LGSETA's Sector Skills Plan (2023), there are 257 municipalities in South Africa, which include eight metropolitan-, 205 local-, and 44 district- municipalities. The Table 7 below provides the overview of municipalities across the country.

Table 7: Number of Municipalities by Province

Province	Metropolitan Municipality	District Municipality	Local Municipality	Total
Eastern Cape	2	6	31	39
Free State	1	4	18	23
Gauteng	3	2	6	11
KwaZulu-Natal	1	10	43	54
Limpopo	N/A	5	22	27
Mpumalanga	N/A	3	17	20
North West	N/A	4	18	22
Northern Cape	N/A	5	26	31
Western Cape	1	5	24	30
<b>Total</b>	<b>8</b>	<b>44</b>	<b>205</b>	<b>257</b>

Source: LGSETA WSP Submission, 2023

The greatest proportion of employers in the sector is local municipalities. Whilst there are only a few metropolitan municipalities, they are the largest employers and contribute the most in terms of skills development. KwaZulu-Natal has the highest number of municipalities with 54, followed by the Eastern Cape with 39 municipalities. Gauteng has the lowest number of municipalities overall (11), three of the eight metropolitans are located in the province.

## Municipal Entities and Other Employers in the Local Government Sector

To assist with service delivery, some municipalities will establish municipal-related entities. These entities are accountable to the municipality that established them in terms of governance, financial accountability, and performance. There has been a consolidation in the number of municipal entities, with a current total of 53 entities, which include 45 state-owned, 7 non-profit and 1 trust (Groupage, 2022). Currently, the LGSETA receive workplace skills plans submissions from 42 organisations which include 14 municipal entities, 4 local government related entities and 24 private entities.

## Overview of Dysfunctional Municipalities

The number of dysfunctional municipalities has increased from 64 (24,90%) in 2021 to 66 (25,68%) in 2022 (CoGTA, 2023). While there has been a marginal increase in the number of dysfunctional municipalities, the evaluation report on the State of Local Government shows positive transformation across the other categories. The number of medium-risk municipalities decreased from 111 (43,19%) to 107 (41,63%), while the count of low-risk municipalities decreased from 66 (25,68%) to 54 (21,01%). Further, in 2021, only 16 (6,22%) municipalities were deemed stable, and the number increased to 30 (11,67%) in 2022, signifying significant improvement in effective governance and operations. During a media briefing on 15 November 2023, the Minister of the CoGTA, Ms Thembi Nkandimeng, indicated that this progress results from collaborative efforts, innovative strategies, and dedication of various stakeholders working toward the betterment of local governance. She further explained that this highlights a promising trajectory toward more robust, accountable, and responsive local government systems, and it will ensure that strategic dialogues move from departmental or organisational silos to effective cross-segment collaboration.



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## 2. EXTERNAL ENVIRONMENTAL ANALYSIS

At a broad level, the challenges the LGSETA face are both unique to the organisation and ubiquitous to the country. An analysis of the external environment was completed using a PESTEL tool, and the outcome is captured in Table 8. The impact of COVID 19 has been a major challenge globally and the country has been negatively affected by an already ailing economy and the impact on the local government sector was no exception in this regard. All these factors create multiple pressure points for the local government, from service delivery to revenue collection.

To address these challenges, the Economic Reconstruction and Recovery Plan (ERRP) and ERR Skills Strategy focus on interventions to allow large numbers of young people to access opportunities in the short-term that can lead to being absorbed into high-potential growth sectors to boost job creation, as well as up-skill and reskill workers to enhance productivity. The ERR Skills Strategy presents key interventions to support the ERRP from a skills perspective. A list of targeted interventions identified in both the ERRP and ERR Skills Strategy support the LGSETA Sector Priority Occupations and Interventions (SPOI) list, which include supporting municipal infrastructure occupations to contribute to the 25 000 jobs required by the Skills Strategy.

The District Development Model (DDM) further aims to stimulate economic growth and benefit local entrepreneurs by developing, supporting, and promoting local entrepreneurs through prioritising local procurement of services and goods. The introduction of the DDM is timely given the weakness of the economy leading to persistent high unemployment, with the youth population being impacted the most. Further, the focus on the Fourth Industrial Revolution is now a reality and major influence on technological factors. This requires a deliberate digital skills strategy to be adopted and customised for the benefit of the local government sector. Such strategies would form an integral part of implementing smart cities that are already being piloted in other municipalities such as City of eThekweni.

Table 8: PESTEL Analysis

Political	Economic	Social
<ul style="list-style-type: none"> <li>• A stable political environment</li> <li>• Coalition politics</li> <li>• Skills audit of councillors informed by local government elections.</li> <li>• A high number of municipalities under administration.</li> <li>• Some councillors not meeting minimum oversight standards and requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of COVID-19 and the global economic situation has an economic threat on local government sector and the country, including food security.</li> <li>• Impact of the war between Russia and Ukraine has an economic threat on countries around the world leading to high oil and food prices and acerbating poverty.</li> <li>• Persistent high unemployment rate especially amongst the youth</li> <li>• South Africa's still has a tough economic climate.</li> <li>• Low revenue collection measures, revenue gaps and weak financial management that contribute to poor financial viability of municipalities.</li> <li>• Poor audit outcomes of municipalities</li> <li>• Knock on effect of Eskom and municipalities into the economy.</li> <li>• Implementation of the District Development Model</li> <li>• Local Economic Development offers opportunities in key economic areas.</li> <li>• Implementation of Economic and Recovery Programme (ERRP) requires relevant skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Social inequality varies wide which presents more demand of skills in the sector.</li> <li>• Education level is generally low in the sector which has impact on AET programmes.</li> <li>• Service delivery is poor and is accompanied with protests due to inadequate or absence of service delivery.</li> <li>• Infrastructure of services is under pressure</li> </ul>

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Technological	Legal	Environment
<ul style="list-style-type: none"> <li>• Technology remains critical to support skills development and work.</li> <li>• Adoption of 4IR technologies in local government</li> <li>• Implementation of Smart City concept in certain metro</li> <li>• Disparities in technology between municipalities in urban and rural settings remain a concern.</li> <li>• Technology is required for infrastructure.</li> <li>• Smart Cities and Smart Communities required for Municipalities.</li> <li>• Interfacing of LGSETA systems with stakeholders</li> <li>• Cyber-security attacks</li> </ul>	<ul style="list-style-type: none"> <li>• Clear mandate and regulatory environment for the LGSETA</li> <li>• Accountability through various mechanisms and platforms regarding LGSETA business.</li> <li>• Full compliance to BBB-EE legislation is required.</li> <li>• Ability to meet Constitutional imperatives by the LGSETA.</li> <li>• Rules that allow municipalities to generate their own electricity.</li> <li>• Auditor-general findings on poor governance in municipalities</li> </ul>	<ul style="list-style-type: none"> <li>• Climate change, COVID-19 pandemic, droughts, and floods have an impact on the sector and our operational environment.</li> <li>• The physical threat of crime to our stakeholders is a concern.</li> <li>• Research to enhance skills requirements for the green economy, green jobs, green buildings, energy efficiency and infrastructure projects.</li> <li>• Population growth pressuring environmental borders and capability</li> <li>• Need for more disaster management options of support</li> </ul>

The following factors informed by the PESTEL analysis have implications for skills development in the local government sector.

## 2.1 POLITICAL FACTORS

The transformation and institutionalised upskilling and reskilling within the local government workplace is reportedly undermined by electoral political leadership change as well as political appointments and coalition politics. This change in leadership affects the administration of local government by disrupting business continuity and institutional memory, thereby hampering the skills transfer necessary for sustained quality service delivery and internal capacity of skills development. This may contribute to the challenges relating to lack of skills and development of staff, weak management, lack of institutional controls, and fruitless and wasteful expenditure cut across all spheres of local government. This sentiment was corroborated by South African Scenarios 2030, which revealed “state capacity has been systemically undermined by corruption and poor skills at critical levels.”.

As a result, service delivery protests continue across municipalities affected by poor performance and officials who they consider unresponsive and unaccountable. These symptoms also indicate that political change exerts a critical impact on what can be achieved regarding skills retention, sourcing of skills, internal transfer, and skills development by external interventions. This has led to an environment where political parties are not working together, and this disconnect has the potential to frustrate the development of the local government sector.

## 2.2 ECONOMIC FACTORS

### Municipal Revenue and Expenditure Analysis

The Financial Census of Municipalities (STATS SA, 2021) showed that municipalities across South Africa received an income of R489.5 billion in 2019 and this increased to R519.4 billion in 2020, resulting in a 6.2% increase. Expenditure in the same years was R519.4 billion (STATS SA, 2021). The internally collected revenue accounted for 35.9% of total income made up of electricity and water sales, refuse removal, sanitation and sewerage charges, and other revenue (fresh produce market). The remaining 64.1% includes income from 'grants and subsidies received' from national, provincial, and local government, other income, and deficits as well as and interest earned from various sources including fines, licenses and permits and rentals (STATS SA, 2021).

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Revenue and expenditure for the local government grew at an average of 7% over the 2016/17-2020/21 period, however, there are always challenges with municipal budgets for revenue and actual cash collected. According to the National Treasury's 2022 State of Local Government Finances report, a total 169 municipalities were in financial distress at the end of 2021/22. The report further noted a continued pattern of deterioration: only 66 of the 257 municipalities had been in financial distress at the end of 2010/11 (National Treasury, 2023). Revenue management was the most prevalent factor contributing to this financial distress.

Municipalities expected a substantial decline in revenue in the 2020/21 municipal fiscal year (July 2020 to June 2021) because of pandemic-related restrictions, business closures and job losses. However, revenue collection showed no apparent impact from restrictions (National Treasury, 2022). There were no significant changes in the collection pattern corresponding to periods of higher restrictions (April to August 2020 and July to September 2021). It is important to note, however, that low-income and poor households that receive free basic services – whose contribution to revenues are covered by national transfers – are likely to have experienced a much higher financial impact from the pandemic. In addition, revenue collection remains relatively low as a proportion of total billed revenue in several municipalities (National Treasury, 2022).

The revenue and expenditure for local government for the 2021/2022 financial period is reflected in Table 9.

Table 9: Projected Municipal Revenue and Expenditure

'000	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<b>Revenue</b>	R399 178 856	R418 920 105	R444 477 776	R489 510 662	R519 404 923	R549 213 439
<b>Expenditure</b>	R399 178 856	R418 920 105	R444 477 776	R489 510 662	R519 404 923	R549 213 439

Source: StatsSA, Financial Census of Municipalities 2022

Due to the significant funding received and dispersed by local government, the effective use of this funding is critical to the development of and wellbeing of local communities. The latest Consolidated Auditor-General of South Africa (AGSA) Report for the 2021-22 financial year (AGSA, 2023) noted that there has been a slight increase in the number of clean audits from 32 in the 2019-20 period to 38 in the 2021-22 period. However, clean audit outcomes continue to represent less than a fifth of the local government budget. A total of 104 municipalities received unqualified audit with findings whilst 78 received qualified with findings. Also, the audit outcomes show that 15 of the municipalities received a disclaimer, the worst possible audit outcome, as compared to 25 municipalities the previous year. In addition, 16 municipalities have outstanding audits, as compared to 2 in the previous year (AGSA Media Release, 2023).

Opportunities for ensuring more effective revenue and expenditure management arise from ensuring that municipalities are staffed with appropriately skilled workers to minimise outsourcing of core services, and waste due to incompetence. In the survey conducted by the DPME (2020), 44% of municipalities indicated that they need additional staff to conduct the expanded services brought on by the pandemic.

### Local Economic Development

Local Economic Development (LED) is an approach which allows and encourages local people to work together to achieve sustainable economic growth and development, resulting in economic benefits and an improved quality of life for all residents in a local municipal area (COGTA, 2016). LED aims to expand the economic potential of all municipal localities all over the country and, to boost the resilience of the macro-economic growth through expanded local economic growth, employment creation and development initiatives within the framework of sustainable development. Local Economic Development places a focus on interventions to improve and develop

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skills in several key areas, such as the green economy, SMMEs in both the informal (township economy) and formal economy, cooperatives, and tourism. The Gauteng government recognised that transforming the economy requires significant participation of people in “townships” into the mainstream economy through their own enterprises that are supported by government and business and have thus passed the Gauteng Township Economic Development Act of 2022 to assist in this regard.

The DDM will provide a targeted skills planning and development approach to address rural and township economies and transforming rural and urban areas to become integrated, inclusive, sustainable, and competitive. The impact of the COVID-19 pandemic created impetus on ensuring LED becomes more vibrant, responsive, and sustainable to counteract the devastating impact of the pandemic. The NDP encourages local government to be a career destination of choice, and this requires competent public servants and the creation of a pipeline of graduates in municipal service areas with the requisite skills.

The LGSETA’s study on the Skills Gaps that will propel the township economy identified SMMEs, skills development, and issues related to infrastructure and land (food security) as key aspects that must be dealt with effectively to stimulate informal, local and township economies. Through the DDM, municipalities need to ensure that LED is prioritised into the Integrated Development Plans and Service Delivery and Budget Implementation Plan (SDBIP). The research study further proposes an introduction of a comprehensive national skills development and capacity building programme for municipal LED managers and officials to be more responsive.

Furthermore, research studies reveal that small businesses and cooperatives are catalysts for economic growth and job creation. Also, tourism contributes significantly to employment and GDP growth. One of the key strategic objectives for the Tourism Sector Human Resource Development (TSHRD) strategy in South Africa relates to improving local government orientation to the strategy. To address this, the National Department of Tourism (NDT) is working collaboratively with local government structures to integrate the TSHRD awareness into programmes offered to councillors. There is also a need to align the Rural Tourism Strategy to the District Development Model within municipalities.

The commitment by the South African Government to move towards a green economy in response to the issues of climate change over the next few decades has a significant impact on all sectors. The LGSETA study on the current state of green skills in municipalities, found that there is a lack of green skills in local government. However, as most of the infrastructure is aging and in need of an overhaul, the introduction of modern technologies is likely to lead to the need for different sets of skills. Further research conducted by the SETA with a focus on green skills to address youth unemployment, shows that a green economy offers the potential for new jobs to be created and for existing jobs to change (LGSETA, 2021).

## 2.3 SOCIAL FACTORS

### **Employment in the Local Government Sector**

Statistics South Africa conducted a census of municipalities in 2022 (STATS SA, 2022). Given the 100% submission rate, it represents a reliable figure of total employment in the South African local government sector. The figures in Table 10:0 refers to employment in the 257 municipalities, excluding municipal entities.



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TABLE 10: TOTAL EMPLOYMENT IN THE LOCAL GOVERNMENT SECTOR BY PROVINCE

Province	Full-time		Part-time		Vacant posts		Total	
	2020	2021	2020	2021	2020	2021	2020	2021
Western Cape	45 583	45 325	1 604	2 758	4 817	297	52 004	48 380
Eastern Cape	29 044	28 621	792	3 479	2 444	239	32 280	32 339
Northern Cape	8 597	8 471	601	664	236	160	9 434	9 295
Free State	14 566	15 974	744	91	2 766	177	18 076	16 242
KwaZulu-Natal	48 800	48 888	3 893	1 909	3 970	400	56 663	51 197
North West	12 845	12 388	634	676	333	75	13 812	13 139
Gauteng	82 122	81 337	1 930	2 769	16 922	4 720	100 974	88 826
Mpumalanga	14 904	14 987	157	155	2 081	159	17 142	15 301
Limpopo	13 851	13 772	18	22	1 089	189	14 958	13 983
<b>South Africa</b>	<b>270 312</b>	<b>269 763</b>	<b>10 373</b>	<b>12 523</b>	<b>34 658</b>	<b>6 416</b>	<b>315 343</b>	<b>288 702</b>

Source: STATS SA (2023)

\*Some figures have been revised.

The table shows that full-time employment declined slightly between 2020 and 2021, from 270 312 to 269 763 employees, while part-time employees increased from 10 373 to 12 523 between 2020 and 2021. The number of vacant posts decreased significantly from 34 658 to 6 416 during the same interval. Total employment decreased from 315 343 to 288 702 from 2020 to 2021 due to large-scale job losses stemming from the impact of the Covid-19 pandemic. Gauteng, KwaZulu Natal and Western Cape provinces employ the most local government employees.

According to the 2023 WSP submissions, municipalities (locals, districts, and metropolitans) employed 299 691 workers, higher than StatsSA which reported a total of 288 702 municipal employees for 2021, inclusive of full-time, part-time, and vacant posts for 2021, informed by a municipal census published in 2023. With the inclusion of other entities (as additional constituents of LGSETA), the total employment for local government employees based on WSP submissions came to 309 169.

Table 11 shows that the eight Metropolitan Councils employ more people (149 566) than the 205 local municipalities combined (126 446). The district municipalities are small in comparison with only 23 679 employees nationally. A total of 9 478 workers are employed by the municipal entities or other organisations (non-municipalities). The top three employers are Gauteng (86 618), Western Cape (57 842) and KwaZulu-Natal (57 730). Although Gauteng has the lowest number of municipalities, it has the greatest number of employees nationally, of which 79.4% (68 769) are concentrated in the three metros. The WSP submissions show that KwaZulu-Natal employed more employees in 2023, compared to a total of 55 198 workers in 2022. Western Cape's employment figures have increased over the past year, from 47 352 employees in 2022 to 57 842 employees in 2023. Only 3.0% (9 306) of the total national employment are located in Northern Cape municipalities.



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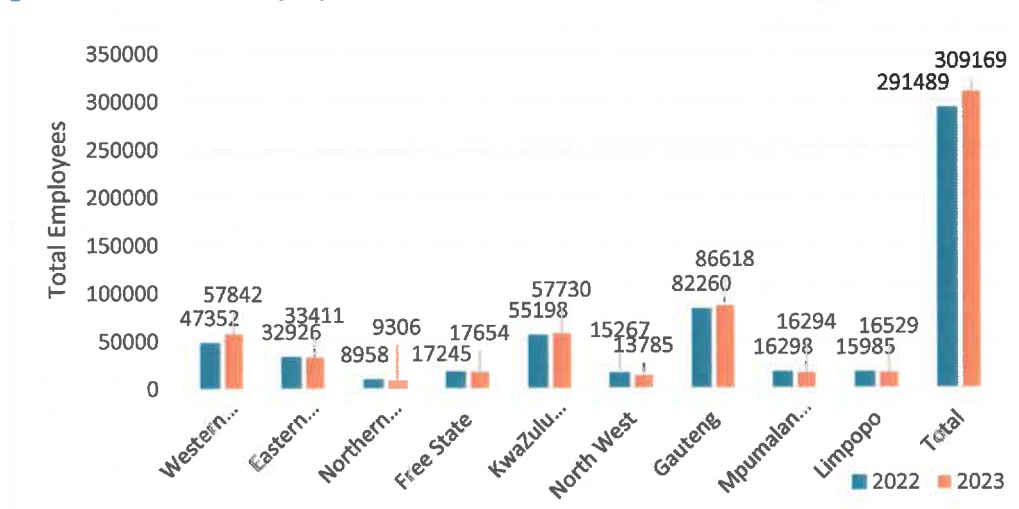
Table 11: Provincial Distribution of Employees by Municipality Type in 2023

Province	District	Local	Metropolitan	Other	Grand Total
Western Cape	2511	18434	36755	142	57842
Eastern Cape	5492	14419	12828	672	33411
Northern Cape	668	8638	-	0	9306
Free State	561	12838	3450	805	17654
KwaZulu Natal	6734	23159	27764	73	57730
North West	1388	11737	-	660	13785
Gauteng	985	9830	68769	7034	86618
Mpumalanga	1123	15102	-	69	16294
Limpopo	4217	12289	-	23	16529
<b>Grand Total</b>	<b>23679</b>	<b>126446</b>	<b>149566</b>	<b>9478</b>	<b>309169</b>

Source: LGSETA WSP Submissions 2023

The figure below illustrates the change in provincial and total employment between 2022 and 2023. All provinces except North West (having decreased by 1 482 employees) and Mpumalanga (with a marginal decrease of 4 employees) show some recovery in employment during this period. Overall, the number of employees increased from 291 489 in 2022, to 309 169 in 2023. Changes that occurred in each province are reflected in the Figure 11.

Figure 11: Provincial Employment 2022 versus 2023



Source: LGSETA WSP Submissions 2022 and 2023

Many organisations have adopted remote working as a result of the Covid-19 pandemic. This hybrid workplace model took force in the local government sector. However, pre-Covid-19 working conditions have resumed, with fewer employees working remotely. In terms of employment, the sector seems to be recovering from the Covid-19 related decline in employment.

## Basic Services and Infrastructure

There were 2.7 million indigent households as identified by municipalities in 2021, a decrease of 22.8% from the 2020 financial year (Stats SA, 2023). The table below illustrates the number of households who benefited from the provision of basic services, according to the Non-Financial Census of Municipalities (Stats SA, 2023). The services that are available to most households are water (78.1%), followed by sewerage and sanitation (64.7%) and provision of electricity (61.0%). About half of the households reported having access to solid waste management (54.3%).

