

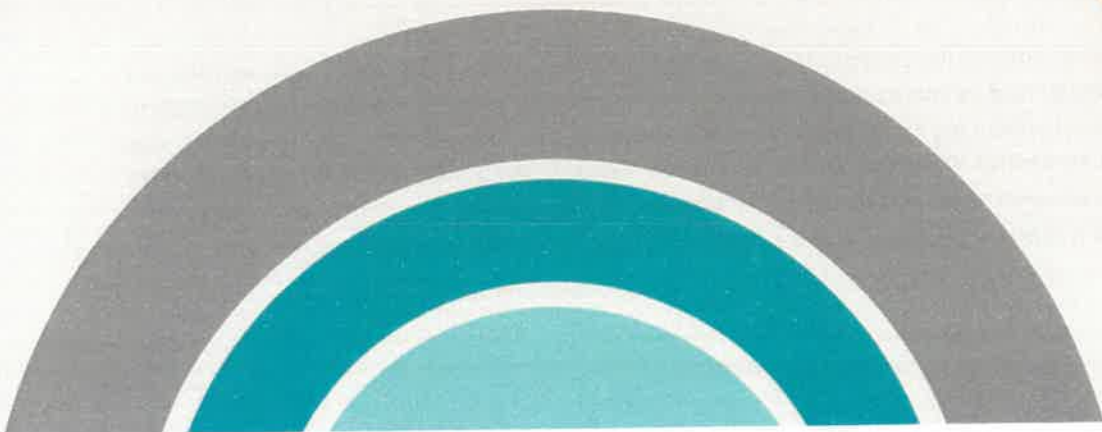
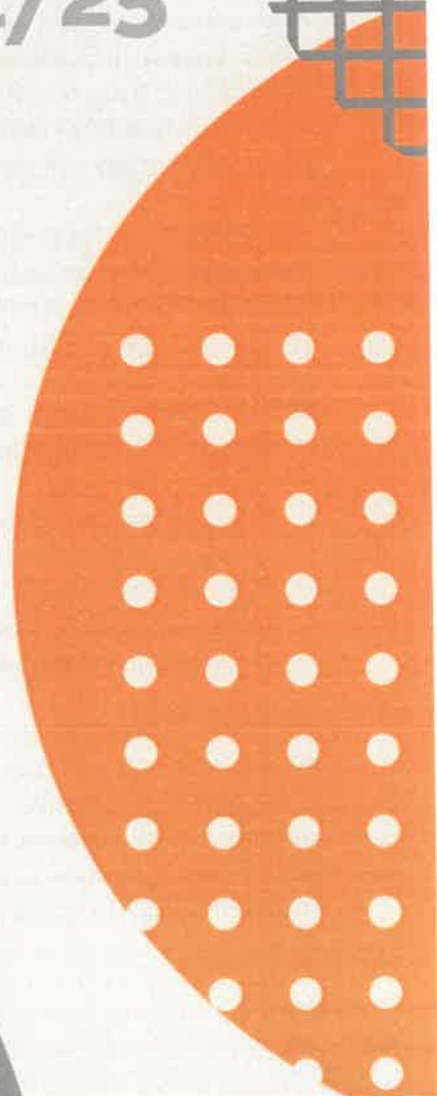
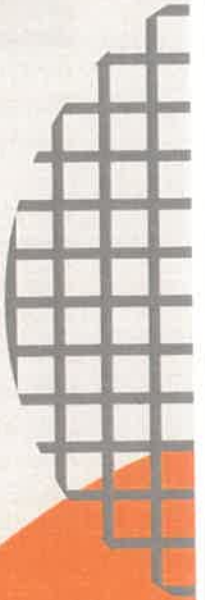


**LGSETA**  
CREATING GREATER IMPACT



# STRATEGIC PLAN

2020/21 - 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.

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

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

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

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

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

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

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



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

## ACCOUNTING AUTHORITY STATEMENT

On behalf of the Board of the LGSETA, it gives me pleasure to submit this Strategic Plan (SP) to the Minister of Higher Education, Training, Science, and Innovation. This SP document embraces inputs from the LGSETA's Sector Skills Plan (SSP), LGSETA management, and allied stakeholders in the local government sector. The SP outlines the vision of the LGSETA and mechanisms to be put in place to ensure that the work of the SETA facilitates the implementation of skills development in the local government sector. In the execution of its duties, the LGSETA considers its five strategic focus areas as the foundation of its SP, which responds to national government priorities through the implementation of relevant interventions, including workplace-based training such as artisan development/apprenticeships, work integrated learning (WIL), internships and candidacy programmes as well as skills programmes for both employed (workers) and unemployed beneficiaries.

The SP document considers the National Development Plan (NDP) 2030 thus ensuring that the LGSETA's vision and priorities are aligned to the national government priorities. In ushering in the Fourth Industrial Revolution (4IR), it has stimulated and created impetus for the LGSETA to consider new ways of work, working and working relationships brought about by adopting new ways of thinking. This Strategic Plan document, therefore, takes note of the emergence of the 4IR by creating platforms through strategic intervention to enable the implementation of digital programmes in its operations. The LGSETA supports interventions to contribute to alleviate the triple challenges (inequality, unemployment, and poverty) that continue to torpedo the country in its entirety.

Furthermore, this SP is underpinned, inter alia, by the National Skills Development Plan (NSDP) 2030, a strategic skills development framework developed to respond to the policy goals of the White Paper on Post-School Education and Training (PSET) to improve both the integration of the PSET system and the interface between PSET institutions and the world of work. In the light of these developments, the LGSETA will continue to strive to create greater impact in the local government sector through strategic partnerships and relevant interventions that will address local government skills priorities.

In the carrying out of its vision, the LGSETA will be guided by the following five LG Strategic Focus Areas which embrace the Discretionary Grants priority areas:

**The first strategic focus area** focuses on *Enhancing Good Governance, Leadership and Management Capabilities*. The key programmes include interventions that support municipal executive leadership, councillor development, traditional leadership; union leadership management capacity in response to the National Development Plan 2030 requirements to promote ethical leadership and enhance service delivery to optimise performance in local government.

**The second strategic focus area** relates to *Promoting Sound Financial Management and Financial Viability*. The key programmes include interventions that support improving financial governance and financial controls in local government. The financial management reform, which started in 2003 with the enactment of the Municipal Finance Management Act/Programme, has continued with the enforcement of the minimum competencies in 2007. Further, the recent Auditor General of South Africa (AGSA) Report has also raised many gaps in the municipal finance, supply chain and internal audit ecosystems.

**The third strategic focus area** focuses on *Enhancing Infrastructure and Service Delivery*. Infrastructure development and service delivery programmes include interventions that lead to improving basic services and service delivery across the nine broad service delivery areas or core services of the municipality.

**The fourth strategic focus area** relates to *Enhancing Municipal Planning*. Planning processes and programmes include the development of the integrated development plan (IDP), which includes the

skills development component as stipulated in the new Municipal Staff Regulations (2021). Other key interventions include strategic human resource management and human resource development or human capital strategies that seek to address skill development programmes to realise a skilled and capable workforce as well as improvement in the planning cycle and overall service delivery of the municipalities.

The fifth strategic focus area focuses on *Promoting Spatial Transformation and Inclusion*. Spatial transformation and inclusion addresses developing communities that are undermined by depressed economic conditions, increasing impact of climate change, regressing social cohesion, poor coordination in planning, access to land and bulk services, limited decentralisation in housing delivery, transport challenges and safety and security. In addition, the realisation towards developing smart cities in the country wherein automation of municipal services is supported by good infrastructure and planning for ease of access to basic services is critical for local government and the country. Therefore, key skills development programmes relating to community development, town, community and regional planning, traditional leadership, human settlements, and local economic development are critical to transforming lives and communities.

Through the implementation of the above strategic focus areas, the LGSETA has developed a Strategic Partnership Model aimed at collaborating with key stakeholders in the local government sector, including the private sector to embrace the Public Private Partnership approach. In this regard, the LGSETA has re-engineered its discretionary grant processes which includes the discretionary grant window, special projects and strategic partnerships that underpin the district development model (DDM). The LGSETA is aware that the execution of its Strategic Plan cannot be achieved through the utilisation of its human resources only, but through a coordinated network of municipalities, specifically districts and metropolitan, and other key stakeholders within and across the sector. The White Paper on Post-School Education and Training (PSET) calls for SETAs to partner with other institutions in the running of their businesses, accordingly the LGSETA will strengthen its partnerships with the professional bodies, institutions of higher learning, TVET colleges, Community Education and Training (CET) colleges sector, government departments and other critical role-players in the local government sector. In addition to the above, the LGSETA requires flagship projects focusing on the transformation imperatives, including women, youth, people with disabilities and rural contexts. In achieving this objective, the LGSETA will partner with institutions including government departments and entities, professional bodies, Disabled People of South Africa, National Youth Development Agency and non-profit organisations.