**Table 12: Provision of Basic Services**

Services	million households	%
<b>Provision of Water</b>	2.10	78.1
<b>Provision of Electricity</b>	1.63	61.0
<b>Solid Waste Management</b>	1.46	54.3
<b>Sewerage and Sanitation</b>	1.74	64.7
<b>Total indigent households</b>	<b>2.69</b>	-

Source: Stats SA (2023)

The high demand for free basic services especially water, solid waste management and electricity, is often the cause of violent service delivery protests when municipalities fail to deliver these services efficiently. The South African Police Service (SAPS) Incident Registration Information System (IRIS) indicates that a total of 909 protest actions occurred from 1 August 2020 to 31 January 2021 (Martin, 2021). According to Kevin Allan, managing director of Municipal IQ, service delivery protests in the country have become commonplace, a socially entrenched phenomenon, and are expected to average at a higher rate annually in future (Stoltz, 2023). He added that electricity was the greatest driver of and reason for service delivery protests. Loadshedding is causing great frustration amongst South Africans.

Majority of the research on the impact of the pandemic on the local government sector are in consensus that the sector was already facing many challenges including poor service delivery and weak institutional governance capabilities. A study conducted by Ncube (2021) found that around 63% of the 257 municipalities were already in financial distress, a third of the municipalities were dysfunctional while only 53,7% of senior managers in local government complied with the minimum competencies prescribed for their jobs. He also highlighted inefficiencies in the sector. For instance, he found that rural municipalities could provide 60% additional services with the same resources. The key challenges in the sector are poor financial management, endemic profiting or corruption in the procurement process, poor asset management, and weak accountability and oversight. Ncube (2021) stated that interventions adopted to address these challenges have so far been ineffective and Covid-19 “simply amplified” some of the challenges.

The disasters including floods and civil unrest further increased expectations for efficient and effective service delivery, but also place pressure on municipalities’ ability to collect revenue, with widespread job losses among the citizenry and a negative impact on economic development. Local Economic Development (LED) can be utilised to rebuild and minimise future unrest within communities, but this is dependent on service delivery being realised so as to uplift socio-economic development.

## 2.4 TECHNOLOGICAL FACTORS

In local government, the adoption of modern technologies has varied across municipalities. The bigger metros have introduced modern technologies in the delivery of municipal services in areas such as water and electricity metering. Apart from customer interfaces, the role of technology in modern municipal infrastructure is likely to gain importance as aging equipment gets upgraded and replaced. Another aspect of technology is the Fourth Industrial Revolution (4IR) which is altering the way communities live and work through a fusion of technologies, blurring the lines between the physical, digital, and biological spheres. Key areas of the 4IR include, but are not limited to, virtual reality, robotics, big data analytics and cloud computing. The 4IR will result in new roles being assigned, which will require new, higher-level skills and knowledge and this will require people to be upskilled. Key occupations identified as critical for the 4IR in the local government sector include, data analysts, cyber security specialists, drone engineers, virtual meeting specialists and software programmers.

In 2020, the Department of Communications and Digital Technologies developed the National Digital and Future Skills strategy, whose objective is to establish an education and skills development ecosystem that provides all South Africans with the required skills to create and participate in the digital economy. While some municipalities continue to discuss the challenges around skills development in the context of the 4IR, and the opportunities for the cities in using the 4IR to assist in revenue collection, and smart cities technologies, there is still a need for the full potential of digitalisation to be more factored into planning and long-term strategies.

The report of the presidential commission on the 4IR found that 4IR can and should play a fundamental role for South Africa to realise the National Development Plan (NDP) Vision 2030. In transitioning to a more diversified, distributed, cleaner and more sustainable energy system, 4IR technologies like drones/ autonomous vehicles, advanced materials, biotechnologies, storage/transmission, advanced materials, and advanced sensor platforms would be most important (Presidential Commission, 2020).

The daily pressures that individuals, organisations, and societies face to deal with loadshedding, and the aftermath of the COVID-19 pandemic has further accelerated the uptake of the 4IR. A research study on the Role of Local Government in Repositioning the Role of Inland Small-Scale Fisheries in response to COVID-19, shows that the pandemic has increased reliance on advanced technologies for digital learning, working remotely, keeping healthy and to transform economies (LGSETA, 2020). This has enhanced the need to place focus on training in relation to digital and 4IR related skills such as computer skills, internet, and data analysis.

Furthermore, based on the key findings of another study conducted by LGSETA (2022a) on business continuity include: in most municipalities, there are weak IT governance structures; in the implementation of disaster risk reduction strategies, local municipalities are plagued by numerous challenges, including improper, inefficient, ineffective, confusing and difficult IT processes and procedures, poor documentation of IT processes and procedures that impacts service disruption, frequent hardware, software, infrastructure, network, or system failure, and irregular preventive maintenance and backups, among others; and it was firmly established that various IT related skills necessary for business continuity and disaster recovery are woefully lacking in the local municipalities.

## 2.5 ENVIRONMENTAL FACTORS

A recent study conducted by the LGSETA (2022a) investigated the impact of disasters or crises on business continuity in the local government sector. This study is particularly important given the recent KwaZulu-Natal (KZN) floods and civil unrests in the Gauteng and KZN provinces. The KZN floods reportedly impacted 826 businesses with an estimated damage of R7 billion (SA news, 20 March 2022<sup>5</sup>). The floods had affected 31 220 jobs with eThekweni municipality accounting for 68% of the jobs affected. This exacerbated the damage suffered due to civil unrest in the province a few months prior, with the Durban Chamber of Commerce and Industry estimating that businesses in the city suffered losses amounting to R70 billion and counting (EWN, 8 July 2022<sup>6</sup>).

### **Constraints to Service Delivery (Urban and Rural)**

Service delivery is reportedly hampered by context-specific financial and human capital constraints, which is aggravated by a lack of consultation and demotivation from municipal staff in both urban and rural areas. Service delivery was also constrained by periodic closures of municipalities due to the impact of the Covid-19 pandemic, unrest, and service delivery protests, preventing municipalities from functioning optimally. Furthermore, in urban areas, service

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<sup>5</sup> <https://www.sanews.gov.za/south-africa/damage-kzn-companies-estimated-r7-billion>

<sup>6</sup> <https://ewn.co.za/2022/07/08/a-year-after-july-unrest-kzn-business-owner-hopes-sa-has-learned-lessons>

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delivery is constrained by service delivery protests, thereby affecting skills planning. There must be a commitment from municipal leadership to focus on developing human capital and a performance-driven culture that enables effective and efficient service delivery.

The National government is adopting two approaches to expanding the tools that provinces and municipalities can use to improve spending and service delivery. The first approach seeks to streamline existing capability development programmes within government and forge new partnerships to increase their effectiveness. The second approach entails supporting the capability to deliver infrastructure across state institutions.

The local labour market, from which municipalities draw their human resources, is limited to a greater degree in rural areas than in urban areas, making it difficult for municipalities to recruit individuals with the required skills. This constraint is exacerbated through the challenge faced by rural municipalities in terms of skills shortages and their inability to attract skills of the required quality. It is proposed that alternative funding arrangements be investigated to support the ability of rural municipalities to attract skilled workers in addition to other projects to make the sector more attractive. Rural municipalities also have ties with traditional authorities. Municipal officials in these areas, therefore, need to have a sound understanding of the governance frameworks relating to traditional authorities, particularly in respect of land use and management. The LGSETA research study on the assessment of skills capacity requirements of traditional leaders shows that there is a need for political commitment from political office bearers to take bold decisions on the role and involvement of traditional authorities in the service delivery and good governance process (LGSETA, 2018).

### **Spatial Integration and Inclusive Development**

The District Development Model (DDM) is being rolled out by government to fast-track service delivery. The model plans to prioritise the management of urbanisation, growth, and development; supporting local economic drivers; accelerating land release and land development; investing in infrastructure for integrated human settlements, economic activity; and the provision of basic services. The development of rural and township economies will be prioritised to ensure that small businesses are supported and properly regulated. This model will require well-run municipalities with public servants skilled in planning, coordination, and management among other important skills. The DDM should result in a targeted and strategic approach to skills planning and development. Spatial Integration and Inclusive Development (Urban and Rural).

As encapsulated in the National Spatial Development Framework, transformation of rural and urban areas is required to realise the vision of creating an integrated, inclusive, sustainable, and competitive national economy. New forms of urban living and urban spaces will become drivers for innovation, creativity, and societal transformation. Large rural areas, trending towards greater densification in nodes and along interconnecting nodes will experience far more concentrated development and more agricultural land for productive use. Smaller rural areas will undergo sizable counter-urbanisation of middle-income South Africans in search of greater tranquillity, which will result in greater housing developments, and an injection of finances in the local economy. These will have a cumulative impact on the demand for and supply of skills (DALRRD & DPME, 2018). Urban development will result in the creation of smart cities. A smart city is a municipality that uses information and communication technologies (ICT) to optimise the quality and performance of urban services. Smart cities will revolutionise how key basic services such as energy, transportation and utilities are provided (SALGA, 2018). Use of data will ensure efficiencies as wastages can be identified and addressed quickly and to make predictions to make decisions to improve the lives of citizens (eThekweni Municipal Academy, no date). Smart cities will therefore not only require new, higher-level skills but will require continuously evolving technology. According to the Presidential Commission report on 4IR (2020), the 4IR technology drivers affecting smart cities initiatives will mostly include artificial intelligence (AI), the internet of things (IoT), blockchain and mixed reality (AR and VR).



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## 2.6 SECTORAL PRIORITY OCCUPATIONAL PROGRAMMES

The *Sectoral Priority Occupations and Interventions (SPOI) List* is a key output of the SETA, as 80% of the available discretionary budget must be spent on identified relevant programmes. The Sectoral Priority Occupations and Interventions List is used by the DHET to inform enrolment and infrastructure planning by the Vocational and Continuing Education and Training (VCET) and University branches; as well as contribute to the compilation of the Occupations in High Demand List, published by the Department every two years (DHET, 2016).

The Sector Priority Occupations and Interventions (SPOI) List was generated using a bottom-up approach, ultimately informing the national list. District and Metropolitan specific occupational shortages and skills gaps were identified, validated, and inform a consolidated report. Separate provincial reports generated considered indicators for shortages in an occupation; viz. reported occupational shortages, turnover (resignations) and imminent retirement.

Local and provincial drivers become key to understanding the dynamics and needs of municipalities; and the workshops hosted in all nine provinces highlighted distinct differences in local need between the provinces. For example, vast distances between many of the municipalities in the Northern Cape mean that the supply of skills (in terms of available service providers) becomes a challenge than in a compact urbanised province like Gauteng. These differences are articulated as provincial occupational shortages (scarce skills) and skills gaps (top-up/critical skills) lists that are used to inform Discretionary Grant allocations. Table 13 lists the top ten sector priority occupations in the local government sector for the years 2023&2024.

Table 13: Top 10 Sectoral Priority Occupations List<sup>7</sup>

OFO Code	Occupation	Specialisation/ Alternative Title	Intervention Planned by the SETA	NQF Level	ERR Skills Strategy	Quantity Needed	Quantity to be Supported
2021-313203	Water Process Controller		Learnership: Further Education and Training Certificate: Water and Wastewater Treatment Process Control Supervision, ID 61709/Occupational Certificate: Water Process Controller, ID 102255	4	7	1500	300
			Learnership: National Certificate in Wastewater Treatment Operations (ID58951)	2	7		
			RPL: Occupational Certificate: Water Process Controller, ID 102255	3	7		
			Skills Programmes	2 to 5	4		200
2021-133105	Information Technology Manager	Information Technology Manager	Bursary: Bachelor of Computer Science	8	3 & 8	100	50
			Bursary: Bachelor of Information Technology	7	3 & 8		
			Bursary: Certificate: Information Technology	6	3 & 8		
2021-214202	Civil Engineering Technologist	Water and Wastewater Technologist	Bachelor of Engineering Technology or related qualification	6	3 & 8	50	50
		Transportation and Urban Planner Technologist			3 & 8		
		Construction Technologist			3 & 8		
2021-642601	Plumber	Water Plumber Plumbing Contractor	RPL: Plumbing Apprenticeship: Plumbing	4	3 & 8	73	50

<sup>7</sup> Information found in this table is relevant to LGSETA and is for the years 2020/2021



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2021-311301	Electrical Engineering Technician	Electrical Engineering Technical Officer	Further Education and Training Certificate: Electrical Engineering	4	3 & 8	50	100
		Heavy Current Electrical Technician	National Certificate: Electrical Engineering	2 to 3	3 & 8		
			Further Education and Training Certificate: Electrical Engineering	4			
2021-671101	Electrician	Electrician (Engineering)	RPL: Electrician	2	3 & 8	136	20
		Electrician (General)	RPL: Electrician	3	3 & 8		
		Construction Electrician	Apprenticeship: Electrician	2 to 4	3 & 8		80
2021-216401-1	Urban and Regional Planner	Town Planner, Traffic and Transport Planner Land Use Planner Land Development Planner Community / Country / District Planner	Bachelor of Town and Regional Planning	8	3 & 8	28	80
			Bursary and Internship: Bachelor of Technology in Town and Regional Planning	6	3 & 8		
			Bursary Certificate: Municipal Integrated Development Planning	6	3 & 8		
2021-132401	Supply Chain Manager	Procurement Manager Supply Lead Manager	Bursary: Bachelor of Accounting Hons	8	3 & 8	40	30
			Bursary: Bachelor of Commerce: Supply Chain Management	7	3 & 8		
			Skills Programmes: SCM in Service Delivery Areas	5 to 6	3 & 8		
2021-111203-5	Municipal Manager	Local Authority Manager	Bursary: Bachelor's Degree: Public Administration / Business Administration	7	7	29	25
			Bursary or Skills Programme: Higher Certificate in Municipal Management and Governance ( SAQA ID No. 102206) or relevant qualification	5	7		
			Certificate in Municipal Financial Management (SAQA ID No. 48965)	5	7		
2021-132104	Engineering Manager	Engineering Maintenance Manager (inclusive of Water and Wastewater and Construction)	Bursary: Master of Engineering in Engineering Management (SAQA ID	9	7	30	20
			Bursary: Post Graduate Diploma: Engineering Management (SAQA ID 14002/118420) or related qualification	8	7		

Source: LGSETA WSP Data (2023/2024)

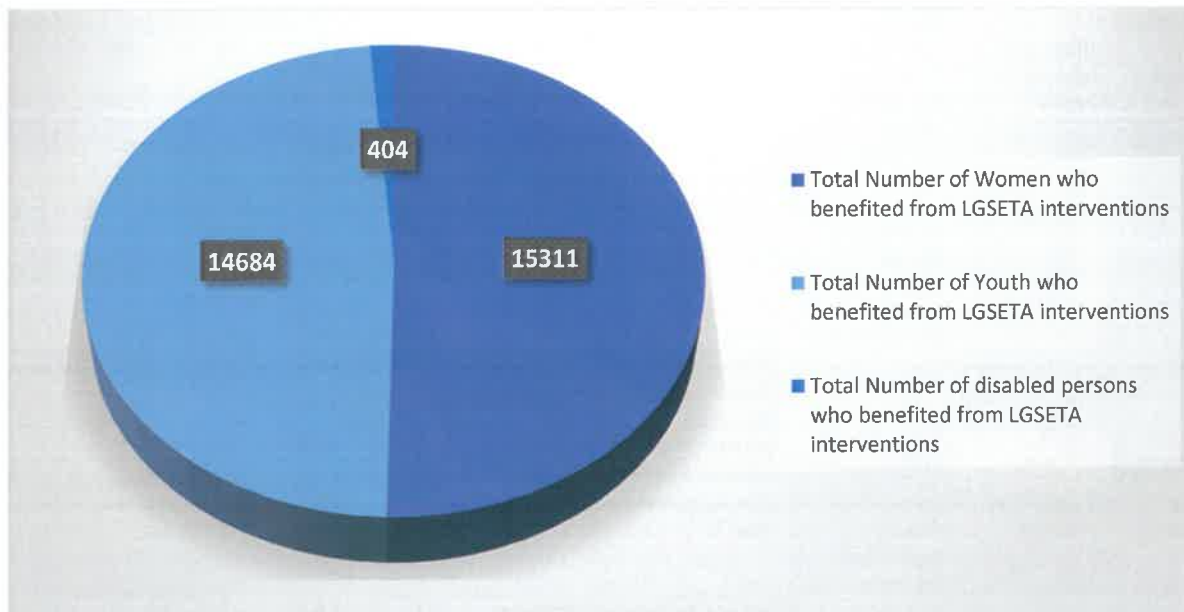
## 2.6.1 Gender, Youth and Disability Skills Intervention Allocations for the 2022/2023 Financial Year

The Figure 12 outlines LGSETA's contribution towards attaining targets on Women, Youth and Persons Living with Disabilities. The majority of LGSETA APP programme 3 indicators include a proportion of

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disaggregation of Women, Youth and Persons Living with Disabilities. Based on the analysis of achievement for the 2022/2023 financial year, the data indicates that LGSETA is making a positive contribution on the targets for women with 15 311 women who benefitted across all skills development interventions, 14 684 youth also benefitted from LGSETA programmes and a total of 404 Persons Living with Disabilities were also beneficiaries of LGSETA programmes. The LGSETA is in a process of finalising the strategy for Persons Living with Disabilities which inform future allocations. The achievement on bursaries for high school learners will have a positive impact on enhancing career pathways in the local government sector.

FIGURE 12: PROPORTION OF WOMEN, YOUTH AND PERSONS WITH DISABILITIES BENEFITTING FROM LGSETA SKILLS PROGRAMMES



### 3. INTERNAL ENVIRONMENT ANALYSIS

A SWOT analysis paints a picture from which the organisation would develop its strategies to exploit the opportunities; counter the threats whilst capitalising on the strengths and neutralising the weaknesses. COVID has highlighted the organisation’s weaknesses whilst also imposing threats. Technology adoption remains the major opportunity that not only will improve service delivery but also lead to an efficient organisation. However, such benefits may not be realised if the organisation does not address the culture characterised by poor collaboration.

Furthermore, the organisation has weakness within the local government ecosystem; poor performance of the municipalities in delivery projects on time within budget; dysfunctional ward committees leading to poor oversight. However, the introduction of the Economic Reconstruction and Recovery Plan (ERRP) and the adoption of the District Development Model present opportunities to address these challenges.

Table 14: SWOT Analysis

Strengths	Weakness	Opportunities	Threats
<ul style="list-style-type: none"> <li>National presence with provincial footprint.</li> <li>Ability to respond to the NSDP and relevant policy requirements.</li> <li>A stable stakeholder group.</li> </ul>	<ul style="list-style-type: none"> <li>Organisational record keeping needs improvement.</li> <li>Weakness in internal controls</li> <li>No Performance management system that detects non-performance</li> </ul>	<ul style="list-style-type: none"> <li>Good collaboration with institutions in areas of learning programmes and research</li> <li>Efficient board stakeholder engagement with the sector</li> </ul>	<ul style="list-style-type: none"> <li>Uncertain cash reserves due to economic downturn</li> <li>Continuous negative audit outcome from Municipalities might affect LGSETA operations.</li> <li>Municipalities that do not pay levies.</li> </ul>

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<ul style="list-style-type: none"> <li>• Good research capability and sector skills planning</li> <li>• Participation of levy paying entities has been maximised through full submission of WSP/ATR from the sector.</li> <li>• Resilient workforce and ability to respond to crises including COVID-19 interventions for the organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of accountability and consequence management.</li> <li>• Change management remains a concern in the organisation.</li> <li>• Underperformance and not meeting quarterly and annual targets.</li> <li>• Lack of application of the value chain</li> <li>• Need to improve service delivery model for the roll out of blended learning interventions.</li> <li>• Low adoption of technologies that drive efficiencies.</li> <li>• Entitlement by staff (nuance)</li> </ul>	<ul style="list-style-type: none"> <li>• Focused research agenda to support organizational needs.</li> <li>• Innovation and creativity</li> <li>• Strong partnerships with institutions on the delivery of the LGSETA mandate</li> <li>• 4IR technologies to enhance service delivery and become more efficient.</li> <li>• Implementation of Economic Reconstruction and Recovery Plan (ERRP) and ERRSS requires relevant skills.</li> <li>• The skills strategy: access to targeted skills programmes to improve efficiencies of the SETAs.</li> <li>• Potential to explore PPPs.</li> <li>• Strategic partnerships with TVETs, Colleges, and other SETAs</li> </ul>	<ul style="list-style-type: none"> <li>• Mismatch of demand (skills need) and supply (appropriate intervention)</li> <li>• The BUSA court judgement might have severe impact on the LGSETA operations and restructuring of funding for the future.</li> <li>• Poor performance of the municipalities (Governance and project delivery)</li> <li>• Dysfunctional ward committees</li> <li>• High levels of service delivery protests</li> <li>• Poor grant expenditure</li> </ul>
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The LGSETA has a resilient workforce and through its interventions, has managed to respond adequately to any challenge in the organisation. Interventions may be enhanced by the adoption of technology, including blended learning or e-learning, which help to compliment new ways of working that contribute to work efficiencies and performance. Such approaches will ensure that the LGSETA strategy continues to be executed efficiently despite any challenges.

## 3.1 ORGANISATIONAL ENVIRONMENT

The organisational environment of the LGSETA remains stable and governance structures ensured that accountability, monitoring, and evaluation of the LGSETA strategy is executed in line with the LGSETA Constitution. A permanent appointment of a Company Secretary is currently being finalised although a temporary appointment of a Company Secretary is currently in place. The Company Secretary is responsible for all matters pertaining to operational efficiency of the LGSETA Board, legal compliance, required legal opinion that relates to the company.

This year marks the third year of the implementation of National Skills Development Plan (NSDP) 2030, which is a government plan intended to improve the impact of skills development and ensure that South Africa has adequate, appropriate, and high-quality skills that contribute towards economic growth, employment creation and social development. Local government as a sector continues to benefit from the outcomes of the NSDP through the facilitation of LGSETA so that the skills revolution can be realised. The NSDP 2030 comes with a set of outcomes that also impact on how SETAs function. To create operational efficiencies and respond to these outcomes it is necessary for LGSETA to review and revise the current job profiles to be aligned to the strategic objectives and the identified methodologies to achieve those objectives.

LGSETA currently has a total of 132 approved positions with the intention of keeping the vacancy rate at the maximum of 5%. A total of 120 positions have been filled with skilled and competent employees who can enable the organisation to achieve its objectives. Most of the current vacancies are set to be filled in the current financial year. The demographic profile of the current staff of LGSETA reflects most staff are African females (52%), followed by African males (35%), Coloured females (6%), Coloured males (2,5%), White females (2.5%), Indian males (1%), and Indian females (1%) (see figures in Table 15).

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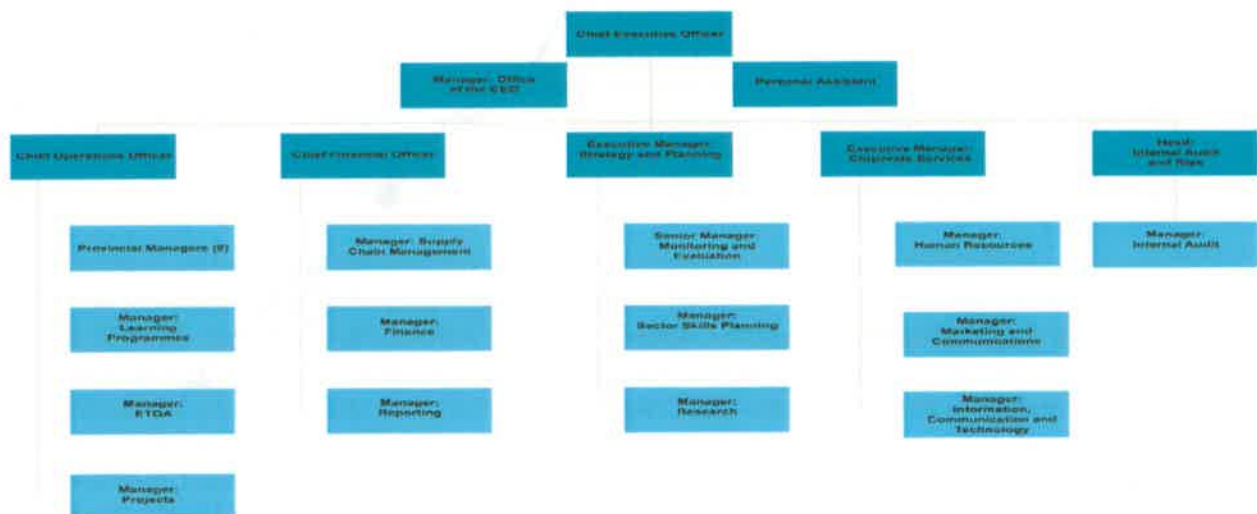
Table 15: LGSETA Staff Profile

LEVELS	MALE				FEMALE				FOREIGN NATIONAL	TOTALS
	African	Coloured	Indian	White	African	Coloured	Indian	White		
Top Management	3	1	0	0	2	0	0	0	0	6
Senior Management	11	0	0	0	9	1	0	2	0	21
Professionally Qualified	18	2	1	0	18	3	0	0	0	36
Skilled	10	0	0	0	20	3	1	1	0	46
Semi-skilled	0	0	0	0	13	1	0	0	0	11
Unskilled	0	0	0	0	0	0	0	0	0	
<b>Total</b>	<b>42</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>62</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>120</b>

Source: LGSETA, 2021

The organisational structure has a team of five Executive Managers reporting to the Chief Executive Officer. There has been considerable stability at executive and middle management as there has not been any resignation at executive level and only two resignations at middle management level. The organisational structure also includes 9 Provincial Manager Positions to ensure that the organisation enjoys a national footprint as our immediate stakeholders are spread throughout the country. The staff is representative of South African demographics thereby enabling the organisation to service its stakeholders and their communities effectively. The organisational structure is reflective of the executive and management positions as indicated in Figure 13.

FIGURE 13: LGSETA ORGANOGRAM



Source: LGSETA, 2022

Executive management programmes are fundamental to building and enhancing competencies relating to leadership, governance, and financial management, especially for those acting in Executive positions. Management development programmes are being implemented to strengthen middle management as it is this layer of management that ensures that operationally the strategic objectives of the organisation are pursued and achieved. Following the completion of the skills audit of all staff, training programmes were identified with the intention of improving the current and future skills set of the organisation. The organisation continues to ensure business continuity through the retention of the necessary skills and the continued implementation of the



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succession plan. As a means of maintaining the culture of performance the organisation continues to implement the approved Performance Management System. Labour relations are kept cordial to ensure stability in the operations of the organisation.

LGSETA has continued a well-orchestrated effort to ensure business continuity. Almost all staff have been issued with laptop computers and paid telephone and data allowance to enable them to work remotely. The concept of managing output into reality means that our management team has been equipped through appropriate training to manage output remotely.

The organisation subscribes to the latest technology to hold meetings virtually or using a hybrid model and this is working very well. Almost all Board meetings are still held virtually. Through the Marketing and Communications department, the organisation continues to participate in career exhibitions. At the Head Office and Provincial offices, LGSETA has installed cutting-edge technology to enable it to host virtual learning platforms, conferences, provincial stakeholder engagements.

LGSETA's levy income has steadily increased over the financial periods, mainly due to the increase in the salary costs of municipalities. The other contributing factor to the increase of the levy income is that LGSETA managed to transfer back to municipalities that in the past, were incorrectly contributing to other SETAs. The unspent discretionary grants reserves remain a challenge for LGSETA, this is because of the slow movement in the implementation of the learning interventions. The LGSETA has taken a decision to address challenges relating to discretionary grants spending, by streamlining internal processes and ensuring that gaps identified with current processes are fixed, which will enable skills development needs to be addressed in the local government sector.

## 3.2 BALANCED SCORECARD

The LGSETA remains focused on entrenching a high performance driven and learning culture and is thus adopting a Balanced Scorecard as part of the strategic management process; integrating this with performance management to ensure that the organisational and individual performances are aligned with the organisation strategy and the achievement of predetermined objectives, and targets as well as rewarding employees for their contribution to the success of the LGSETA.

The Balanced Scorecard (BS) has emerged as a proven tool in meeting the many challenges faced by organizations. Although the tool was originally designed for businesses, it was later adapted for non-profit organisations that includes the public sector, where a financial perspective is a driver not the end goal. The focus is on customers and serving their needs to accomplish the mission or desired impact. In the local government sector, improved service delivery is at the core of performance measurement. Therefore, LGSETA, has aligned to an outcomes-based approach, which implies that the four perspectives of the BS should be outcome driven.

The scorecard is balanced because it measures the spectrum of performance objectives, which are expressed in both "financial and non-financial terms," captured in the four perspectives namely:

1. Stakeholder and Customer Perspective
2. Improving Internal Processes and Performance
3. Internal Processes and Organisational Performance Perspective
4. Financial Management Perspective

Central to the balanced scorecard methodology is that it has been proven that measuring financial success in isolation within an organisation is not sufficient, and that sustainable growth in an organisation relies on how well the organisation manages its customer and stakeholder relations, internal processes, and systems as well as human capital. To ensure that the balanced scorecard is implemented correctly, the LGSETA has developed a Balanced Scorecard framework, as reflected in Table 16, which is aligned to the mission and strategy directives. All four elements of the balanced scorecard model are interrelated.



Vision	A highly skilled and capable local government				
Mission	To build local government's ability to meet its development through innovative approaches, effective capacity building and strategic partnerships				
LGSETA Outcomes	<ul style="list-style-type: none"> <li>Increased the production of occupations in high demand in the local government sector.</li> <li>Improved work-based learning opportunities through education in the local government sector</li> <li>Improved critical skills in the local government workforce to enhance service delivery and economic growth prospects.</li> <li>Increased access to occupationally directed programmes in the local government sector.</li> <li>Improved the delivering of quality occupational directed programmes and the growth of public college system.</li> <li>Improved skills of entrepreneurship, cooperatives, and workers-initiated training within the local government sector</li> <li>Increased the production of occupations in high demand in the local government sector.</li> <li>Improved promotion of local government occupations to new graduate entrance through career development services</li> <li>Effective Internal Control and Compliance monitoring system</li> <li>Resilient, skilled, and capable local government SETA administration</li> <li>Establish a skills planning mechanism to facilitate evidence-based planning and implementation through research, monitoring and evaluation of local government learning interventions</li> </ul>				
<b>BSC PERSPECTIVES</b>	<b>STRATEGIC OBJECTIVES AND STRATEGY MAP</b>	<b>KEY PERFORMANCE INDICATORS</b>	<b>TARGETS</b>	<b>WEIGHTING (%)</b>	<b>PROJECTS/INITIATIVES</b>
<i>Financial</i>	Commitment of LGSETA Reserves	% of LGSETA Discretionary Grants budget committed	<b>95%</b>	20%	<ul style="list-style-type: none"> <li>Improve the implementation of LGSETA learning projects.</li> <li>Establish partnership to improve delivery of LGSETA strategy</li> </ul>
	Unqualified Audit Outcome Improve LGSETA	Unqualified Audit Opinion	Unqualified Audit Opinion		<ul style="list-style-type: none"> <li>Sound Financial Management Practices</li> <li>Effective Internal Audit and Risk Management Functions</li> <li>Integrated business processes and systems</li> </ul>
	Payment of Discretionary grant suppliers within 30 days and payment of discretionary grant suppliers within 30 days	Percentage of discretionary grants suppliers paid within 30 days upon submission of compliant grant claim documents Percentage of corporate suppliers paid within 30 days upon submission of valid invoice	<b>95%</b> <b>100%</b>		<ul style="list-style-type: none"> <li>Stakeholder Centricity Approach (Criteria of compliant grant documents)</li> <li>Adequate review of submitted grant claims</li> </ul>
<i>Customer</i>	Career development interventions implemented to stakeholders in the local government sector	Number of career development events/exhibitions participated in urban and rural areas on occupations in high demand	<b>70</b>	20%	Career development exhibitions/events implemented in urban and rural areas
		Number of capacity building workshops on career development services conducted	<b>9</b>		Career capacity buildings workshops conducted with various stakeholders in the local government w

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	High School Programme implemented through attracting learners into local government careers	Number of learners in High School Development programme supported for career development initiatives	200		<ul style="list-style-type: none"> <li>Establish partnership with stakeholders to implement the High School Development Programme to attract learners into local government careers.</li> <li>Provide support to High School learners with skills extra classes development initiatives on subjects such as Science/Mathematics/English/Technology/Accounting</li> </ul>
<i>Internal Processes</i>	Customer satisfaction rate	Number of learners in an artisan development programmes	275	40%	Artisan development programme rolled out in the local government sector
	Increase access to intermediate and high level of skills through production of Artisan development required in the local government sector				
	Implement e-learning mechanism for the LGSETA learning interventions	Number of Centers of Specialisation supported	5		Support centers of specialization through TVET and Employers partnership model
		Number of workers in skills programmes	4000		To implement the Local Government Councilor Development Programme through training Municipal councilors on various skills programmes as outlined in the strategy
		% of learning interventions delivered through online e-learning platforms	50%		Online e-learning strategy developed and implemented 60% of learning interventions are delivered through e-learning
<i>Organizational Capacity (Learning &amp; Growth)</i>	Improve skills of the LGSETA workforce in order to enhance organisational performance.  Training interventions implemented to build capacity to the LGSETA internal staff	Percentage of the training programmes in the WSP/TR implemented.	80%	20%	Implement LGSETA WSP to improve staff capacity and performance outputs. Training programmes and initiatives implemented to build capacity towards LGSETA staff through LGSETA WSP/TR

Table 16: Balanced Scorecard Model

LGSETA Values: Customer Centric, Responsive, Passionate, Integrity, Collaborative, and Innovation

# PART C: MEASURING OUR PERFORMANCE

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25

## 1. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

### 1.1 PROGRAMME 1: ADMINISTRATION: FINANCE, INTERNAL AUDIT AND RISK MANAGEMENT

#### 1.1.1 PURPOSE OF PROGRAMME 1: ADMINISTRATION - FINANCE, INTERNAL AUDIT AND RISK MANAGEMENT

The purpose of Programme 1 is to enhance internal capacity and capability of the LGSETA staff, to enable the organisation to implement effective, efficient, and transparent administration and governance of the LGSETA. Furthermore, this programme strives to ensure that the LGSETA Board is constituted in terms of the SETA Constitution; and Board Committees are properly constituted in terms of good corporate governance statutes.

#### Sub-Programmes for Programme 1: Administration

- Finance
- Internal Audit
- Risk Management

**ANNUAL OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS AND TARGETS: PROGRAMME 1 – ADMINISTRATION (FINANCE, INTERNAL AUDIT AND RISK MANAGEMENT)**

**TABLE 17: ANNUAL TARGETS: PROGRAMME 1 – ADMINISTRATION (FINANCE, INTERNAL AUDIT AND RISK MANAGEMENT)**

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS				MTEF TARGETS		
			AUDITED PERFORMANCE		UNAUDITED PERFORMANCE	ESTIMATED PERFORMANCE	2024/25	2025/26	2026/27
			2020/21	2021/22	2022/23	2023/24			
Effective Internal Controls and Compliance Monitoring Systems	Unqualified Audit Outcome	1.1 Unqualified audit opinion achieved	Unqualified Audit	Unqualified Audit	Unqualified Audit	Unqualified Audit	Unqualified Audit	Clean Audit	Clean Audit
	Payment of discretionary grant suppliers within 30 days	1.2 Percentage of discretionary grant suppliers paid within 30 days upon submission of compliant grant claim documents.	94%	74%	91%	95%	100%	100%	100%
	Payment of corporate suppliers within 30 days	1.3 Percentage of corporate suppliers paid within 30 days upon submission of valid invoice	98%	92%	100%	100%	100%	100%	100%
	Implementation of risk management framework and policies	1.4 Percentage of strategic risk mitigating measures implemented	New Indicator not planned for 2020/21	3,70%	52%	50%	60%	70%	80%
	Implementation of recommendations from internal and external audit reviews	1.5 Percentage of audit findings resolved	90%	91%	81%	90%	95%	95%	95%
	Commitment of LGSETA Discretionary Grant budget	1.6 Percentage of LGSETA Discretionary Grants budget committed.	New Target not planned for 2020/21	New Target not planned for 2021/22	96%	95%	95%	95%	95%
	Quarterly SETA Governance complied and submitted to shareholder	1.7 Number of SETA Governance reports compiled	4	4	4	4	4	4	4
	Mandatory grants disbursed	1.8 Percentage of mandatory grants disbursed	New Indicator not planned for 2020/21	New Indicator not planned for 2021/22	100%	95%	95%	95%	95%
Disbursement of mandatory grants to support skills development									



**OUTPUT INDICATORS: ANNUAL AND QUARTERLY TARGETS: PROGRAMME 1 – ADMINISTRATION (FINANCE, INTERNAL AUDIT AND RISK MANAGEMENT**

**TABLE 18: QUARTERLY TARGETS 2024/25: PROGRAMME 1 – ADMINISTRATION (FINANCE, INTERNAL AUDIT AND RISK MANAGEMENT)**

<b>OUTPUT INDICATORS</b>	<b>ANNUAL TARGETS</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1.1 Unqualified Audit Opinion achieved	Unqualified Audit Opinion	-	Unqualified Audit Opinion	-	-
1.2 Percentage of discretionary grant suppliers paid within 30 days upon submission of compliant grant claim documents.	95%	95%	95%	95%	95%
1.3 Percentage of corporate suppliers paid within 30 days upon submission of valid invoice	100%	100%	100%	100%	100%
1.4 Percentage of strategic risk mitigating measures implemented	60%	15%	15%	15%	15%
1.5 Percentage of audit findings resolved	90%	20%	25%	30%	15%
1.6 Percentage of LGSETA Discretionary Grants budget committed.	95%	20%	25%	30%	20%
1.7 Number of SETA Governance reports compiled	4	1	1	1	1
1.8 Percentage of mandatory grants disbursed.	95%	95%	95%	95%	95%

## **1.2 PROGRAMME 1: ADMINISTRATION -CORPORATE SERVICES**

### **1.2.1 PURPOSE OF PROGRAMME 1: ADMINISTRATION – CORPORATE SERVICES**

The purpose of Programme 1 is to enhance internal capacity and capability of the LGSETA staff, to enable the organisation to implement effective, efficient, and transparent administration and governance of the LGSETA. Furthermore, this programme strives to ensure that the LGSETA Board is constituted in terms of the SETA Constitution; and Board Committees are properly constituted in terms of good corporate governance statutes.

#### **Sub-Programmes for Programme 1 (Administration – Corporate Services)**

- Marketing and Communications
- Human Resources
- Information and Communication Technology

**ANNUAL OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS AND TARGETS: Programme 1 – Administration (Corporate Services)**

Table 19: Annual Targets: Programme 1 – Administration (Corporate Services)

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			AUDITED PERFORMANCE		UNAUDITED PERFORMANCE	ESTIMATED PERFORMANCE	MTEF TARGETS		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Resilient, skilled, and capable local government SETA administration	Career development interventions	1.9 Number of career development events participated in urban and rural areas on occupations in high demand	New Target not planned for 2020/21-	41	30	63	70	100	100
	Career Development workshops	1.10 Number of capacity building workshops on career development services conducted	New Target not planned for 2020/21	9	9	9	9	9	9
	Training interventions Implemented	1.11 Percentage of WSP and ATR training programmes implemented for LGSETA employees	New Target not planned for 2020/21	New Target not planned for 2021/22	70%	75%	80%	85%	90%
	Cyber security maturity level assessment	1.12 Number of cyber security assessments conducted	New Target not planned for 2020/21	New Target not planned for 2021/22	1	2	2	2	2

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## OUTPUT INDICATORS: ANNUAL AND QUARTERLY TARGETS: PROGRAMME 1 – ADMINISTRATION (CORPORATE SERVICES)

TABLE 20: QUARTERLY TARGETS 2024/25: PROGRAMME 1 – ADMINISTRATION (CORPORATE SERVICES)

OUTPUT INDICATORS	ANNUAL TARGETS	Q1	Q2	Q3	Q4
1.9 Number of career development events participated in urban and rural areas on occupations in high demand	70	10	25	25	10
1.10 Number of capacity building workshops on career development services conducted	9	-	-	6	3
1.11 Percentage of WSP training programmes implemented for LGSETA employees	75%	20%	20%	20%	15%
1.12 Number of cyber security assessments conducted	2	-	1	-	1

### **1.3 PROGRAMME 2: SKILLS PLANNING**

#### **1.3.1 PURPOSE OF PROGRAMME 2: SKILLS PLANNING**

The purpose of Programme 2 is to conduct research which is aimed at improving the quality of the LGSETA's skills planning and identification of interventions that are needed to facilitate access to appropriate skills development interventions for the sector.

This programme also focuses on improving the capacity to plan for skills intervention and skills planning in the sector. It is imperative that the quality of information provided in WSPs and ATRs submitted is credible, complete, and useful for the LGSETA and the sector. Equally, training provision in this sector needs to be supported to ensure that the best quality training is meted out.

Monitoring and evaluation improve performance and ensure the achievement of results with an aim of improving current and future management of output, outcomes and impact through projects and programme performance of the LGSETA.