In submitting this revised SP, the Board is committed to ensuring that the LGSETA achieves its mandate through improving its performance and is branded as a paragon of excellence. In addition, the LGSETA Board will accordingly buttress the LGSETA leadership in realising the institution's obligation to ensure that the LGSETA is *inter pares* within the context of performance. In advancing a high-performance and learning culture, the LGSETA has adopted the PIMI (Plan, Implement, Monitor, and Improve) model which focuses on continuous improvement, as well as developed a scorecard-based performance model to promote service excellence in the institution.



Mr Phumlani Mntambo

Chairperson of Accounting Authority: LGSETA

Date: 30 November 2023

## OFFICIALS SIGN-OFF

It is hereby certified that this Strategic Plan:

- Was developed by the management of the Local Government Sector Education Training Authority (LGSETA) under the guidance of the Department of Higher Education, Science, and Innovation.
- Takes into account all the relevant policies, legislation and other mandates for which the LGSETA is responsible.
- Accurately reflects the Impact, Outcomes and Outputs which the LGSETA will endeavour to achieve over the period 2024/2025 - 2025/26.



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

Date: 30 November 2023



**Mr Tebogo Mmotla**  
Interim Chief Operating Officer

Date: 30 November 2023



**Mr Kwena Mokgokong**  
Acting Chief Financial Officer

Date: 30 November 2023



**Mr. Ineeleng Molete**  
Chief Executive Officer

Date: 30 November 2023



**Mr. Phumlani Mntambo**  
Chairperson of the Accounting Authority: LGSETA

Date: 30 November 2023

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## 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 of South Africa
ATR	Annual Training Report
B2B	Back-to-Basics Strategy
CEO	Chief Executive Officer
COGTA	Department of Co-operative Governance and Traditional Affairs
COVID-19	Corona Virus Disease 2019
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
ERRP	Economic Reconstruction and Recovery Plan
ERRSS	Economic Reconstruction and Recovery Skills Strategy
FET	Further Education and Training
GDP	Gross Domestic Product
HET	Higher Education and Training
HIV	Human Immunodeficiency virus
HR	Human Resources
HRD	Human Resource Development
HRDC	Human Resource Development Council
HRDS-SA	Human Resources Development Strategy for South Africa
ICT	Information and Communication Technology
IDP	Integrated Development Plan
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
MSA	Municipal Systems Act
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NSDP	National Skills Development Plan
NCV	National Certificate (Vocational)
NDP	National Development Plan
NEDLAC	National Economic and Development Labour Council
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
PAMA	Public Administration Management Act
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
SSP	Sector Skills Plan
TSHRD	Tourism Sector Human Resource Development
TVET	Technical and Vocational Education and Training (Formerly FET Colleges)
VCET	Vocational and Continuing Education and Training
UIFW	Unauthorised, Irregular, Fruitless and Wasteful
UNDP	United Nations Development Partnership
WSP	Workplace Skills Plan
WIL	Work Integrated Learning
YEA	Youth Empowerment Accord



# PART A: OUR MANDATE

## 1. CONSTITUTIONAL MANDATE

The section 29(1) (a) and (b) of Act 108 of the South African (SA) Constitution provides for the State to take reasonable measures to make adult and further education accessible to citizens, as a human right. Another important section of the Constitution<sup>1</sup> is Section 195(1) (a) to (i) which articulates the values and principles governing public administration which impact on good governance and accountability within and across municipalities.

The SA Constitution<sup>2</sup> 1996<sup>3</sup>, Section 152 (1), outlines the following five main objects of local government, which provides the basis for the LGSETA to support skills development in these key areas:

- 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.