#### **Sub-Programmes for Programme 2: Skills Planning**

- Research
- Sector Skills Planning
- Monitoring and Evaluation





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## OUTPUT INDICATORS: ANNUAL AND QUARTERLY TARGETS: PROGRAMME 2 – SKILLS PLANNING

TABLE 22: QUARTERLY TARGETS 2024/25: PROGRAMME 2 – SKILLS PLANNING

OUTPUT INDICATORS	ANNUAL TARGETS	Q1	Q2	Q3	Q4
2.1 Percentage of WSPs and ATRs submissions approved.	97%	-	97%	-	-
2.2 Number of research projects conducted on skills development needs in the local government sector.	6	-	-	-	6
2.3 Number of evaluation studies conducted on skills development projects.	1	-	-	-	1
2.4 Number of tracer study conducted on the number of learners who completed workplace-based learning programmes absorbed into employment or self-employment	1	-	-	-	1

## **1.4 PROGRAMME 3: LEARNING PROGRAMMES**

### **1.4.1 PURPOSE OF PROGRAMME 3: LEARNING PROGRAMMES**

The purpose of Programme 3 is to continuously facilitate the delivery of skills development in the local government sector to both employees and the unemployed, to enable better service delivery in the sector. This would be delivered through training programmes, through the Recognition of Prior Learning. Once employees are recognised, they also become eligible for further training and developing within their respective disciplines. All programmes directed under this objective will improve their employability and opportunities for economic participation.

#### **Sub-Programmes for Programme 3: Learning Programmes**

- Learning Programmes
- Provincial Offices
- Project Management Unit

ANNUAL OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS AND TARGETS: PROGRAMME 3—LEARNING PROGRAMME

TABLE 2.3: ANNUAL TARGETS: PROGRAMME 3: LEARNING PROGRAMME

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS				MTEF TARGETS		
			AUDITED PERFORMANCE		UNAUDITED PERFORMANCE	ESTIMATED PERFORMANCE	2024/25	2025/26	2026/27
			2020/21	2021/22	2022/23	2023/24			
Increased the production of occupations in high demand in the local government sector	National Enrolment and resource ratios for the high intermediate and elementary skills levels	3.1 Percentage of discretionary grant allocations reflective of high, intermediate, and elementary skills level	High skills 3%	High Skills 13%	High Skills 7%	20%	7%	7%	7%
			Intermediate skills	Intermediate Skills 38%	Intermediate Skills 36%	60%	50%	50%	50%
			Elementary skills	Elementary Skills 49%	Elementary 57%	20%	43%	43%	43%
			Entered	582	644	1200	1200	1200	1200
			Completed	514	414	300	800	900	900
Improved work-based learning opportunities through education in the local government sector	Opening of Workplace based learning opportunities increased	3.2 Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	270	57	259	550	700	700	700
			Entered	52	215	250	300	400	400
			Completed	309	528	600	700	700	700
			Entered	51	40	460	300	350	350
			Completed	1887	940	1900	2000	2000	2000
		3.3 Number of University students requiring Work Integrated Learning to complete their qualification placed in workplaces	912	847	803	1400	1500	1600	1700
			Entered						
			Completed						
			Entered						
			Completed						
		3.4 Number of unemployed learners in internships	1887	369	940	1900	2000	2000	2000
			Entered						
			Completed						
			Entered						
			Completed						
		3.5 Number of unemployed learners in skills programmes	912	847	803	1400	1500	1600	1700
			Entered						
			Completed						
			Entered						
			Completed						

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OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS					MTEF TARGETS		
			AUDITED PERFORMANCE		UNAUDITED PERFORMANCE	ESTIMATED PERFORMANCE	2024/25	2025/26	2026/27	
			2020/21	2021/22						2022/23
	3.6 Number of unemployed learners in learnership programmes	Entered	687	957	1700	1500	2000	2000	2000	
		Completed	835	888	384	1200	1500	1500	1500	
	3.7 Number of learners in candidacy programmes	Entered	316	101	110	107	200	250	250	
		Completed	61	6	17	50	80	90	90	
Improved critical skills in the local government workforce to enhance service delivery and economic growth	Increase workers' participation in various learning programmes to a minimum of 80% by 2030	Entered	521	478	1677	1250	1500	1500	1500	
		Completed	285	607	870	1000	1075	1200	1200	
		New Entries	190	212	203	180	250	300	300	
	3.9 Number of workers awarded bursaries	Continuing	40	43	71	125	140	150	150	
		Completed	9	149	28	200	200	200	200	
		Entered	1149	1739	3122	3210	4000	4000	4000	
Increased access to occupationally directed programmes in the local government sector	Address critical skills required in the local government sector of the economy to transform workplaces, improve productivity and economic growth prospects	Completed	360	627	3770	1500	2500	3000	3000	
		Entered	100	0	154	150	200	200	200	
	3.11 Number of workers in AET	Completed	155	48	0	70	100	150	150	
		Entered	395	244	241	250	275	275	275	
	3.12 Number of learners in artisan development programmes	Completed	7	0	15	100	150	175	175	
		Entered								



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OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS					ESTIMATED PERFORMANCE 2023/24	MTEF TARGETS		
			AUDITED PERFORMANCE		UNAUDITED PERFORMANCE 2022/23	2024/25	2025/26		2026/27		
			2020/21	2021/22							
Improved delivery of quality occupational directed programmes and the growth of the public education system	Increase access for intermediate and high-level skills	3.13 Number of unemployed learners awarded bursaries	520	547	521	600	650	700			
		Continuing	151	153	150	250	275	300			
		Completed	150	34	160	200	200	200			
		3.14 Number of learners in RPL/ARPL	79	106	491	400	400	400			
		Entered	91	54	31	200	230	250			
		Completed	5	6	10	15	15	15			
		3.15 Number of partnerships established	5	6	10	15	15	15			
		TVET colleges	5	6	10	15	15	15			
		HEI	5	6	10	15	15	15			
		3.16 Number of SETA-Employer partnerships established	3	5	3	5	5	5			
CET Colleges		3	7	10	10	10	10				
3.17 Number of SETA offices maintained in TVET Colleges		3	3	3	3	3	3				
	3.18 Number of Centres of Specialisation supported	5	0	5	5	5	5				
	3.19 Number of TVET Lecturers exposed to the industry through skills programmes	20	20	50	50	50	50				
	Support TVET colleges	100	25	18	18	18	18				
	3.20 Number of managers receiving training on curriculum related studies	18	24	20	20	20	20				
	CET Managers	20	20	20	20	20	20				
	TVET Managers	20	20	20	20	20	20				
3.21 Number of TVET college lecturers awarded bursaries	20	20	20	20	20	20					

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS					ESTIMATED PERFORMANCE 2023/24	MTEF TARGETS		
			AUDITED PERFORMANCE		UNAUDITED PERFORMANCE 2022/23	2024/25	2025/26		2026/27		
			2020/21	2021/22							
Improved skills development on entrepreneurship, cooperatives, and worker-initiated training within the local government sector	Support CET Colleges	3.22 Number of CET college lecturers awarded funding for skills development programmes	20	25	21	21	21	21	21	21	
		3.23 Number of CET learners accessing AET programmes	507	866	500	300	300	300	300	300	
	Increase development support for entrepreneurial activities and establishment of new enterprises and cooperatives	3.24 Number of co-operatives and small businesses are funded for skills that enhance enterprise growth and development	0	32	350	100	150	200	200	200	
		3.25 Number of people trained on entrepreneurship to start their own businesses	22	20	30	30	30	30	30	30	
		3.26 Number of CBOs/NGOs/NPOs funded for skills to enhance the development and sustainability of their organisation	20	21	30	30	30	30	30	30	
	Support Career Development services	3.27 Number of trade unions supported through relevant skills training interventions	2	2	2	2	2	2	2	2	
		3.28 Number of rural development projects initiated	5	5	5	5	5	5	5	5	
		3.29 Number of career development practitioners trained	25	64	30	30	70	100	100	100	
	High School Development Programme for learners toward local government career development	3.30 Number of learners in high school development programme supported on career development initiatives	New Target not planned for 2020/21	New Target not planned for 2021/22	100	150	200	200	200	200	

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OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			AUDITED PERFORMANCE		UNAUDITED PERFORMANCE	ESTIMATED PERFORMANCE	MTEF TARGETS		
			2020/21	2021/22			2022/23	2023/24	2024/25
Improved workplace-based learning opportunities through education in the local government sector	Opening of workplace-based learning opportunities increased	3.31 Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment		50	60	70	200	250	300

## OUTPUT INDICATORS: ANNUAL AND QUARTERLY TARGETS: PROGRAMME 3 – LEARNING PROGRAMMES

TABLE 24: QUARTERLY OUTPUTS INDICATORS 2024/25: PROGRAMME 3 – LEARNING PROGRAMMES

OUTPUT INDICATORS	ANNUAL TARGETS			
	Q1	Q2	Q3	Q4
3.1 Percentage of discretionary grant allocations reflective of high, intermediate, and elementary skills level	High skills	-	-	7%
	Intermediate skills	-	-	50%
	Elementary skills	-	-	43%
3.2 Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	Entered	400	400	200
	Completed	100	300	300
3.3 Number of university students requiring Work Integrated Learning to complete their qualification placed in workplaces	Entered	300	250	150
	Completed	100	100	50
	Entered	300	200	200
3.4 Number of unemployed learners in internships	Completed	50	100	100
	Entered	400	650	300
3.5 Number of unemployed learners in skills programmes	Completed	400	400	400
	Entered	600	600	200
	Completed	400	400	300
3.6 Number of unemployed learners in learnership programmes	Completed	400	400	300
	Entered	400	400	200
	Completed	400	400	100
3.7 Number of learners in candidacy programmes	Completed	40	60	50
	Entered	40	60	50

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OUTPUT INDICATORS		ANNUAL TARGETS	Q1	Q2	Q3	Q4
	Completed	80	-10	25	25	20
3.8 Number of workers in learnership programmes	Entered	1500	400	400	400	300
	Completed	1075	200	350	350	175
	New Entries	250	100	50	50	50
3.9 Number of workers awarded bursaries	Continuing	140	70	70	-	-
	Completed	200	50	50	50	50
3.10 Number of workers in skills programmes	Entered	4000	1000	1000	1000	1000
	Completed	2500	700	700	700	400
3.11 Number of workers in AET programmes	Entered	200	25	75	75	25
	Completed	100	20	30	30	20
3.12 Number of learners in artisan development programmes	Entered	275	80	80	65	50
	Completed	150	25	50	50	50
3.13 Number of unemployed learners awarded bursaries	New Entries	600	400	100		100
	Continuing	300	150	100	-	50
	Completed	200	50	50	50	50
3.14 Number of learners in RPL/ARPL	Entered	400	100	200	50	50
	Completed	200	50	50	50	50
3.15 Number of partnerships established	TVET colleges	15	5	5	5	-
	HEI	15	5	5	5	-
	CET Colleges	5	2	3	-	-
3.16 Number of SETA-Employer partnerships established		10	5	5	-	-

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OUTPUT INDICATORS		ANNUAL TARGETS	Q1	Q2	Q3	Q4
3.17	Number of SETA offices maintained in TVET Colleges	3	3	-	-	-
3.18	Number of centers of specialisation supported	5	2	3	-	-
3.19	Number of TVET Lecturers exposed to the industry through skills programmes.	50	10	20	20	-
3.20	Number of managers receiving training on curriculum related studies	18	6	6	6	-
	TVET Managers	20	7	7	6	-
3.21	Number of TVET college lecturers awarded bursaries	20	7	7	6	-
3.22	Number of CET college lecturers awarded funding for skills development programmes	21	7	7	7	-
3.23	Number of CET learners accessing AET programmes:	Entered	75	75	75	75
		Completed	150	50	50	25
		Co-operatives	30	15	15	15
3.24	Number of co-operatives and small businesses are funded for skills that enhance enterprise growth and development	30	-	15	15	-
3.25	Number of people trained on entrepreneurship to start their own businesses	30	15	15	-	-
3.26	Number of CBOs/NGOs/NPOs funded for skills to enhance the development and sustainability of their organization	30	15	15	-	-
3.27	Number of Trade Unions supported through the relevant skills training interventions	2	-	-	-	2
3.28	Number of rural development projects initiated	5	-	-	-	5
3.29	Number of career development practitioners trained	70	-	35	35	-
3.30	Number of learners in high school development programme supported on career development initiatives	200	-	-	-	200
3.31	Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment	200	-	-	-	200



## **1.5 PROGRAMME 4: QUALITY ASSURANCE**

### **1.5.1 PURPOSE OF PROGRAMME 4: QUALITY ASSURANCE**

The purpose of Programme 4 is to develop the occupational qualifications and quality assurance in order to achieve and respond to the local government occupational sector priorities namely occupational shortages (scarce skills) and skills gaps or top-up skills (critical skills) needs. The focus of Quality Assurance is to develop quality occupations and ensure that skills development training is accredited within the local government sector.

#### **Sub-Programmes for Programme 4: Quality Assurance**

- Education, Training and Quality Assurance (ETQA)

**ANNUAL OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS AND TARGETS: PROGRAMME 4 – QUALITY ASSURANCE**

TABLE 25: ANNUAL TARGETS: PROGRAMME 4 (QUALITY ASSURANCE)

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS				ESTIMATED PERFORMANCE	MTEF TARGETS		
			AUDITED PERFORMANCE					2023/24	2024/25	2025/26
			2019/2022	2020/21	2021/22	2022/23				
Increased access to occupationally directed programmes in the local government sector.	Qualifications developed	4.1 Number of QCTO qualifications reviewed or developed	2	2	3	3	1	2	3	
		4.2 Number of learning materials and/or RPL toolkits are developed or reviewed for registered occupational qualifications.	New Target not planned for 2019/20	New Target not planned for 2020/21	New Target not planned for 2021/2022	New Target not planned for 2022/23	2	2	2	
	Development or Review of Qualification Assessment Specifics (QAS) addendum and assessment tools	4.3 Number of Qualification Assessment Specification addendums and assessment tools developed or reviewed	New Target not planned for 2019/20	New Target not planned for 2020/21	New Target not planned for 2021/2022	New Target not planned for 2022/23	2	2	2	
		4.4. Percentage of SDPs recommended for accreditation	100%	100%	100%	100%	100%	100%	100%	
	Certification of learners	4.5 Number of learners certified against Unit Standards and Qualifications	28 769	29 596	59 652	57 000	25 000	1000	500	
		4.6 Number of assessment centres established for quality assurance of occupational qualifications	2 800	2 307	3282	3000	1500	200	50	
	Establishment of assessment centers	4.7 Number of quality assurance monitoring visits conducted	4	0	3	3	6	6	6	
Workplace approvals		New Target not planned for 2019/20	New Target not planned for 2020/21	New Target not planned for 2021/2022	New Target not planned for 2022/23	90	90	60		

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## OUTPUT INDICATORS: ANNUAL AND QUARTERLY TARGETS: PROGRAMME 4 – QUALITY ASSURANCE

TABLE 26: QUARTERLY TARGETS 2024/25: PROGRAMME 4 – QUALITY ASSURANCE

OUTPUT INDICATORS	ANNUAL TARGETS	Q1	Q2	Q3	Q4
4.1 Number of QCTO qualifications reviewed or developed	2	-	-	-	2
4.2 Number of learning materials and/or RPL toolkits are developed or reviewed for registered occupational qualifications	2	-	-	-	2
4.3 Number of Qualification Assessment Specification addendums and assessment tools developed or reviewed	2	-	-	-	2
4.4 Percentage of SDPs recommended for accreditation	100%	100%	100%	100%	100%
4.5 Number of learners certificated against unit standards/qualifications	Unit Standard	250	250	250	250
	Full qualification	50	50	50	50
4.6 Number of assessment centers established for quality assurance of occupational qualifications	6	-	2	2	2
4.7 Number of quality assurance monitoring visits conducted	90	15	30	30	15

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25

PROPOSED – VERSION 1



## 2. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

### Programme 1: Administration

The focus of the Administration programme is to ensure the SETA administration has the required skills and competencies to support the local government sector to ensure a skilled, capable, and resilient workforce, as well as good corporate governance, and leadership. This programme has identified strategic initiatives that will respond to this outcome supported by strategic human resource management including talent management, attracting employee proposition, ensuring sound industrial relations, and continuously improving the learning and growth of internal staff that seek to achieve the strategic objectives of the LGSETA.

This financial year will mark the appointment of the Board of Directors for a period of four years. The Board of Directors must execute their fiduciary duties and play an oversight role over the management of the SETA. Board training initiatives that have been identified will be implemented under this year of review to support the Board and ensure that they are fully equipped to govern and provide oversight of the LGSETA.

The strategic focus of the MTEF seeks to improve the levels of competencies of local government sector through facilitating skills interventions to support occupations to promote new graduate entrants underpinned by effective career development services. The LGSETA will conduct meaningful career guidance to both urban and rural municipal areas and this will include career exhibitions that seek to provide new graduates and learners with information so that they can be informed to pursue career pathways in local government, which is an initiative in response to outcome eight of the NSDP.

The LGSETA will continue implementing a rigorous stakeholder engagements as part of its stakeholder strategy that supports efficient and effective stakeholder mechanisms for engagement. The stakeholder engagement strategy requires that the LGSETA collaborates with strategic stakeholders to create meaningful engagements to support relations in the sector. Stakeholders must be adequately supported within the provinces.

The investment to develop the SETA Information Technology infrastructure is of critical importance. Whilst considerable effort and stride has been made to address both the Auditor-General of South Africa (AGSA) and internal audit findings regarding IT infrastructure including cyber-security issues, digitisation of all processes and ensuring that the IT infrastructure supports the business processes to improve performance and service delivery. The LGSETA has invested in the use of video conferencing tools as part of minimising face-to-face interactions, in order to engage with stakeholders, beneficiaries, and staff at provincial and head office. In addition, the LGSETA will continue to support the maintenance of the TVET satellite offices for the LGSETA as well as provincial offices.

In relation to supplier development, the LGSETA will strategically support supplier development through measuring the BBBEE beginning in this financial year. The LGSETA aims at achieving an unqualified audit opinion by ensuring a clean administration through effective internal controls and compliance monitoring systems.

## **Programme 2: Skills Planning**

The Skills Planning programme embraces three key areas namely: research, sector skills planning, including the administration and management of workplace skills plans and annual training reports (ATRs), and monitoring, and evaluation. The development of evidence-based research is critical to enhancing skills planning and decision-making in the sector. This will be realised through strengthening the role of research and the implementation of research recommendations in the LGSETA. The research conducted will lead to the publication of research reports through academic journals and local government magazines. This will ensure that that Local Government SETA becomes a knowledge hub and leads in providing cutting edge knowledge to inform planning and decision making.

The Skills Planning programme has a responsibility to develop a responsive Sector Skills Plan (SSP) to inform national and provincial stakeholders, whereby priority occupations are adequately identified, and appropriate interventions address the skills demand outlined in the SSP. The research conducted informs the sectoral priority occupations and interventions (priority occupations or scarce skills) list and skills gaps or top-up skills (critical skills) in the local government sector. The information from the sector skills plan contributes to informing the Strategic Plan (SP) and Annual Performance Plan (APP) and this information is underpinned by evidence-based research that seeks to inform planning and decision-making.

This programme further contributes to an integrated skills planning mechanism that is responsive to current and future local government skills development needs. The Skills Planning programme relies on quality skills planning data to inform and improve the development of programmes, qualifications and capacity building sessions. Engagements at provincial skills development platforms and collaboration with strategic stakeholders becomes fundamental to interrogate the data provided and ensure alignment with national and provincial skills development priorities. The programme further aims to support the skills gaps in the local government workforce to enhance service delivery and economic growth prospects.

Lastly, the programme aims to establish a performance information system and knowledge management system to ensure that the centralisation and storage of reported information is kept safely and adequately. The LGSETA will continue conducting evaluation studies including an annual tracer study and the evaluation study in the current financial year to highlight the outcomes of implementing skills development programmes to inform the implementation of the NSDP outcomes and LGSETA strategic focus areas.

## **Programme 3: Learning Programmes**

The Learning Programme is the core programme whereby the delivery and implementation of training and skills development takes place. All the strategic initiatives and outcome indicators contributes to the eight outcomes of the NSDP (2020-2030). The allocation of Discretionary Grants through the discretionary grant window, special projects and strategic partnerships are aligned to the LGSETA five strategic focus areas, and the sector priority occupations and interventions and skills gaps that the SETA would have identified in the Sector Skills Plans.



One of the LGSETA strategic area is to ensure that priority occupations and qualifications are identified and implemented through various learning interventions. The LGSETA will ensure that workplaces are required for learners to provide workplace-based learning opportunities, and guidance from mentors. The LGSETA will engage the sector and forge partnership with institutions and private sector to ensure that the outcome of linking education with learners is realised in the next five years.

The increase of workers participating in various learning programmes to address critical skills required by the local government sector and the economy, as well as to transform workplaces and improve productivity and economic growth prospects. The implementation of a range of interventions will contribute to the outcome that seeks to improve the professionalization of the sector and will lead to developing competencies of both employed and unemployed beneficiaries to improve service delivery in the sector.

The growth of the TVET and CET colleges remain a strategic priority area for the LGSETA. This initiative is linked with outcome five of the NSDP. LGSETA must support TVET and CET colleges through interventions including bursaries awarded to lecturers. The provision of infrastructure support including equipment, tools, workshops, ICT connectivity has been slow due to an assessment study that was conducted to assess the state of TVET and CET colleges. The recommendations will focus on the type of infrastructure support services required to address the needs required. The LGSETA has reviewed its discretionary grant policy to ensure that proper planning for the implementation of learning interventions and infrastructure support is adequately provided by the LGSETA in the 2024/25 financial year.

The LGSETA will continue to support the Centres of Specialisation programme whereby it is aimed at developing specific trades and artisan development required in the local government sector. The Centres of Specialisation link learners with employers from both the public and private sectors to ensure adequate training is provided. The LGSETA's continued support to entrepreneurship development, trade unions, cooperatives, NGOs and NPOs will be strengthening through identifying relevant training programme initiatives. Strengthening the role of strategic partnerships in the delivery of our learning interventions remains critical in the new financial year and beyond.

#### **Programme 4: Quality Assurance**

The Minister of Higher Education, Science and Innovation issued an instruction that the functions performed by the Quality Assurance programme will be transferred from SETAs to the Quality Councils for Trades and Occupations (QCTO) from the year 2022. This transfer of functions has implications for the LGSETA in the following areas:

- Executing the core functions of the Quality Assurance programme
- Staffing within the Quality Assurance programme
- The role of the programme needs to be redefined based on the transfer of functions.

The Quality Assurance Programme contributes to the impact statement which relates to building a skilled and capacitated local government that performs the functions that it executes. The main core functions of this programme relate to the certification of learners, accreditation of Skills Development Providers and registration of moderators and assessors and monitoring of quality of the training provided.

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The Quality Assurance Programme focuses on the certification of qualifications of LGSETA learners upon completion of training. The certification of learners will be an area of focus in the next financial year whereby the LGSETA will develop new qualifications that are deemed as a shortage in the local government sector. The focus in the next financial year relates to the implementation of qualifications that were developed in the past years so that SETA can ensure adequate and correct training is implemented by accredited skills development providers.



### 3. PROGRAMME RECOURSE CONSIDERATIONS

LGSETA derives its revenue from the skills development levy contributed by entities and municipality in the local government sphere. The MTEF budget, which forms an integral part of the Annual Performance Plan, is made up of the discretionary, mandatory, and administrative components. The budget for the 2024/25 financial period will be focusing on the implementation of the NSDP 2030.

There were no significant changes in the revenue structure for LGSETA relating to 2024/25 financial period. The total revenue is made up of the following components.

- Discretionary funds: 49.5%. A total of 80% of the discretionary funds is earmarked for PIVOTAL programmes, while the remaining 20% will be applied to non-PIVOTAL interventions.
- Mandatory funds: 20% -Mandatory grants funds will be disbursed to municipalities and entities that have submitted their Work Skills Plan (WSP) and Annual Training Plan (ATR), in line with the grant regulations. Unclaimed mandatory grants will be transferred to the discretionary funds, in line with the grant regulations.
- Administration: 10.5% - As regulated, 0.5% of the administration funds will be transferred to the QCTO. The remaining 10% will be used to finance the overall administration of the LGSETA.
- Levy Penalties and Interest – Penalties and interest is charged by SARS to all levy payers who do not adhere to the legislated timeframes for paying Skills Development Levy. These funds will finance the discretionary grants projects within LGSETA.
- Investment income – The investment income is the interest derived from funds invested with the Corporation for Public Funds (CPD) as per the instructions issued by the National Treasury. The investment income will be used in financing the administration budget.
- Other income - The other income relates to the mandatory grant’s income received from ETDPSETA.

Table 27: Summary of Budget Estimates LGSETA

2022/23 BUDGET ESTIMATES	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	Audited	Audited	Budget	Budget	Budget	Budget
	Outcome	Outcome	Estimates	Estimates	Estimates	Estimates
	R'000	R'000	R'000	R'000		
<b>REVENUE</b>						
Levy income - 80%	850 761	882 192	1 058 586	954 017	996 757	1 046 594
Administration Levy Income - 10,5%	111 669	114 300	268 208	124 119	129 680	136 164
Discretionary grants levy income - 49,5%	526 775	539 017	557 267	585 131	611 345	641 912
Mandatory Levy Income - 20%	212 317	217 517	225 158	236 416	247 007	259 357
Levy interest and penalties	16 443	11 358	7 953	8 351	8 725	9 161
Interest Income	29 444	80 580	0	140 000	130 000	110 000

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Other Income	346	251	182	192	200	210
<b>TOTAL REVENUE</b>	<b>896 984</b>	<b>963 023</b>	<b>1 058 768</b>	<b>1 094 209</b>	<b>1 126 957</b>	<b>1 156 804</b>
<b>EXPENDITURE</b>						
<b>Administration Expenditure</b>	<b>112 388</b>	<b>162 070</b>	<b>181 454</b>	<b>207 669</b>	<b>226 142</b>	<b>237 511</b>
Employee Costs	51 991	57 157	81 199	85 260	97 648	102 530
Goods and services	60 397	104 913	100 255	122 409	128 494	134 920
Operating lease buildings	9 949	10 547	11 074	11 627	12 209	12 819
Maintenance and repairs	732	746	1 272	1 336	1 396	1 465
Communication and marketing	1 486	2 822	4 963	4 161	4 369	4 589
Conferences, workshops, and catering	2 400	4 877	5 121	5 377	5 646	5 928
Consultancy and service provider	3 423	16 502	17 327	18 193	19 103	20 058
Legal fees	3 685	7 566	7 944	8 341	8 758	9 196
Travel and subsistence	9 259	18 821	19 762	20 750	21 787	22 876
Staff training and development	668	1 412	2 118	2 224	2 335	2 452
Governance costs	2 328	2 423	3 441	3 613	3 794	3 983
QCTO expense	3 502	5 197	6 367	6 685	7 019	7 371
Printing	1 066	1 190	1 249	1 311	1 376	1 446
Telephone and internet	4 466	3 060	3 213	3 373	3 542	3 719
External audit fees	4 509	5 099	5 194	5 454	5 698	5 983
Internal audit fees	1 191	2 489	3 392	3 562	3 740	3 927
Other expenses including asset purchases	3 142	9 736	10 223	10 734	11 271	11 834
General expenses	8 591	12 426	14 922	15 668	16 451	17 274
<b>Mandatory grants expenditure</b>	<b>216 194</b>	<b>212 940</b>	<b>225 158</b>	<b>236 416</b>	<b>247 007</b>	<b>259 357</b>
<b>Discretionary grants expenditure</b>	<b>511 203</b>	<b>289 377</b>	<b>652 156</b>	<b>650 124</b>	<b>653 808</b>	<b>659 936</b>
- Discretionary grants projects expenditure	156 800	248 951	606 379	605 628	607 957	611 793
-Project employee costs	39 508	40 426	45 777	44 496	45 851	48 143
-Project admin costs			-	-	-	-
<b>TOTAL EXPENDITURE</b>	<b>524 890</b>	<b>664 387</b>	<b>1 058 768</b>	<b>1 094 209</b>	<b>1 126 957</b>	<b>1 156 804</b>
<b>Surplus/ Deficit</b>	<b>372 094</b>	<b>298 636</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Programme 1: Administration Budget

The administration expenditure is financed by the 10% of the levy income received as per the SETA regulations and the investment income will be used to finance the administration budget. The administrative budget covers all administration costs of the LGSETA. The 10.5% of the total budget covers the day-to-day costs, employee costs of the administrative staff as well as the QCTO expenditure which is determined by the minister annually.

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The administration budget is financed by the administrative levy income and the investment income received from short term investments. During the 2023/24 financial period, the revenue estimates for interest income were slightly higher than anticipated due to higher interest rates, the trajectory is not expected to be maintained and thus lesser interest is anticipated in 2024/25.

Table 28: Summary of Programme 1 Budget.

EXPENDITURE	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
<b>Administration Expenditure</b>	<b>112 388</b>	<b>162 070</b>	<b>181 454</b>	<b>207 669</b>	<b>226 142</b>	<b>237 511</b>
Employee Costs	51 991	57 157	81 199	85 260	97 648	102 530
Goods and services	60 397	104 913	100 255	122 409	128 494	134 920
Operating lease buildings	9 949	10 547	11 074	11 627	12 209	12 819
Maintenance and repairs	732	746	1 272	1 336	1 396	1 465
Communication and marketing	1 486	2 822	4 963	4 161	4 369	4 589
Conferences, workshops, and catering	2 400	4 877	5 121	5 377	5 646	5 928
Consultancy and service provider	3 423	16 502	17 327	18 193	19 103	20 058
Legal fees	3 685	7 566	7 944	8 341	8 758	9 196
Travel and subsistence	9 259	18 821	19 762	20 750	21 787	22 876
Staff training and development	668	1 412	2 118	2 224	2 335	2 452
Governance costs	2 328	2 423	3 441	3 613	3 794	3 983
QCTO expense	3 502	5 197	6 367	6 685	7 019	7 371
Printing	1 066	1 190	1 249	1 311	1 376	1 446
Telephone and internet	4 466	3 060	3 213	3 373	3 542	3 719
External audit fees	4 509	5 099	5 194	5 454	5 698	5 983
Internal audit fees	1 191	2 489	3 392	3 562	3 740	3 927
Other expenses including asset purchases	3 142	9 736	10 223	10 734	11 271	11 834
General expenses	8 591	12 426	14 922	15 668	16 451	17 274

## Programme 2: Skills Planning Budget

Programme 2 mainly relates to the research and skills planning programmes within in the sector as well as the monitoring and evaluation of the programmes implemented by the LGSETA. This programme is financed by the mandatory grants levy income and the discretionary grants levy income. Mandatory grants that are dispersed are aimed at capacitating the employees of the municipalities and municipal entities. The employee costs will be financed from the administration levy income. The discretionary grants portion will be financing the research, sector skills planning and the monitoring and evaluation departments.

The overall budget for the 2024/25 has increased from the 2023/24 financial period, mainly due to the increase of the mandatory grants budget for the 2023/24 financial period. The discretionary grants budget has also increased and will be used to finance the six research projects on skills development and two evaluation studies including a tracer study.



Table 29: Summary of Programme 2 Budget

<b>Programme 2:</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Skills Planning						
R thousand	R'000	R'000	R'000	R'000	R'000	R'000
Programme 2	138 369	219 740	237 658	251 416	260 920	273 893
Mandatory Grants	129 881	<b>212 940</b>	<b>225 158</b>	<b>236 416</b>	<b>247 007</b>	<b>259 357</b>
Discretionary Grants	8 488	6 800	12 500	15 000	13 913	14 536
Project Employee Costs						
Project Administrative costs	-	-	-	-	-	-

### Programme 3: Learning Programmes

The Learning Programmes is the core business of the LGSETA as it relates to the implementation of the projects in addressing the skills gap within the local government sector. The LGSETA will be focusing on the implementation of programmes relating to the sector priority occupations and interventions (SPOI) list, and skills gaps aimed at addressing the unemployment rate and capacitating municipalities in upskilling their employees. The skills development priorities aligned to the implementation of the District Development Model (DDM) focus on six broad municipal service areas namely water and sanitation; roads, transport, and storm water; energy and electricity; local economic development, waste management; and safety and security. (See Appendix A). Further, the skills development priorities aligned to the Economic, Reconstruction and Recovery Plan (ERRP) focus on critical areas including renewal energy, women in leadership and empowerment of women, youth development initiatives, entrepreneurship, and support for SMMEs and Cooperatives.

Strategic Partnerships are vital through collaboration with key stakeholders to ensure greater impact is made to address project management and implementation of interventions and service delivery challenges particularly with regards to water and sanitation, waste management, disaster management, renewal energy, roads and infrastructure initiatives, local economic development including food security, safety and security; as well as smart city and fourth industrial revolution skills priority areas.

The priorities relating to unemployed learners for the 2024/25 financial period will include the following:

- TVET placements for Work Integrated Learning target for 2024/2025 – Indicator 3.2: Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces. The indicator has been increased to 1200 beneficiaries.
- HEI placements for Work Integrated Learning target for 2024/2025 – Indicator 3.3: Number of HEI students requiring Work Integrated Learning to complete their qualifications placed in workplaces. The indicator has been increased to 700 beneficiaries.
- Internships entered target for 2024/2025 – Indicator 3.4 Number of unemployed learners in an internship. The indicator has been increased to 700 beneficiaries.
- Learnerships for the unemployment target for 2024/2025 - Indicator 3.6 Number of unemployed learners on a learnership programme. The indicator has been increased to 2000

beneficiaries. In addition, Learnerships for the employed target for 2024/2025 - Indicator 3.8 Number of employed learners on a learnership programme. The indicator has been increased to 1875 beneficiaries.

- Candidacy entered target for 2024/2025 to address technical skills and partnerships with professional bodies – Indicator 3.7 Number of learners in candidacy programmes. The indicator has been increased to 200 beneficiaries.
- Artisan entered target for 2024/2025 – Indicator 3.12 Number of learners in an artisan development programme. The indicator has been increased to 275 beneficiaries.
- Artisan RPL/ARPL target for 2024/2025 – Indicator 3.14 Number of learners in RPL/ARPL. The strategy on ARPL programmes for both employed and unemployed is a cheaper option compared with the artisan 3-year programme which is more costly per beneficiary, whereas the ARPL cost per beneficiary is cheaper. The indicator has been increased to 400 beneficiaries.

Strategic partnerships with CET colleges will seek to address community education initiatives including civic education initiatives, which is linked to Indicator 3.15 Number of Partnerships (TVETs, HEIs and CETs).

The continuation of the High School Development Programmes continues to gain momentum through a targeted approach with the Department of Basic Education as well as appointed service providers, but it requires the project to grow in scale to address Science, Technology, English and Mathematics (STEM) schools across districts, provinces and lower quintile range schools that require the additional support as well as identifying blended learning opportunities.

Table 30: Summary of Programme 3 Budget

<b>Programme 3:</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Learning Programmes						
	Outcome	Outcome	Estimate	Estimate	Estimate	Estimate
R thousand	R'000	R'000	R'000	R'000	R'000	R'000
Programme 3- Learning Programmes	186 875	289 377	652 156	607 824	615 913	634 934
Discretionary Grants	154 480	248 951	606 379	563 328	570 062	586 791
Project Employee Costs	30 895	40 426	45 777	44 496	45 851	48 143
Project Administrative Costs		-	-	-	-	-

## Programme 4: Quality Assurance

The Quality Assurance programme main core functions refer to the certification of learners, accreditation of Skills Development Providers (SDPs) and registration of moderators and assessors and monitoring of quality of the training provided. The budget allocation for the Quality Assurance programme is financed by the discretionary grants levy income as it focusses on the development of

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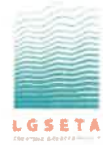


qualifications, accreditation, and certification of the Learners The employee costs will be financed from administration levy income.

The overall budget for the Quality Assurance programme has increased in the 2024/25 financial period. The discretionary grants budget will be used in the establishment of the assessment of occupational qualifications.

Table 31: Summary of Programme 4 Budget

<b>Programme 4:</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Quality Assurance						
	Outcome	Outcome	Estimate	Estimate	Estimate	Estimate
R thousand	R'000	R'000	R'000	R'000	R'000	R'000
Programme 4 - Quality Assurance	<b>2 524</b>	<b>3 800</b>	<b>9 000</b>	<b>27 300</b>	<b>23 982</b>	<b>10 466</b>
Discretionary Grants Project cost	2 524	3 800	9 000	27 300	23 982	10 466
Project Employee Costs	-		-	-	-	-
Project administrative costs	-	-	-	-	-	-



## 4. UPDATED KEY RISKS AND MITIGATIONS FROM THE STRATEGIC PLAN

Table 32: LGSETA Strategic Risks

Strategic Outcome/ Priority	Risk Statement	Risk Mitigating Strategies
Linked to multiple strategic outcomes	Limited or reduced financial resourcing to support organisational programmes	<ul style="list-style-type: none"> <li>• Explore value adding partnerships with existing entities within Government and private sector to enhance skills development</li> <li>• Implement a differentiated approach to partnerships</li> <li>• Enhanced monitoring and evaluation with corrective actions</li> <li>• Formalise lessons learnt and incorporate these into the organisational strategy</li> <li>• Revised commitment schedule which may result in savings</li> <li>• Reconciliation of SLAs</li> <li>• Commitment audits</li> </ul>
Linked to multiple strategic outcomes.	Inadequate business continuity response plans to manage the potential effects of business disruptions	<ul style="list-style-type: none"> <li>• Business continuity strategy in line with BCM policy to be developed, approved, and implemented</li> <li>• Conduct business continuity awareness sessions</li> <li>• Implement a process of continuous updates to the business impact analysis (BIA)</li> <li>• Develop a crisis management plan for Head Office and centralised functions</li> <li>• Development of an integrated records management plan to manage information availability</li> <li>• Implement periodic business continuity readiness testing</li> <li>• To formulate a risk financing strategy for key insurable risks</li> <li>• Development of crisis management plans and tools for provinces</li> <li>• Establish business continuity management committee</li> </ul>

Strategic Outcome/ Priority	Risk Statement	Risk Mitigating Strategies
Linked to multiple strategic outcomes	Inadequate processes to support organisational efficiency and effectiveness	<ul style="list-style-type: none"> <li>• Integrate and standardise business processes, performance standards and technical standards between provinces and Head Office (there must be a consistent and standardised way of work)</li> <li>• Review and update the ICT strategy</li> <li>• Measurement of ICT utilisation rate to ensure technology efficiencies and capabilities are maximised</li> <li>• Extend policy development team scope to cover organisational procedures.</li> <li>• Develop internal control framework (mapping)</li> <li>• Project risk registers (provincial)</li> </ul>
	Non-optimal human resourcing and utilisation thereof	<ul style="list-style-type: none"> <li>• Definition, communication, and advocacy workshops of LGSETA culture</li> <li>• Implement strategic human resources management through developing an HR strategy that is aligned with organisational strategy</li> <li>• Organisational development process to be finalised and recommendations thereof implemented</li> </ul>
	Impaired organisational reputation	<ul style="list-style-type: none"> <li>• Introduce social media management tool to control access and usage to the organisation's social media accounts</li> <li>• Incorporate legal review of contracts (vetting)</li> <li>• Company secretary to be recruited to support the Board regarding organizational legal and compliance requirements</li> <li>• The organisation will ensure standardisation of contracts</li> <li>• Customer relationship management tool rollout completion</li> <li>• Case management system implementation (works together with CRM)</li> <li>• Consequence management framework</li> <li>• Disciplinary policy implementation (review)</li> <li>• All contracts to follow delegated authority</li> </ul>





Strategic Outcome/ Priority	Risk Statement	Risk Mitigating Strategies
	<p>Failure to meet the skills development needs of Local Government</p>	<ul style="list-style-type: none"> <li>• Enhanced stakeholder engagement to link skills planning to the Sector Skills Plan (SSP) and Workplace Skills Plan (WSP) declarations and project implementation thereof</li> <li>• Review of monitoring and evaluation process including standardisation of processes and extended monitoring processes</li> <li>• Profile successful projects and create a database of completions.</li> <li>• Secure user feedback on qualifications and skills provided.</li> <li>• Review of qualifications</li> <li>• QA inspections to be conducted.</li> <li>• Development of new qualifications based on employer needs.</li> <li>• Evolving from an office driven strategy versus a service-centred model which promotes consistent service standards in all provinces (pending approval)</li> <li>• Technology strategy in response to e-Learning transition.</li> <li>• Revised learning strategy that balances traditional, e-Learning, online learning, virtual learning, and other methods as well as how quality will be managed.</li> <li>• Explore ways of alleviating cost of data to the learners</li> <li>• Assist municipalities in transforming facilities-based education to e-learning</li> <li>• Data quality control enhancement in collaboration with partners and stakeholders</li> <li>• Municipal training institutes/academies, NGOs alignment for enhance programme effectiveness.</li> <li>• Increase stakeholder consultations as input into SDFs.</li> </ul>

Strategic Outcome/ Priority	Risk Statement	Risk Mitigating Strategies
Linked to multiple strategic outcomes	Adverse effects of COVID-19 pandemic	<ul style="list-style-type: none"> <li>Review current grant limitations due to the change in manner of service provision and lobby for relevant adjustments.</li> <li>Ongoing emphasis on health and safety practices</li> <li>Appoint Facility Officer (OHS assessment and preventative measures)</li> <li>Formalise guidelines for working from the office during COVID-19 pandemic.</li> </ul>
Linked to multiple strategic outcomes	Inadequate quality management processes	<ul style="list-style-type: none"> <li>Local Government centered projects to drive quality improvement jointly for the benefit of beneficiaries.</li> <li>Enhanced quality assessment, verification, and on-the-ground observation to inform improvements and further planning within LGSETA</li> </ul>
Linked to multiple strategic outcomes	Ineffective stakeholder relations and partnerships	<ul style="list-style-type: none"> <li>Partnership impact assessment</li> <li>Identification of key stakeholders who are in vulnerable groups and provide outcome-linked interventions (skills, sponsorship) to build pre-requisite skills e.g., Math's as a requirement for higher learning (2022-2023 APP - i.e. Bursary Strategy)</li> <li>Review partnership model</li> <li>Ensure a consistent and integrated approach to stakeholder communications.</li> </ul>
Linked to multiple strategic outcomes	Ineffective management and safeguarding of key and sensitive information (physical and technological)	<ul style="list-style-type: none"> <li>Development and execution of POPIA compliance implementation plan</li> <li>POPI and PAIA training and refresher training</li> <li>Appointment of an information Officer</li> <li>Approval and implementation of policies and manuals</li> <li>Data breach policy</li> <li>Automated website privacy policy</li> <li>Development of LGSETA Information Governance Framework</li> <li>Information and records management strategy and plan</li> </ul>



Strategic Outcome/ Priority	Risk Statement	Risk Mitigating Strategies
		<ul style="list-style-type: none"> <li>• Development of related policies such as Personal Information Privacy Policy and Records Management policy</li> <li>• Centralisation of information management and repository</li> <li>• Digitisation of records in terms of plan</li> <li>• Cloud migration for certain information/ systems</li> <li>• To review and upgrade back-up systems to align with cloud-based strategy and digitisation of records.</li> <li>• Review of security protocols for storing physical information, data, or records</li> <li>• Review of current Information and security related policies to ensure compliance of information management processes with legislation.</li> <li>• Develop a data destruction/disposal policy and procedure manual which outlines the protocol to follow in each subject (computers, phones, external hard driver, and other storage devices)</li> <li>• Information Governance Policy and Framework</li> <li>• Records Management System</li> <li>• POPIA and PAIA compliance assessment</li> </ul>
<p>Linked to multiple strategic outcomes</p>	<p>Breach of information security and related cyber attacks</p>	<ul style="list-style-type: none"> <li>• Ongoing re-emphasis through training on security protocols</li> <li>• Cyber-security strategy</li> <li>• Cyber security assessment to inform strategy.</li> <li>• Continuous review of security protocols over information (physical and logical)</li> <li>• ICT scorecard (to measure systems and security health and performance)</li> <li>• Continuous review and update of all information and security related policies and procedures</li> <li>• Information security policy to be responsive to enhanced risks arising from remote working</li> </ul>

## 5. PUBLIC PRIVATE PARTNERSHIPS

In responding to the LGSETA Strategic partnership model, the table below outlines the type of strategic partnership that the LGSETA has established to enhance the delivery of the organisational strategy, and to ensure creating greater impact in the local government sector through skills development initiatives. Once the Discretionary Grant process has been concluded further strategic partnerships will be established including Higher Education Institutions (HEIs), District and Metropolitan Municipalities, Professional Bodies, and other key stakeholders.