## 2. LEGISLATIVE AND POLICY MANDATES

The following key legislation, regulations/policies and strategies inform the mandate of the Local Government Sector Education Training Authority (LGSETA). The strategic focus areas of the LGSETA and corresponding priority interventions provide the base to support all skills development initiatives in the local government sector so that municipal officials can be equipped with the necessary competencies to render services efficiently and effectively to deliver on the mandate of the local government objects as outlined in Chapter 7 of the Constitution of South Africa.

Table 1: Key Legislation, Policies and Strategies relating to LGSETA

Legislative Environment	Description
<b>Skills Development Act, No. 97 of 1998</b>	The LGSETA mandate emanates from the Skills Development Act (SDA).
<b>Skills Development Levies Act of 1999</b>	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).
<b>National Qualifications Framework of Act 2008</b>	The Act provides for the classification, registration, and publication of articulated and quality-assured national qualifications and part qualifications.
<b>Public Finance Management Act of 1999</b>	The Public Management Act (PFMA) 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.
Other Legislative Mandates	Description

<sup>1</sup> Ibid

<sup>2</sup> <http://www.justice.gov.za/legislation/constitution/SACConstitution-web-eng.pdf>

<sup>3</sup> Ibid

<p><b>Municipal Systems Act, No. 2 of 2000</b></p>	<p>The Municipal Systems Act (MSA) requires that municipalities comply with the Skills Development Act and the Skills Development Levies Act to develop their human resource capacity, to perform their functions and to exercise their powers in an economical, effective, efficient, and accountable way.</p>
<p><b>Public Administration Management Act, No. 11 of 2014</b></p>	<p>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.</p>
<p><b>Intergovernmental Relations Framework Act, 2005</b></p>	<p>The Intergovernmental Relation (IGR) Act applies to local, provincial, and national spheres of government guided by the principles of cooperative governance. 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 that leads to greater improvement and impact.</p>
<p><b>Regulatory/Policy Environment</b></p>	
<p><b>White Paper on Local Government (1998)</b></p>	<p>The White Paper on Local Government describes a shift toward a developmental local government that is people-orientated and outlines the characteristics of a developmental local government.</p>
<p><b>White Paper on Post-School Education and Training (2013)</b></p>	<p>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.</p>
<p><b>The New Growth Path (NGP): Framework</b></p>	<p>Government adopted the New Growth Path (NGP) as the framework for economic policy and the driver of the country's jobs strategy.</p>
<p><b>National Skills Accord (NSA)</b></p>	<p>The NSA is a multi-constituency agreement between businesses, organised labour and community constituents and was signed to support the New Growth Path (NGP) target of creating five million jobs by 2020.</p>
<p><b>Youth Employment Accord</b></p>	<p>The Youth Empowerment Accord has six commitments to develop youth absorption programmes.</p>
<p><b>Green Economy Accord</b></p>	<p>The Green Economy Accord includes commitments by stakeholders toward a greener economy in South Africa.</p>
<p><b>National Treasury Regulations</b></p>	<p>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.</p>

<p><b>Revised Framework for Strategic Plans and Annual Performance Plans, 2021</b></p>	<p>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.</p>
<p><b>Strategy Environment</b></p>	<p><b>Description</b></p>
<p><b>National Development Plan (2030)</b></p>	<p>The National Development Plan (2030) aims to eliminate poverty and reduce inequality by 2030 through growing an inclusive economy, building capabilities, enhancing the capacity of the state across the education system and workplace.</p>
<p><b>National Skills Development Plan (2030)</b></p>	<p>The National Skills Development Plan is derived from the broader National Development Plan 2030. The aim of the NSDP aims to ensure that South Africa has an educated, skilled, and capable workforce by 2030.</p>
<p><b>National Human Resource Development Strategy South Africa (2030)</b></p>	<p>The aim of the Human Resource Development Strategy outlines key priorities of the South African government to address poverty and unemployment and ensure that the public sector has people that are skilled through the provision and outcomes of education and skills development programmes.</p>
<p><b>Back-To-Basics Strategy (2014)</b></p>	<p>The Back-to-Basics Strategy which is aimed at turning around ailing municipalities to ensure that local government better performs basic functions.</p>
<p><b>Integrated Urban Development Framework</b></p>	<p>The Integrated Urban Development Framework focuses on building an integrated and efficient spatial system and is aligned to the proposals outlined in the NDP 2030. Core initiatives include planning for liveable, economically viable and sustainable towns, cities, and rural areas.</p>
<p><b>District Development Model (DDM)</b></p>	<p>The DDM refers to a one joint plan that is developed through cooperative governance for the three spheres of government to function in unison. The aim of the DDM is to manage 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.</p>
<p><b>Economic Reconstruction and Recovery Plan (ERRP)</b></p>	<p>The Economic Reconstruction and Recovery Plan is aimed at stimulating economic and inclusive growth in South Africa and is informed by nine elements. The ERRP focuses on interventions that 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 in order to enhance productivity.</p>

<p><b>Economic Reconstruction and Recovery Skills Strategy (ERRSS)</b></p>	<p>The Economic Reconstruction and Recovery Skills Strategy presents key interventions to support the ERRP from a skills perspective. The Strategy outlines 10 skills interventions as follows:</p> <ol style="list-style-type: none"> <li>1. Embedding skills planning into sectoral processes</li> <li>2. Updating or amending technical and vocational education programmes</li> <li>3. Increased access to programmes resulting in qualifications in priority sectors</li> <li>4. Access to targeted skills programmes</li> <li>5. Access to workplace experience</li> <li>6. Supporting entrepreneurship and innovation</li> <li>7. Retraining/up-skilling of employees to preserve jobs</li> <li>8. Meeting demand outlined in the List of Critical Occupations</li> <li>9. National Pathway Management Network</li> <li>10. Strengthening the Post-School Education and Training System</li> </ol>
<p><b>Local Government: Municipal Staff Regulations (2021)</b></p>	<p>The Municipal Staff Regulations, 2021 came into effect from 1 July 2022. The Regulations aims to ensure standardisation and guide municipalities on developing strategic human resource management and human resource development plans which includes performance management and skills development. It is expected that municipalities align their work skills plans to the Integrated Development Plan (IDP), budget, Employment Equity (EE) plan and skills development strategy to capacitate public office bearers and municipal managers.</p>
<p><b>Gauteng Township Economic Development Act (2022)</b></p>	<p>The Township Economic Development Act was passed on 11 April 2022 through the Gauteng Legislature and provides an opportunity to rebuild the economic geography of the country's townships and disadvantaged communities. The Act has implications for Local Economic Development (LED), inclusive of spatial transformation as well as youth initiatives across sectors.</p>

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

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

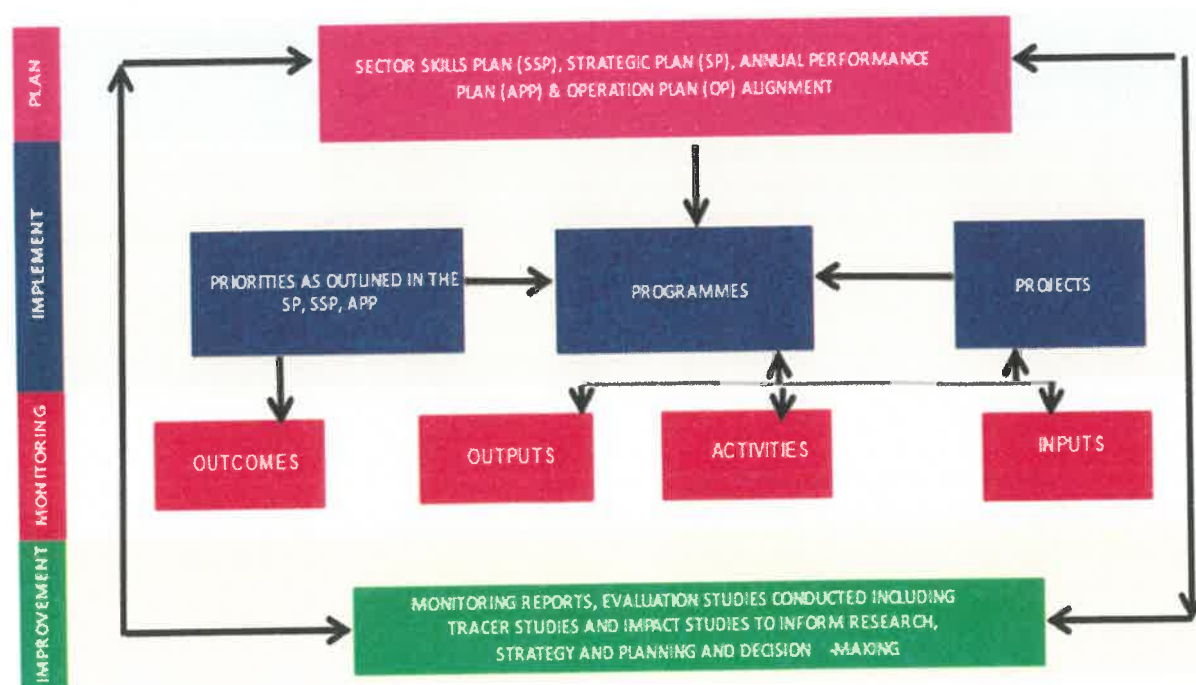
### 3.1 PLAN, IMPLEMENT, MONITOR, AND IMPROVEMENT (PIMI) MODEL