**Table 33: Summary of Existing Strategic Partnerships**

PP Name	Purpose	Outputs	Current Value of Agreement	Start Date of Agreement	End Date of Agreement
<b>Metros</b> City of Cape Town	To collaborate in the delivery of training and development programmes to capacitate local government officials, elected public representatives and communities.	To collaborate and support implementation of skills development interventions including placement of learners for WIL, bursaries, learnerships, and skills programmes.	R390 000,00	01/03/2023	30/09/2024
<b>District Municipalities</b>	To collaborate in the delivery of training and development programmes to capacitate local government officials, elected public representatives and communities	To collaborate and support implementation of skills development interventions including placement of learners for WIL, bursaries, learnerships, and skills programmes.		2022/10/18	2027/02/28
Vhembe DM			R2 319 075,00		
Waterberg DM			R707 630,00		
West Rand DM			R532 800,00		
Ehlanzeni DM			R17 190 000,00		
Garden Route DM			R2 114 000,00		
John Taolo Gaetsev DM			R5 148 000,00		
King Cetshwayo DM			R1 470 260,00		
<b>Local Municipalities</b>	To collaborate in the delivery of training and development programmes to capacitate local government officials, elected public representatives and communities	To collaborate and support the implementation and placement of learners for WIL, bursaries, learnerships, and skills programmes.		2022/09/22	2025/01/27

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PP Name	Purpose	Outputs	Current Value of Agreement	Start Date of Agreement	End Date of Agreement	
Emfuleni LM	To collaborate in the delivery of training and development programmes to capacitate local government officials, elected public representatives and communities	To collaborate and support the implementation and placement of learners for WIL, bursaries, learnerships, and skills programmes.	R400 000,00	2022/09/22	2025/01/27	
Mhlontlo LM			R3 800 000,00			
Bergrivier LM			R253 550 ,00			
Mkhambathini LM			R4 338 500,00			
Makhado LM			R3 229 600,00			
Lesedi LM			R114 000,00			
Ga-Segonyana LM			R4 872 000,00			
Nkandla Local			R2 808 400,00			
Saldanha Bay Local			R194 400,00			
Zululand Local			R3 260 000,00			
<b>Universities</b>	Ensure learning programme offerings at HEIs address the skills development needs of the local government sector.	To collaborate and support implementation of skills interventions for LG sector including placement of learners for WIL and bursaries.  To collaborate on priority occupations in local government in key priority areas through bursaries and link education and workplace support through blended learning methodologies	R490 000,00	2022/06/01	2025/05/31	
Stellenbosch University						
North-West University						R5 000 000,00
Central University of Technology						R4 760 000,00
Durban University of Technology	R1 935 000,00					



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PP Name	Purpose	Outputs	Current Value of Agreement	Start Date of Agreement	End Date of Agreement
North-West University	Ensure learning programme offerings at HEIs address the skills development needs of the local government sector	To collaborate and support implementation of skills interventions for LG sector including placement of learners for WIL and bursaries.	R5 000 000,00	2022/06/01	2025/05/31
University of Venda			R1 610 000,00		
<b>TVET Colleges</b>	To ensure learning programme offerings at TVET colleges address the skills development needs of the local government sector.	To collaborate and support the implementation and placement of learners for WIL, bursaries, and development of lecturers; learnerships, skills programmes, artisan development and RPL as well as support the growth of the Public College System through supporting lecturers and managers as outlined in part NSDP outcome 2 and 5;		2023/03/29	2026/09/29
Northern Cape Rural TVET College			R309 600,00		
King Sabata Dalindyebo TVET College			R11 625 500,00		
Mnambithi TVET College			R8 578 500,00		
Umfoloji TVET College			R2 863 800,00		
Ingwe TVET College South West			R33 576 000,00		
Gauteng TVET College			R1 935 000,00		
Port Elizabeth TVET College			R320 974,00		
West Coast TVET College			R72 000,00		
College of Cape Town			R107 000,00		
Ekurhuleni TVET College			R200 000,00		
False Bay TVET College			R30 000,00		
Nkangala TVET College			R2 122 890,00		
Northlink College			R247 000,00		
South Cape TVET College	R247 000,00				

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PP Name	Purpose	Outputs	Current Value of Agreement	Start Date of Agreement	End Date of Agreement
South West TVET	To ensure learning programme offerings at TVET colleges address the skills development needs of the local government sector.	To collaborate and support the implementation and placement of learners for WIL, bursaries, and development of lecturers; learnerships, skills programmes, artisan development and RPL as well as support the growth of the Public College System through supporting lecturers and managers as outlined in part NSDP outcome 2 and 5;	R72 000,00	2023/03/29	2026/09/29
Mopani TVET College			R 3 538 150,00		
Majuba TVET College			R288 343,00		
East Cape Midlands TVET			R352 580,00		
Sekhukhune TVET College			R483 200,00		
<b>CET Colleges</b>	To ensure learning programme offerings at the CET colleges address the skills development needs of the local government sector	To collaborate on and support lecturer and manager development at CET colleges to support the skills required as well as collaborate and support implementation of skills interventions for unemployed learners relevant to the local government sector. Further, to enhance Infrastructure and capacity as well as blended learning methodologies.		2023/03/01	2024/09/30
North-West Community Education and Training			R180 000,00		
Free State Community Education and Training College			R3 050 000,00		
North -West Community Education and Training College			R180 000,00		
Western Cape Community Education and Training College			R280 800,00		



## PART D: TECHNICAL INDICATOR DESCRIPTIONS (TIDs)

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



## TECHNICAL INDICATOR DESCRIPTION: PROGRAMME 1

Technical Indicator Description	Programme 1: Administration (Finance, Internal Audit and Risk Management)
Indicator Title	1.1 Unqualified audit opinion achieved
Definition	Annual Financial Statements (AFS) contain no material misstatements. Audit opinion at the end of the external audit review by the Auditor General of SA.
Source of Data	Final Auditor's Report by 31 July
Method of Calculation / Assessment	The final unqualified audit opinion Based on the criteria used by the Auditor-General in expressing its opinion. Types of opinions used: Adverse Disclaimer; Qualified; Financial unqualified with material findings; and Financial unqualified with no material findings.
Means of verification	AGSA audit report issued as of 31st July of each year
Assumptions	Financial and Non-financial Reports are accurate
Disaggregation of Beneficiaries (where applicable)	The output of this indicator is the audit report; therefore, disaggregation of beneficiaries is not applicable (N/A).
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Unqualified Audit Opinion achieved
Indicator Responsibility	Chief Financial Officer

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 1: Administration (Finance, Internal Audit and Risk Management)
Indicator Title	1.2 Percentage of discretionary grant suppliers paid within 30 days upon submission of compliant grant claim documents.
Definition	This refers to the percentage of discretionary grant suppliers paid within 30 days with compliant grant documents. The number of compliant grant claims paid within 30 days of receipt by the institution against the total number of grant claims received by the institution
Source of Data	Grant Claim payment register
Method of Calculation / Assessment	The number of compliant grant claims paid within 30 days of receipt by the institution against the total number of grant claims received by the institution*100
Means of verification	Grant Claim forms received and registered in the Grant Claim register
Assumptions	Grant Claim Forms are compliant with the funding agreement/addendum and accurate
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly
Desired Performance	95% discretionary grants suppliers paid within 30 days submission of compliant grant documents.
Indicator Responsibility	Chief Financial Officer

Technical Indicator Description	Programme 1: Administration (Finance, Internal Audit and Risk Management)
Indicator Title	1.3 Percentage of corporate suppliers paid within 30 days upon submission of valid invoice
Definition	This refers to number of valid invoices paid within 30 days of receipt by LGSETA.
Source of Data	Invoice payment registers
Method of Calculation / Assessment	Total number of invoices paid within 30 days of receipt by LGSETA against total number of invoices received by LGSETA * 100%
Means of verification	Invoices received and registered in the invoice register
Assumptions	Invoices are compliant with the contract or purchase order issued and are accurate
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly
Desired Performance	100% Compliance
Indicator Responsibility	Chief Financial Officer



# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 1: Administration – (Finance, Internal Audit and Risk Management)
Indicator Title	1.4 Percentage of strategic risk mitigations Implemented
Definition	This refers to assurance that agreed upon strategic risk mitigations measures for strategic risks are implemented by management.
Source of Data	Enterprise Risk Management report on strategic risk mitigation
Method of Calculation / Assessment	Total number of risk mitigations implemented against total number of strategic risks *100%
Means of Verification	ERM report on strategic risk mitigations
Assumptions	The data included in the Strategic Risk Register, Quarterly and Annual ERM reports are accurate, complete, valid, and timely.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	60% of assurance on risk mitigations implemented
Indicator Responsibility	Head Internal Audit and Risk

Technical Indicator Description	Programme 1: Administration (Finance, Internal Audit and Risk Management)
Indicator Title	1.5 Percentage of audit findings resolved
Definition	This refers to assurance that audit findings raised by internal and external auditors were resolved by management.
Source of Data	Consolidated audit action (treatment action plan) report
Method of Calculation	Audit findings resolved against total audit findings raised for the period X 100
Means of Verification	Consolidated audit action plan or report
Assumptions	The data included in the consolidated audit action plan is accurate, complete, valid, and timely.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	90% on assurance that audit findings raised are resolved
Indicator Responsibility	Head Internal Audit and Risk

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 1: Administration (Finance, Internal Audit and Risk Management)
Indicator Title	1.6 Percentage of LGSETA Discretionary Grants budget committed
Definition	The Regulation state that at the end of each financial year, a SETA must have spent or committed at least 95% of discretionary funds available to it by 31 March of each financial year and a maximum of 5% of uncommitted funds may be carried over to the next financial year.
Source of Data	Commitment schedule and approved discretionary grant allocation approved by the Board
Method of Calculation	Discretionary Grant committed against the approved discretionary grant approved by the board * 100%
Means of Verification	Commitment Schedule and Discretionary Grant budget
Assumptions	The data included in the Commitments Schedule and the financial statement for the determination of the percentage committed is accurate and complete.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	95% of the discretionary grant's funds committed at year-end
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 1: Administration – (Finance, Internal Audit and Risk Management)
Indicator Title	1.7 Number of SETA Governance reports compiled
Definition	SETA governance reports refer to a report that is compiled in a quarter about the work of the Board and its committees. The report includes evidence for validation of the implementation of the SETA Governance Charter and Standards.  The SETA governance report is compiled and submitted to M&E on quarterly basis.
Source of Data	<ul style="list-style-type: none"> <li>Attendance Register</li> <li>Approved Governance Cycle</li> <li>Signed declaration of interest by accounting officer</li> <li>Confirmation of governance report receipt from shareholder (to be received 7 days after submission)</li> </ul> Report on the Implementation of SETA Governance Standards, Governance Cycle and Attendance registers (Board and ARC), Terms of reference for Audit and Risk Committee, signed declaration of interest by Accounting Authority, approved delegation of authority, approved LGSETA Constitution
Method of Calculation / Assessment	Four SETA Governance reports
Means of Verification	SETA Governance Report
Assumptions	Board meetings will take place quarterly.
Disaggregation of Beneficiaries (where applicable)	N/A

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Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Four governance reports
Indicator Responsibility	Chief Executive Officer

Technical Indicator Description	Programme 1: Administration – (Finance, Internal Audit and Risk Management)
Indicator Title	1.8 Percentage of mandatory grant disbursed
Definition	This refers to the percentage of mandatory grants disbursed each quarter based on approved WSPs and ATRs within a financial year
Source of Data	DHET levy portal; WSP module approved list of WSPs
Method of Calculation / Assessment	Number of mandatory grants disbursed against the total number of WSPs and ATRs approved X 100
Means of Verification	Report on mandatory grant approvals and individual employer mandatory grant payments.
Assumptions	Employers pay skills development levies monthly
Disaggregation of beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly
Desired Performance	95% mandatory grant payments disbursed quarterly
Indicator Responsibility	Chief Financial Officer

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Programme 1: Administration: (Corporate Services)	
Technical Indicator Description	
Indicator Title	1.9 Number of career development events participated in urban and rural areas for occupations in high demand
Definition	<p>This refers to the number of career development events including exhibitions and activities that the LGSETA initiated or attends for the purpose of providing information about occupations in high demand and career pathways within the local government sector as well as distributing LGSETA career handbooks.</p> <p>Career guidance events are important to facilitate access to information and the distribution of career guides to new labour market entrants and Learners pursuing a career in the local government sector</p>
Source of data	Attendance register,
Method of Calculation / Assessment	Number of rural and urban events in which the LGSETA participated in the financial year under review
Mean of verification	Attendance register,
Assumptions	LGSETA receives sufficient invites to participate in the career awareness events and the organisers do not cancel planned career awareness events.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	<p>70 career development events participated in urban and rural areas on priority occupations and career pathways in the local government sector.</p> <p>The breakdown of the 70 career development events is: Rural - 35 events and Urban -35 events.</p>
Indicator Responsibility	Executive Manager: Corporate Services



# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 1: Administration: (Corporate Services)
Indicator Title	1.10 Number of capacity building workshops on career development services conducted
Definition	This refers to the number of capacity building workshops conducted on career development services. This includes all life orientation teachers, Municipal officials, Youth Development Practitioners in Municipalities that participate and engage with Learners at the career development exhibitions, events and activities.
Source of Data	Attendance registers
Method of Calculation / Assessment	Number of capacity building workshops conducted per annum
Mean of verification	Attendance registers
Assumptions	There is adequate capacity to conduct in-house capacity building workshops
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	9 capacity building workshops on career development services conducted
Indicator Responsibility	Executive Manager: Corporate Services

Technical Indicator Description	Programme 1: Administration (Corporate Services)
Indicator Title	1.11 Percentage of WSP training programmes implemented for LGSETA employees
Definition	This refers to the training programmes or interventions planned for LGSETA employees within the approved WSP that are implemented in a financial year under review
Source of Data	Approved LGSETA WSP and attendance register
Method of Calculation / Assessment	Number of training programmes/interventions implemented against total number of training programmes or interventions approved within a WSP of financial year * 100
Mean of verification	Annual Training Report
Assumptions	There is budget for all the training programmes/interventions in the LGSETA WSP
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Bi-annually
Desired Performance	80% of WSP/ATR training programmes implemented
Indicator Responsibility	Executive Manager: Corporate Services



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Technical Indicator Description	Programme 1: Administration (Corporate Services)
Indicator Title	1.12 Number of cyber security assessments conducted
Definition	This is an assessment referred to as a Penetration Testing and Vulnerability assessment, to check LGSETA 's vulnerability on ICT environment and where the internal control can be improved through the implementation of recommendations/actions including ICT Security awareness.
Source of data	Cyber security assessment report
Method of Calculation / Assessment	Total number of assessments performed
Mean of verification	Cyber security report
Assumptions	Access to the entire LGSETA ICT landscape and to have a competent service provider to conduct the assessment within the financial under review.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-end
Reporting Cycle	Bi-annually
Desired Performance	2 cyber security assessments conducted
Indicator Responsibility	Executive Manager: Corporate Services

## TECHNICAL INDICATOR DESCRIPTION: PROGRAMME 2 SKILLS PROGRAMME

Technical Indicator Description	Programme 2: Skills Planning
Indicator Title	2.1 Percentage of WSPs /ATRs submissions approved
Definition	This refers to the WSP/ATR submissions received from levy payers in the local government sector that are compliant against the approved SETA criteria. The WSP/ATR submissions are due by 30 April annually. A one-month extension for submission of WSP/ATRs may be granted by the Board to those levy payers who have applied for extensions.
Source of Data	Levy Paying WSP and ATR submissions received
Method of Calculation / Assessment	Number of compliant WSP and ATR submissions divided by the total number of WSP and ATR submissions received X 100
Means of Verification	WSP Evaluation and Approval Report
Assumptions	Employers will submit compliant workplace skills plans on time. WSPs will be approved on time.
Disaggregation of beneficiaries (where applicable)	205 Small firms (local municipalities and/or entities below 50 employees) 44 Medium firms (District municipalities and/or entities between 50 and 150 employees) 8 Large firms (Metropolitan municipalities and/or entities with employees 150 and over)
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annual
Desired Performance	97% (267 of 275) compliant workplace skills plans and annual training reports approved for mandatory grant payments
Indicator Responsibility	Executive Manager: Strategy and Planning

Technical Indicator Description	Programme 2: Skills Planning
Indicator Title	2.2 Number of research projects conducted on skills development needs in the local government sector
Definition	This refers to sectoral research projects that the LGSETA will conduct on skills development as outlined in the approved research.
Source of Data	Primary (includes interviews, focus groups, surveys, learning programmes and development (LPD) dataset) and secondary (includes literature review)
Method of Calculation / Assessment	Number of research projects conducted on skills development per annum
Means of verification	Research reports
Assumptions	Research agenda is relevant to the skills development needs in the local government sector and to inform the sector skills plan. Relevant stakeholders will participate in the research process
Disaggregation of beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Six research projects
Indicator Responsibility	Executive Manager: Strategy and Planning

Technical Indicator Description	Programme 2: Skills Planning
Indicator title	2.3 Number of evaluation studies conducted on skills development programmes
Definition	This refers to conducting evaluations as guided by the approved LGSETA Evaluation plan. Evaluation studies to be conducted are based on the SETA learning interventions including learnerships, internships, skills programmes, work integrated learning, candidacy programme, bursaries, AET programmes, Artisan development programme, training on curriculum related studies, and people to be trained on entrepreneurial skills.
Source of Data	Primary data (includes interviews, focus groups, surveys, learning programmes and development (LPD) dataset) and secondary data (includes literature review)
Method of Calculation / Assessment	Number of evaluation reports completed in a financial year.
Means of verification	Evaluation report
Assumptions	N/A
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired Performance	1 evaluations study
Indicator Responsibility	Executive Manager: Strategy and Planning

Technical Indicator Description	Programme 2: Skills Planning
Indicator title	2.4 Number of tracer study conducted on the number of learners who completed workplace based learning programmes absorbed into employment or self-employment
Definition	This indicator refers to tracking of LGSETA supported learners who completed workplace based learning programmes absorbed into employment or self-employment.  This tracer study will be conducted in accordance with the OECD/DAC evaluation criteria (e.g., relevance, coherence, effectiveness, efficiency, impact and sustainability) aimed at assessing how the LGSETA contribution in socioeconomic development agenda.
Source of Data	Primary data (includes interviews, focus groups, surveys, learning programmes and development (LPD) dataset) and secondary data (includes literature review)
Method of Calculation / Assessment	Total of one tracer study completed in a financial year.
Means of verification	Tracer evaluation report
Assumptions	Stakeholders will participate in evaluation activities and collaborate with appointed consultants Risk factors will be mitigated to ensure evaluation reports are delivered on time
Disaggregation of beneficiaries (where applicable)	The output of this indicator is the tracer study report, therefore disaggregation of beneficiaries is not applicable (N/A)

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Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired Performance	1 tracer study report
Indicator Responsibility	Executive Manager: Strategy and Planning

## TECHNICAL INDICATOR DESCRIPTION: PROGRAMME 3 – LEARNING PROGRAMME

Technical Indicator Description	Programme 3: Learning Programme
Indicator Title	3.1 Percentage of discretionary grant allocations for high, intermediate, and elementary skills levels
Definition	<p>This refers to a percentage of discretionary grants allocated to develop, high, intermediate, and elementary skills in a financial year which will focus on the following categories:</p> <ul style="list-style-type: none"> <li>• High Skills Level: At least 07% of the discretionary grant allocations as a percentage of high skills (NQF Level 7 to NQF Level 10)</li> <li>• Intermediate Skills Level: At least 50% of the discretionary grants allocations as a percentage of intermediate skills (NQF Level 4 to NQF Level 6)</li> <li>• Elementary Skills Level: At least 43% of the discretionary grants allocations as a percentage of elementary skills (NQF Level 1 to NQF Level 3)</li> </ul> <p>This focuses only on indicators for entered/enrolled learners into learning programmes through discretionary grant allocations in a financial year.</p>
Source of Data	Board and CEO approval and Discretionary Grant allocation report
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>• Simple count of Discretionary grant allocations for high skill level against total discretionary grants allocations*100</li> <li>• Simple count of Discretionary grant allocations for intermediate skill level against total discretionary grants allocations *100</li> <li>• Simple count of Discretionary grant allocations for elementary skill level against total discretionary grant allocations*100</li> </ul>
Means of verification	Board and CEO approval and Discretionary Grant allocation report
Assumptions	Discretionary grants allocation for high, intermediate, and elementary skill levels
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	<p>At least 07% of discretionary grant allocation to develop high skill levels.</p> <p>At least 50% of discretionary grant allocation at developing intermediate skill levels</p> <p>At least 43% of discretionary grant allocation at developing elementary skill levels</p>
Indicator Responsibility	Chief Operations Officer



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Technical Indicator Description	Programme 3: Learning Programme
Indicator Title	3.2 Number of TVET students requiring Work Integrated Learning to complete their qualifications are placed in workplaces
Definition	Placement refers to TVET students that are placed at a workplace to gain work experience to complete their academic study requirements. This will consist of two categories i.e., entered and completed TVET student placements for an academic qualification from the TVET.
Source of Data	For Entered: , Funding Agreement, Learner Registration Form, Certified ID copy, Letter/ of employment, Highest qualification (N4/N5/N6).  For Completion: Certified ID copy Signed letter of completion from employer
Method of Calculation / Assessment	Simple count of TVET students entered Work Integrated Learning Simple count of TVET students completing work integrated learning
Means of verification	LGSETA online (LPD system) Entered: Funding Agreement, Learner Registration Form, Certified ID copy, Letter/ of employment, Highest qualification (N4/N5/N6).  Completion: Certified ID copy, Signed letter of completion from employer
Assumptions	TVET learners placed for WIL to complete their qualifications
Disaggregation of beneficiaries	Entered: Women, Youth and People with disabilities  Completion: Women, Youth and People with disabilities
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	1200 TVET students entered Work Integrated Learning 800 TVET students completed Work integrated learning
Indicator Responsibility	Chief Operations Officer

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.3 Number of university students requiring Work Integrated Learning to complete their qualification placed in workplaces
Definition	University students in a work integrated learning program refers to the date the LGSETA enters into a funding agreement with the university to place students. This will consist of two categories i.e., entered and completed university students in a work integrated learning programme
Source of Data	Entered: Funding Agreement, Learner Registration Form, Certified ID copy, Letter/ of employment, Highest qualification (N4/N5/N6).  Completion: Certified ID copy, signed letter of completion from the employer
Method of Calculation / Assessment	Simple count of university students requiring work integrated learning to complete their qualifications placed in workplaces. Simple count of university students completed their work integrated learning placement
Means of verification	LGSETA online (LPD system) Entered: Funding Agreement, Learner Registration Form, Certified ID copy, Letter/ of employment, Highest qualification (N4/N5/N6).  Completion: Certified ID copy, signed letter of completion from the employer
Assumptions	University learners placed for WIL to complete their qualifications
Disaggregation of beneficiaries	Entered: Women, Youth and People with disabilities  Completion: Women, Youth and People with disabilities
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	700 University students requiring work integrated learning to complete their qualifications placed in workplaces. 300 University student completed their work integrated learning placement
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.4 Number of unemployed learners in internships
Definition	Refers to: 1. Unemployed graduates (in possession of National Diploma or University degree) 2. TVET learners who are in possession of a National Certificate Vocational NCV Level 4 enrolled for internships in a workplace and unemployed Interns who have completed an internship. This will consist of two categories i.e., enrolled and completed unemployed learners enrolled for workplace experience /internship.  Note: There are exclusions on special projects.
Source of Data	Entered: Funding Agreement, Certified ID Copy,  Completion: Certified ID copy, Close-out report or Signed letter of completion of internship from employer
Method of Calculation / Assessment	Simple count of unemployed learners enrolled for internship Simple count of unemployed learners completed internship
Means of verification	LGSETA online (LPD system)



	Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.
	Completion: Certified ID copy, Close-out report or Signed letter of completion of internship from employer
Assumptions	Unemployed learners supported through internships
Disaggregation of beneficiaries	Entered: Women, Youth and People with Disabilities Completion: Women, Youth and People with Disabilities
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	700 Unemployed learners enrolled for internship. 300 Unemployed learners completed internship)
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.5 Number of unemployed learners in skills programmes
Definition	Skills programmes refer to unemployed learners who participate in credit or non-credit bearing programmes for the financial year. This will consist of two categories i.e. entered and completed learners in a skills programme. Note: There are exclusions on special projects.
Source of Data	Entered: Funding Agreement, Certified ID Copy, Completion: Certified ID Copy, Certificate of attendance/completion, or statement of results.
Method of Calculation / Assessment	Simple count of unemployed learners enrolled for skills programmes. Simple count of unemployed learners completed skills programmes
Means of verification	LGSETA online (LPD system) Entered: Funding Agreement, Certified ID Copy, Completion: Certified ID Copy, Certificate of attendance/completion, or statement of results
Assumptions	Unemployed learners supported through skills programmes
Disaggregation of beneficiaries	Entered: Women, Youth, and People with disabilities  Completion: Women, Youth, and People with disabilities
Spatial Transformation	N/A
Calculation Type	Cumulative (year- end)
Reporting Cycle	Quarterly
Desired Performance	2000 unemployed learners enrolled for skills programmes. 1500 unemployed learners completed skills programmes
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.6 Number of unemployed learners in learnership programmes
Definition	Learnerships programme for unemployed learners refers to a theoretical and practical workplace experiential learning for a minimum of 06 months and which leads to an occupationally related NQF qualification or part qualification. This will consist of two categories i.e. entered and completed unemployed learners in a learnerships. Note: There are exclusions on special projects.
Source of Data	Entered: Funding Agreement, Certified ID Copy,  Completion: Certified ID Copy, Certificate of Competence, or statement of results
Method of Calculation / Assessment	Simple count of unemployed learners enrolled learnership programme. Simple count of unemployed learners completed learnership programme
Means of verification	LGSETA online (LPD system) Entered: Funding Agreement, Certified ID Copy,  Completion: Certified ID Copy, Certificate of attendance/completion, or statement of results
Assumptions	Unemployed learners supported through learnerships
Disaggregation of beneficiaries	Entered: Women, Youth and People with disabilities Completion: Women, Youth, and People with Disabilities
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	2000 Unemployed learners enrolled learnership programme. 1200 Unemployed learners completed learnership programme
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.7 Number of learners in candidacy programmes
Definition	Candidacy programme refers to both employed and unemployed individuals depending on the profession. The programme facilitate access to mentorship, training and professional registration, to build the professional skills required in certain occupations, supporting service delivery within the municipality. Candidacy programme will consist of two categories i.e., employed and unemployed individuals who enters and complete the programme.
Source of Data	Entered: Funding Agreement, Certified ID Copy  Completion: Proof of registration with the professional body or a final report from a mentor which confirms readiness of candidate to register with professional body
Method of Calculation / Assessment	Simple count of learners enrolled for the candidacy programme. Simple count of learners completed candidacy programme
Means of verification	LGSETA online (LPD system) Entered: Funding Agreement, Certified ID Copy,



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	Completion: Proof of registration with the professional body or a final report from a mentor which confirms readiness of candidate to register with professional body
Assumptions	Learners supported to register for a candidacy programme
Disaggregation of beneficiaries	Entered: Women, Youth and People with Disabilities  Completion: Women, Youth, and People with disabilities
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	200 learners enrolled for the candidacy programme. 80 learners completed candidacy programme
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.8 Number of workers in learnership programmes
Definition	This refers to a structured learning programme which includes theoretical and practical workplace experiential learning over a period of at least twelve months and which leads to an occupationally related NQF qualification. This will consist of two categories i.e. entered and completed workers in a learnerships programme.
Source of Data	Entered: Funding Agreement, Certified ID Copy,  Completion: Certified ID Copy, Certificate of Competence, or statement of results.
Method of Calculation / Assessment	Simple count of workers enrolled for learnership programme. Simple count of workers completed learnership programme
Means of verification	LGSETA online (LPD system) Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.  Completion: Certificate of attendance/completion or statement of results or certificate from the entity.
Assumptions	Workers supported through learnerships
Disaggregation of beneficiaries	Entered: Women, Youth, and People with Disabilities  Completion: Women, Youth and People with Disabilities
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	1500 Workers enrolled for learnership programme. 1075 Workers completed learnership programme
Indicator Responsibility	Chief Operations Officer



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Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.9 Number of workers awarded bursaries
Definition	<p>Employees awarded bursaries refers to a grant awarded to employed learners enrolled on part or full NQF qualifications. This will consist of three categories of learners:</p> <ul style="list-style-type: none"> <li>• Entered - Learners (workers) who received new bursaries for the first time.</li> <li>▪ Continuing - Learners (workers) who already have a funding agreement with the LGSETA or those unemployed learners who have not had a funding agreement previously but who meet requirements to continue studies, either continuing to second, third or fourth year of studies, and</li> <li>• Completed – Learners (workers) awarded bursaries and who completed their full studies</li> </ul>
Source of Data	<p>New Entry and continuing: Funding Agreement, Certified ID Copy</p> <p>Completions: Results from the institution or a signed letter confirming completion of study from institution</p>
Method of Calculation / Assessment	<p>Simple count of workers granted bursaries (new entries)</p> <p>Simple count of workers granted bursaries (continuing)</p> <p>Simple count of workers granted bursaries (completed their studies)</p>
Means of verification	<p>New entry and/or continuing: Learners' supporting documents (as detailed in the funding agreement under suspensive clause: Learner supporting document (Learner form, ID document); Statement of Results; and Proof of Registration returning student), and signed funding agreements from the entity.</p> <p>Completions: Results from the institution or a signed letter confirming completion of study from institution</p>
Assumptions	Workers supported through bursaries
Disaggregation of beneficiaries	<p>Entered: Women, Youth, and People with Disabilities</p> <p>Completion: Women, Youth and People with Disabilities</p>
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	<p>250 workers granted bursaries (new entries)</p> <p>140 Workers granted bursaries (continuing)</p> <p>200 workers granted bursaries (completed their studies)</p>
Indicator Responsibility	Chief Operations Officer

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Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.10 Number of workers in skills programmes
Definition	Workers entered for skills programmes that can be either credit or non-credit bearing for the financial year. This will consist of two categories i.e., entered and completed workers in a skills programme. Note: There are exclusions on special projects.
Source of Data	Entered: Funding Agreement, Certified ID Copy  Completion: Certified copy of ID, Certificate of attendance/completion, or statement of results.
Method of Calculation / Assessment	Simple count of workers enrolled for skills programmes. Simple count of workers completed skills programmes
Means of verification	LGSETA online (LPD system) Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.  Completion: Certified copy of ID, Certificate of attendance/completion, or statement of results
Assumptions	Workers supported through skills programmes
Disaggregation of beneficiaries	Entered: Women, Youth, and People with Disabilities  Completion Entered (Women, Youth and People with Disabilities)
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	4000 workers enrolled for skills programmes. 2500 workers completed skills programmes
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.11 Number of workers in AET programmes
Definition	AET programmes required for workers in the local government sector refers to skills programmes and qualifications at NQF level 1 and below (meaning AET level 1, 2, 3 and 4 subjects/unit standards or GETC level 1 qualifications) as well as the National Senior Certificate or National Senior Certificate for Adults (NSCA). A National Senior Certificate (NSC) is a South African Qualification awarded to learners who pass Grade 12 in High School, which is also known as Matric. The NSCA is an adult matric equivalent qualification to the NSC. The AET programmes will consist of two categories i.e. entered and completed workers in an AET programmes.
Source of Data	Funding agreement, certified copy of ID, statement of results or certificate of attendance/completion
Method of Calculation / Assessment	Simple count of workers enrolled for AET programmes Simple count of workers completed AET programmes)

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Means of verification	Entered: GETC Qualifications/NSC/NSCA/AET Levels 1,2, 3 and 4 programmes: funding agreement, , letter confirming employment, learner registration form, certified ID copy,  Completion (AET Levels 1,2, 3 and 4 skills programmes): AET Level 1, 2, 3,certified copy of ID, Certificate of attendance/completion or statement of results
Assumptions	For AET Level 4: Certified copy of ID. Statement of results by the authority body Contribution towards the improvement of local government skills through adult education and training qualifications/NSC and related skills programmes that seek to build a foundation for learning pathways and lifelong learning.
Disaggregation of beneficiaries	Entered: Women, Youth and People with Disabilities  Completion: Women, Youth, and People with Disabilities
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Bi-annually
Desired Performance	200 workers enrolled for AET programmes 100 workers completed AET programmes
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.12 Number of learners in an artisan development programme
Definition	Apprentices in an artisan development programme refers to a non-unit, standard-based registered qualification, which is governed by the Skills Development Act. An apprenticeship comprises of the integration of workplace and institutional learning. This will consist of two categories i.e., entered and completed apprentices in an artisan development programme.
Source of Data	Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.  Completion: Trade Test certificate and certified copy of ID
Method of Calculation / Assessment	Simple count of artisan learners enrolled Simple count of artisan learners completed
Means of verification	LGSETA online (LPD system) Entered: Funding Agreement, Certified ID Copy,  Completion: Certified ID Copy, Certificate or signed Trade Test Report
Assumptions	LGSETA support learners towards artisan development
Disaggregation of beneficiaries	Entered: Women, Youth and People with Disabilities  Completion: Women, and People with Disabilities
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	275 artisan learners enrolled 150 artisan learners completed
Indicator Responsibility	Chief Operations Officer



Programme 3: Learning Programmes	
Technical Indicator Description	3.13 Number of unemployed learners awarded bursaries
Indicator Title	3.13 Number of unemployed learners awarded bursaries
Definition	<p>Unemployed learners awarded bursaries to pursue their studies refers to a monetary award that is given to learners, this intervention is a grant awarded to unemployed learners enrolled on a partial or full NQF qualification. This consists of three categories of learners i.e.,</p> <ul style="list-style-type: none"> <li>▪ Entered - (Unemployed Learners who received new bursaries for the first time)</li> <li>▪ Continuing - (Unemployed learners who already have a funding agreement with the LGSETA or those unemployed learners who have not had a funding agreement previously but who meet requirements to continue studies, either to second, third or fourth year of studies), and</li> <li>▪ Completed- (Unemployed learners awarded bursaries and who completed their full studies)</li> </ul>
Source of Data	<p>New Entry and continuing: Learners' supporting documents (as detailed in the funding agreement under suspensive clause: Learner supporting document (Learner form, ID document);</p> <p>Completions: Results from the institution or a signed letter confirming completion of study from institution</p>
Method of Calculation / Assessment	<p>Simple count of unemployed learners awarded bursaries new entries</p> <p>Simple count of unemployed learners granted bursaries continuing</p> <p>Simple count of unemployed learners granted bursaries completed their study in a financial year)</p>
Means of verification	<p>LGSETA online (LPD system)</p> <p>New Entry and continuing: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.</p> <p>Continuing: Learner supporting document (Learner form, ID document), Statement of Results and Proof of Registration returning student.</p> <p>Completions: Results from the institution or a signed letter from institution confirming completion of study</p>
Assumptions	Facilitate access to learning opportunities for the unemployed through bursaries award
Disaggregation of beneficiaries	<p>Entered: Women, Youth and People with Disabilities</p> <p>Completion: Women, Youth, and People with Disabilities</p>
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	<p>600 unemployed learners awarded bursaries new entries</p> <p>250 unemployed learners granted bursaries continuing</p> <p>200 unemployed learners granted bursaries completed their study in a financial year)</p>
Indicator Responsibility	Chief Operations Officer

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Technical Indicator Description	Programme 3: Learning Program
Indicator Title	3.14 Number of learners in RPL/ARPL
Definition	This refers to a structured learning programme which includes theoretical and practical workplace experiential learning for vocational, occupational programmes and artisanal RPL/ARPL over a period of at least three months and which leads to an occupationally related NQF qualification/ unit standard/ skills programmes/ certification of good standing/ trades. This will consist of two categories i.e., entered, and completed RPL/ARPL.
Source of Data	Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.  Completion: RPL: Signed Assessment reports and/or statement of results and Certified learner ID  ARPL: Signed Trade test reports or Signed Trade Test Report and Certified learner ID
Method of Calculation / Assessment	Simple count of learners entered for RPL/ARPL programme Simple count of learners completed for RPL/ARPL
Means of verification	LGSETA online (LPD system) Entered: Three-year relevant experience, Service letter, employment contract and ID.  Completion: RPL: Assessment reports and/or statement of results and learner ID ARPL: Trade test reports and learner ID
Assumptions	Learners supported with RPL / ARPL
Disaggregation of beneficiaries	Entered: Women, Youth and People with Disabilities  Completion: Women, Youth (Males +Females) and People with disabilities (Males +Females)
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	400 learners entered for RPL/ARPL programme 200 learners completed RPL/ARPL
Indicator Responsibility	Chief Operations Officer



# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Programme 3: Learning Programmes	
Technical Indicator Description	
Indicator Title	3.15 Number of partnerships established
Definition	Partnerships established refers to Partnership agreement /Memorandum of Understanding setting out co-operation between the TVET colleges, Universities and CET colleges and the LGSETA on skills development.  A partnership agreement /memorandum of understanding will be signed on year 1 of the partnership and the Funding agreements will be applicable for the outer years in line with the agreed commitments listed in the partnership agreement /MOU
Source of Data	Signed partnership agreement/Memorandum of Understanding (MoU's) with TVET colleges, HET, CET Colleges in Year 1, Funding agreement /s in year 2 and year 3
Method of Calculation / Assessment	Simple count of TVET partnerships established Simple count of HET partnerships established Simple count of CET partnerships established
Means of verification	LGSETA online (LPD system) Signed partnership agreement /Memorandum of Understanding (MoU's) with TVET colleges, HET, CET Colleges on year 1, addendum for the outer years Signed funding agreement in line with agreed programs as listed in the partnership agreement /MoU for the following years
Assumptions	Established partners to assist LGSETA to realise its mandate
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non – cumulative
Reporting Cycle	Annually
Desired Performance	15 TVET partnership established 15 HEI partnerships established 5 CET partnership established
Indicator Responsibility	Chief Operations Officer

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 3: Learning Programmes
Performance indicator	3.16 Number of SETA-Employer partnerships established
Definition	Employer refers to signed funding agreement and partnerships between SETA and Municipalities or Municipal entity on any learning intervention funded by the SETA.
Source of Data	Partnership agreement /Memorandum of Agreement (MoU) in year 1 Signed funding agreement for the following years
Method of Calculation / Assessment	Simple count of partnership agreement/Memorandum of understanding for year 1 signed between SETA and employer municipalities and municipal entities.
Means of verification	Signed partnership agreement /MOU in year 1 Signed funding agreement for outer years
Assumptions	Established partners to assist LGSETA to realise its mandate
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non- Cumulative
Reporting Cycle	Annually
Desired Performance	10 partnerships established between SETA and employer municipalities or municipal entities.
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.17 Number of SETA offices maintained in TVET Colleges
Definition	This refers to maintaining the existing SETA TVET offices through a partnership agreement/memorandum of understanding (MoU) signed between LGSETA and the TVET college in a financial year
Source of Data	Copy of Signed a partnership agreement/ memorandum of understanding (MoU) signed between LGSETA and the TVET college, addendum for the outer years.
Method of Calculation / Assessment	Simple count of SETA offices maintained in TVET colleges
Means of verification	Signed Funding agreement of the current financial year commitment Valid partnership agreement /memorandum of understanding (MoUs) signed between LGSETA and the TVET college
Assumptions	Contribution towards the improvement of the South African education college education system
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non – cumulative
Reporting Cycle	Annually
Desired Performance	3 SETA offices maintained in TVET colleges
Indicator Responsibility	Chief Operations Officer

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.18 Number of Centres of Specialisation supported
Definition	This refers to a number of centres of specialisation supported. Note: There are exclusions on special projects (DHET definition)
Source of Data	Signed partnership agreement /MoU's between LGSETA and the Centres of Specialisation, addendum for the outer years.
Method of Calculation / Assessment	Simple count of Centres of Specialisation supported
Means of verification	Signed partnership agreement/MoU's between LGSETA and the Centres of Specialisation
Assumptions	LGSETA support to COS
Disaggregation of beneficiaries	(N/A)
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Annually
Desired Performance	5 Centres of Specialisation supported per annum
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.19 Number of TVET lecturers exposed to the industry through skills programmes
Definition	TVET lecturers exposed to the industry through skills programme refers to TVET lecturers who are funded by LGSETA who entered a development programme for the financial year under review.  Note: There are exclusions on special projects.
Source of Data	Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.
Method of Calculation / Assessment	Simple count of TVET Lecturers exposed to the industry through skills programme
Means of verification	Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.
Assumptions	TVET lecturers supported with relevant industry skills programmes
Disaggregation of beneficiaries	Women, Youth, People with disabilities
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Bi-Annually
Desired Performance	50 TVET Lecturers exposed to the industry through skills programme
Indicator Responsibility	Chief Operations Officer



# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.20 Number of managers receiving training on curriculum related studies
Definition	This refers to managers receiving training on curriculum related studies for the financial year under review. This will consist of two categories i.e., CET and TVET Managers receiving training on curriculum related studies per annum Note: There are exclusions on special projects.
Purpose/importance	The implementation of this indicator is in support of NSDP 2030 outcome 5 which state that we should support the growth of the public college system.
Source of Data	Learners (lecturers) supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity
Method of Calculation / Assessment	Simple count of CET Managers receiving training on curriculum related studies Simple count of TVET Managers receiving training on curriculum related studies
Means of verification	Funding Agreement
Assumptions	Managers supported with relevant training on curriculum related studies
Disaggregation of beneficiaries	Women, Youth People with disabilities
Spatial Transformation	N/A
Calculation Type	Non- Cumulative
Reporting Cycle	Annually
Desired Performance	18 CET Managers received training on curriculum related studies 20 TVET Managers received training on curriculum related studies
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.21 Number of TVET College lecturers awarded bursaries
Definition	TVET college Lecturers awarded bursaries refers to bursary support given to TVET lecturers who are enrolled NQF qualifications.
Source of Data	Funding Agreement, Certified ID Copy
Method of Calculation / Assessment	Simple count of TVET college's lecturers awarded bursaries
Means of verification	Learners' supporting documents (as detailed in the funding agreement under suspensive clause: Learner supporting document (Learner form, ID document); Statement of Results; and Proof of Registration returning student), and signed funding agreements from the entity.
Assumptions	TVET College lecturers awarded bursaries by LGSETA
Disaggregation of beneficiaries	Women, Youth and People with Disabilities
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	20 TVET College Lecturers awarded bursaries
Indicator Responsibility	Chief Operations Officer

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.22 Number of CET College lecturers awarded funding for skills development programmes
Definition	CET lecturers exposed to the industry through skills programme refers to CET lecturers who are funded by LGSETA who entered a development programme for the financial year under review. Note: There are exclusions on special projects.
Source of Data	Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.
Method of Calculation / Assessment	Simple Count of CET College lecturers awarded funding for the skills development programmes
Means of verification	LGSETA online (LPD system). Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.
Assumptions	CET lecturer supported with skills programmes
Disaggregation of beneficiaries	Women, Youth, People with Disabilities
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	21 CET College Lecturers entered for skills programmes
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.23 Number of CET learners accessing AET programmes
Definition	AET programmes required for workers in the local government sector refer to skills programmes and qualifications at NQF level 1 and below (meaning AET level 1, 2, 3 and 4 subjects/unit standards or GETC level 1 qualifications) as well as the National Senior Certificate or National Senior Certificate for Adults (NSCA). A National Senior Certificate (NSC) is a South African Qualification awarded to learners who pass Grade 12 in High School, which is also known as Matric. The NSCA is an adult matric equivalent qualification to the NSC. The AET programmes will consist of two categories i.e. entered and completed workers in an AET programmes.
Source of Data	Entered: GETC Qualifications/NSC/NSCA/ABET Levels 1,2, 3 and 4 programmes: Letter of award, funding agreement, list of learners in organisation, letter confirming employment, learner registration form, certified ID copy. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreement from the entity.  Completion (AET Levels 1,2, 3 and 4 skills programmes), Certified copy of ID Certificate of attendance/completion or statement of results.
Method of Calculation / Assessment	Simple count of unemployed learners from CET entering AET programmes Simple count of unemployed learner from CET completing AET programmes



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Means of verification	Entered: GETC Qualifications/NSC/NSCA/AET Levels 1,2, 3 and 4 programmes: funding agreement, , letter confirming employment, learner registration form, certified ID copy,  Completion (AET Levels 1,2, 3 and 4 skills programmes): AET Level 1, 2, 3: Certified copy of ID, Certificate of attendance/completion or statement of results  AET Level 4: Certified copy of ID, Statement of results by the authority body
Assumptions	CET learners supported through AET programme
Disaggregation of beneficiaries	Entered: Women, Youth, and People with Disabilities  Completion Entered (Women, Youth and People with Disabilities)
Spatial Transformation	N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	300 unemployed learners from CET entering AET programmes 150 unemployed learners from CET completing AET programmes
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.24 Number co-operatives and small businesses are funded for skills that enhance enterprise growth and development
Definition	Co-operatives and small and emerging enterprises refers to training interventions which is a short intervention that allows for an individual to do more than one skills programme.  SMMEs are firms established to promote BEE that employ fewer than 50 workers, and that may/may not be registered with SARS and may/may not be exempted from paying the skills levy.  Co-operatives, as defined in the Co-operatives Act, Act 14 of 2005, are autonomous BEE associations of persons united voluntarily to meet their common economic and social needs and aspirations through a jointly owned and democratically controlled enterprise organised and operated on co-operative principles.
Source of Data	Co-operative and small and emerging enterprise registration form, funding agreement from the entity, Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity and certified ID copies.  Registration forms refers to the registration document that are issued to the entities by the Companies and Intellectual Property Registration Office.
Method of Calculation / Assessment	Simple count of co-operatives supported through skills development programmes

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	Simple count of small and emerging enterprises supported through skills development programmes
Means of verification	Co-operative and Small and Emerging Enterprises registration form, funding agreement from the entity and certified ID copies
Assumptions	LGSETA support for co-operatives and small business
Disaggregation of beneficiaries	(N/A)
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	30 co-operatives supported through skills development programmes 30 small and emerging enterprises supported through skills development programmes
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.25 Number of people trained on entrepreneurship to start their own businesses
Definition	People to be trained on entrepreneurship refer to training interventions or funded is a short intervention allows for an individual to do more than 1 skills program in a financial year.
Source of Data	Funding Agreement, Certified ID Copy,
Method of Calculation / Assessment	Simple count of people trained on entrepreneurship supported to start their businesses
Means of verification	Funding agreement from contracting parties and certified ID of learners.
Assumptions	Learning assumed to be in place for training on entrepreneurship
Disaggregation of beneficiaries	Women, Youth, People with disabilities
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	30 people trained on entrepreneurship
Indicator Responsibility	Chief Operations Officer

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.26 Number of CBOs/NGOs/NPOs funded for skills to enhance the development and sustainability of their organisation
Definition	<p>This refers to Non-Profit Organisations (NPOs) that are registered as a Section 21 Non-Governmental Organisation with the Department of Social Development. An NPO is a trust, company or other association of persons: (a) established for a public purpose, and (b) the income and property of which are not distributable to its members or office bearers, except as reasonable compensation for services rendered.</p> <p>A CBO means a regional and/or community-based NPO whose boundaries are defined by a municipality and that has a constitution that regulates its members. CBOs may or may not be registered with the Department of Social Development</p>
Source of Data	Registration forms applicable either to CBO's /NGOs /NPOs; funding agreement from the entity. Learners' supporting documents and certified IDs
Method of Calculation / Assessment	Simple count of CBOs /NPOs /NGOs supported with training interventions.
Means of verification	Registration forms applicable either to CBO's /NGOs /NPOs; funding agreement from the entity, certified ID
Assumptions	LGSETA training provided to NGOs or CBOs
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	<b>Annually</b>
Desired Performance	30 CBOs /NPOs /NGOs supported through skills development programmes
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.27 Number of Trade Unions supported through the relevant skills training interventions.
Definition	This refers to worker-initiated training (trade unions) interventions supported through capacity building.
Source of Data	Funding agreement with contracting parties. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity
Method of Calculation / Assessment	2 Trade unions that operate within the local government sector supported through skills development programmes
Means of verification	Signed funding agreement, certified ID copies
Assumptions	Trade unions supported with relevant skills training
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	<b>Annually</b>
Desired Performance	2 Trade unions supported through skills development programmes
Indicator Responsibility	Chief Operations Officer



# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.28 Number of rural development projects initiated
Definition	This refers to projects for rural municipalities awarded through Discretionary Grants (DGs) and where a funding agreement with the LGSETA is in place to train learners on a skills development programme in a rural context. The definition of rural municipalities is guided by the CoGTA description.
Source of Data	Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity, certified ID copy.
Method of Calculation / Assessment	Simple count of rural projects supported on skills development programmes
Means of verification	Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity, certified ID copy.
Assumptions	Rural projects supported by the LGSETA
Disaggregation of beneficiaries	N/A
Spatial Transformation	Rural
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	5 rural projects supported on skills development programmes
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.29 Number of career development practitioners trained
Definition	This refers to the number of personnel trained as career development practitioners.
Source of Data	Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity, certified Learner ID.
Method of Calculation / Assessment	Simple count of career development practitioners trained per annum
Means of verification	Attendance registers or letter/copy of certificate of attendance or copy of certificate of completion of the training, Certified Learner ID, Funding Agreement
Assumptions	There is adequate capacity to train career development and advice practitioners.
Disaggregation of beneficiaries	Women, Youth, People with Disabilities (PWD)
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Bi-annually
Desired Performance	70 career development and advice practitioners trained
Indicator Responsibility	Chief Operations Officer

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.30 Number of high school learners supported on career development initiatives
Definition	The number of high school learners supported towards career development within the local government sector.
Source of Data	Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity, Certified Learner ID
Method of Calculation / Assessment	Simple count of high school learners supported towards career development.
Means of verification	Attendance Registers, School confirming participation, Certified Learner ID, Funding Agreement
Assumptions	There is adequate capacity to support high school learners' development within the local government sector.
Disaggregation of beneficiaries	Target for Youth Target for People with Disabilities (PwD)
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	200 learners in high school development programme supported on career development initiatives
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programmes
Indicator Title	3.31 Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment
Definition	This refers to number of learners who completed LGSETA funded workplace-based learning programmes absorbed into employment or self-employment.
Source of Data	Register with details of learners (full names, Identity number, contact details, email address) who confirmed that they are either in employment or self-employment as per results the tracer and impact evaluation study, Certified Learner ID
Method of Calculation / Assessment	Simple count of learners absorbed into employment or self-employment
Means of verification	Proof of employment or self-employment letter (as per the source of data)
Assumptions	Contribution towards improving socioeconomic agenda within the local government sector
Disaggregation of beneficiaries	(Women, Youth (Males +Females) and People with disabilities (Males +Females)
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	200 learners absorbed into employment or self-employment
Indicator Responsibility	Chief Operations Officer





## Technical Indicator Description: Programme 4 – Quality Assurance

Technical Indicator Description	Programme 4: Quality Assurance
Indicator Title	4.1 Number of QCTO occupational qualifications are developed or reviewed
Definition	This refers to occupational qualifications that the LGSETA has developed or reviewed, as informed by the sector needs and priorities. This includes developing or reviewing qualifications in line with the Schedule 4B requirements of the Constitution.
Source of Data	Proof of submission of qualification(s) documents that have been submitted to QCTO
Method of Calculation / Assessment	Simple count of number of qualifications developed or reviewed in line with the QCTO guidelines.
Means of Verification	Qualification Development Reports
Assumptions	Qualification has been scoped correctly according to prescribed requirements and meets intended need.
Disaggregation of beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Two qualifications developed or reviewed and submitted to QCTO
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 4: Quality Assurance
Indicator Title	4.2 Number of learning materials and/or RPL toolkits are developed or reviewed for registered occupational qualifications
Definition	This refers to developing learning material and/or RPL toolkits for registered occupational qualifications to expedite the accreditation of training providers and to standardise provision of learning.
Source of Data	RPL Toolkits and/or Learning material developed or reviewed

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Method of Calculation / Assessment	Simple count of number of learning materials and/or RPL toolkits developed or reviewed
Means of Verification	RPL Toolkits and/or Learning material developed or reviewed
Assumptions	Qualification has been registered on the Occupational Sub-Framework of the NQF.
Disaggregation of beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	2 RPL Toolkits and/or learning material developed or reviewed
Indicator Responsibility	Chief Operations Officer

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Technical Indicator Description	Programme 4: Quality Assurance
Indicator Title	4.3 Number of Quality Assessment Specification addendums and assessment tools developed or reviewed.
Definition	This refers to the development/review of qualification assessment Specifications addendums and assessment tools for registered occupational qualifications for the External Integrated Summative Assessments (EISA).
Source of Data	QAS Addendum and an Assessment Tools developed or reviewed
Method of Calculation / Assessment	Simple count of number of Quality Assessment Specification (QAS) addendums and assessment tools developed or reviewed
Means of Verification	QAS Addendum and Assessment tools
Assumptions	Scoping of the qualification and assessment specifications has been complete and meets the necessary requirements of the QCTO and intended need.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Two Quality Assessment Specifications (QAS) addendum and one set of Assessment tools
Indicator Responsibility	Chief Operations Officer

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Technical Indicator Description	Programme 4: Quality Assurance
Indicator Title	4.4 Percentage of Skills Development Providers recommended for accreditation.
Definition	This refers to the percentage of skills development providers who have applied for accreditation with QCTO and are allocated to the LGSETA to evaluate and recommend to train learners on the LGSETA registered occupational qualifications.
Source of Data	QCTO Report of Skills Development Providers allocated to the LGSETA for accreditation applications.
Method of Calculation / Assessment	Total number of skills development providers recommended for accreditation against the total number of skills development providers approved for accreditation * 100
Means of Verification	SDPs accreditation Letters and QCTO accreditation evaluation reports
Assumptions	A pool of accredited training providers who can facilitate training in the local government space.
Disaggregation of beneficiaries (where applicable)	N/A]
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	100% of Skills Development providers that have received accreditation
Indicator Responsibility	Chief Operations Officer

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Technical Indicator Description	Programme 4: Quality Assurance
Indicator Title	4.5 Number of learners certificated against Unit Standards/Qualifications
Definition	This refers to certification of learners against registered unit standards and/or qualifications on the NQF.
Source of Data	Learner Statement of Results
Method of Calculation / Assessment	Simple count of learners certified against unit standards Simple count of learners certified against full qualifications)
Means of Verification	Statement of Results
Assumptions	Learners meet the necessary requirements to be certificated for a qualification or unit standard within the necessary timeframes
Disaggregation of Beneficiaries (where applicable)	Women, Youth, People with disabilities (Males +Females)
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	1000 learners certified against unit standards + 200 learners certified against full qualifications)
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 4: Quality Assurance
Indicator Title	4.6 Number of assessment centres established for quality assurance of occupational qualifications
Definition	This refers to number of assessment centres established in the financial year to quality assure occupational programmes allocated to the LGSETA.
Source of Data	Evidence of the number of the assessment centres established (Recommended for Accreditation Reports for approval)
Method of Calculation / Assessment	Simple count of assessment centres established
Means of Verification	Accreditation Reports
Assumptions	Qualifications are registered on the NQF.



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Disaggregation of Beneficiaries (where applicable)	(N/A)
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Six assessment centres established
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 4: Quality Assurance
Indicator Title	4.7 Number of quality assurance monitoring visits conducted
Definition	This refers to number of quality assurance monitoring visits conducted by ETQA
Source of Data	Monitoring visit reports
Method of Calculation / Assessment	Simple count of monitoring visits conducted by ETQA.
Means of Verification	ETQA Monitoring visits reports
Assumptions	Project plan is in place to inform the completion rate of funded projects
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	90 projects visit conducted per annum
Indicator Responsibility	Chief Operations Officer



# **ANNEXURE A: DISTRICT DEVELOPMENT MODEL**

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25

PROPOSED – VERSION 1

## ANNEXURE D: DISTRICT DEVELOPMENT MODEL

Table 32: DDM Municipal Service Priority Areas



Medium Term (3-Year METF)						
Areas of Intervention	Project Description	Budget Allocation	District Municipality	Location: GPS coordinates	Project Leader	Social Partners
Water and Sanitation	Learnership: National Certificate: Water and Wastewater Reticulation Services	R2 700 000,00	Ilembe District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	Department of Water and Sanitation District Municipality Municipal Entity TVET Colleges WISA (NPC) Water Academy
	Learnership: National Certificate: Water and Wastewater Reticulation Services	R1 450 000,00	Zululand District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	Department of Water and Sanitation District Municipality Municipal Entity TVET Colleges WISA (NPC) Water Academy
	Learnership: National Certificate (NC): Water and Wastewater Treatment Process Operations	R1 740 000,00	Sekhukhune District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	Department of Water and Sanitation District Municipality Municipal Entity TVET Colleges WISA (NPC) Water Academy
	Learnership: Water and Wastewater Treatment Process Supervision	R616 000,00	Capricorn District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	Department of Water and Sanitation District Municipality Municipal Entity TVET Colleges WISA (NPC) Water Academy

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Medium Term (3-Year METF)						
Areas of Intervention	Project Description	Budget Allocation	District Municipality	Location: GPS coordinates	Project Leader	Social Partners
	<b>Learnership:</b> Further Education and Training Certificate (FETC): Water and Wastewater Treatment Process Control Supervision	R550 000,00	Ilembe District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	Department of Water and Sanitation District Municipality Municipal Entity TVET Colleges WISA (NPC) Water Academy
	<b>Learnership:</b> NC: Water and Wastewater Treatment Process Operations	R352 000,00	Garden Route District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	Department of Water and Sanitation District Municipality Municipal Entity TVET Colleges WISA (NPC) Water Academy
	<b>Learnership:</b> National Certificate: Water and Wastewater Treatment Process Operations	R220 000,00	Vhembe District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	Department of Water and Sanitation District Municipality Municipal Entity TVET Colleges WISA (NPC) Water Academy
Energy and Electricity	<b>Learnership:</b> National Certificate: Construction: Roadworks	R3 300 000,00	Vhembe District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	District Municipality Municipal Entity Private Colleges
	<b>Apprenticeship:</b> Occupational Certificate: Electrician	R1 375 260,00	Garden Route District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	District Municipality Municipal Entity TVET Colleges Private Colleges
Environmental Management	<b>Apprenticeship:</b> Electrician	R1 769 075,00	Vhembe District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	District Municipality Municipal Entity TVET Colleges Private Colleges
	<b>Internship:</b> National Certificate: Environmental Management	R251 550,00	Amathole District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	District Municipality Municipal Entity Universities

# LGSETA ANNUAL PERFORMANCE PLAN 2024/25



Medium Term (3-Year METF)						
Areas of Intervention	Project Description	Budget Allocation	District Municipality	Location: GPS coordinates	Project Leader	Social Partners
	Internship: Bachelor of Science in Environmental Management	R503 100,00	Ugu District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	District Municipality Municipal Entity Universities
	Skills Programme (PIVOTAL): Further Education and Training Certificate: Environmental Practice	R208 000,00	Dr Kenneth Kaunda District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	District Municipality Municipal Entity TVET College Private College
	Learnership: National Certificate: Environmental Management	R5 200 000,00	Ehlanzeni District Municipality	To be confirmed	Programme Manager/Chief Operations Officer	District Municipality Municipal Entity TVET College