Planning, monitoring reporting and evaluation are embedded in the components of the Planning, Implementing, Monitoring and Improvement (PIMI) model. The following components of the model are indicated in the Figure 1 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 require 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 1: 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.

**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 Plan to meet its mandate. The LGSETA has adopted a results-based approach which is underpinned by an improvement model, known as the PIMI model, that 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.

## 3.2 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.

These 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 initiatives supported 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 skills 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)

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

The NSDP 2030 is a key strategy derived from the National Development Plan 2030 and plays a critical role in igniting skills development in the local government sector. The LGSETA strategic focus areas and



skills priority areas are aligned with the eight NSDP outcomes. Through focused delivery of learning programmes, the development of required qualifications, and skills development programmes, the LGSETA will continue to invest and ensure learning programmes are in place and meet the requirements of local government learning pathways that will lead to enhancing 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

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. Occupational qualifications 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 outcomes, referenced in the table 2 below, inform all skills development interventions and are further aligned to the five strategic focus areas of the LGSETA.

Table 2: Overview of the NSDP Outcomes

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

Table 3: LGSETA Response to the NSDP Outcomes

NSDP Outcome	NSDP Outcome Description	LGSETA Outcome Statement	LGSETA Impact Statements
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 in order to enhance service delivery and economic growth prospects	

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 delivery 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 for new graduate entrants 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 skill planning mechanism to facilitate evidence-based planning and implementation through research, monitoring and evaluation of local government learning interventions

### 3.4 LGSETA RESPONSE TO THE ECONOMIC RECONSTRUCTION AND RECOVERY PLAN

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

- Energy Security:** This priority will be addressed through an initiative 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 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 that deal with women in leadership and address topics including 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 are critical to increasing 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 deliverables 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 interventions focusing on supporting **Financial Viability of Local government** through interventions that address capabilities and competencies that will lead to municipalities managing finances and to ensure that proper accounting and auditing take place. In addition, this pillar aims to improve the local government audit outcomes. The LGSETA has conducted research on the AGSA municipal audit outcomes to inform interventions and partnerships required through using the District Development Model (DDM) approach. Key projects to be established in response to this pillar 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 required to respond to the green economy skills needed in the sector.
- **Strengthening Food Security:** This priority will be addressed through strategic partnerships with key institutions and will focus on addressing skills relating to adequate food security in the local government sector. Training interventions will be supported through strategic partnerships focusing on agriculture, plant production, farming, and poultry.
- **Support for Tourism Recovery and Growth:** This priority will be addressed through initiatives 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 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*, and the LGSETA will support youth-related partnerships such as the Presidential Youth Employment Service (YES) with respect to SMME development; and EmpowaYouth week showcasing local government opportunities. Across the municipal contexts, 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 to be supported through the Discretionary Grant window as well as strategic partnerships.

In response to the nine priority interventions of the ERRP identified above from a skills perspective, the ERR Skills Strategy identifies the following 10 skills interventions which have been referenced in Table 4 below. The SETA must monitor the implementation of both ERRP and ERRSS programmes supported.

Table 4: 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

### 3.5 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 one-joint plan that is developed through cooperative governance to enable the three spheres of government to function in unison.

The DDM enables the LGSETA to address skills planning and development across the 44 district and eight metropolitan municipalities through an integrated and inclusive approach focusing on economic contexts and service delivery areas. The LGSETA has adopted a DDM strategy that addresses skills development relating to the following nine municipal-service areas:

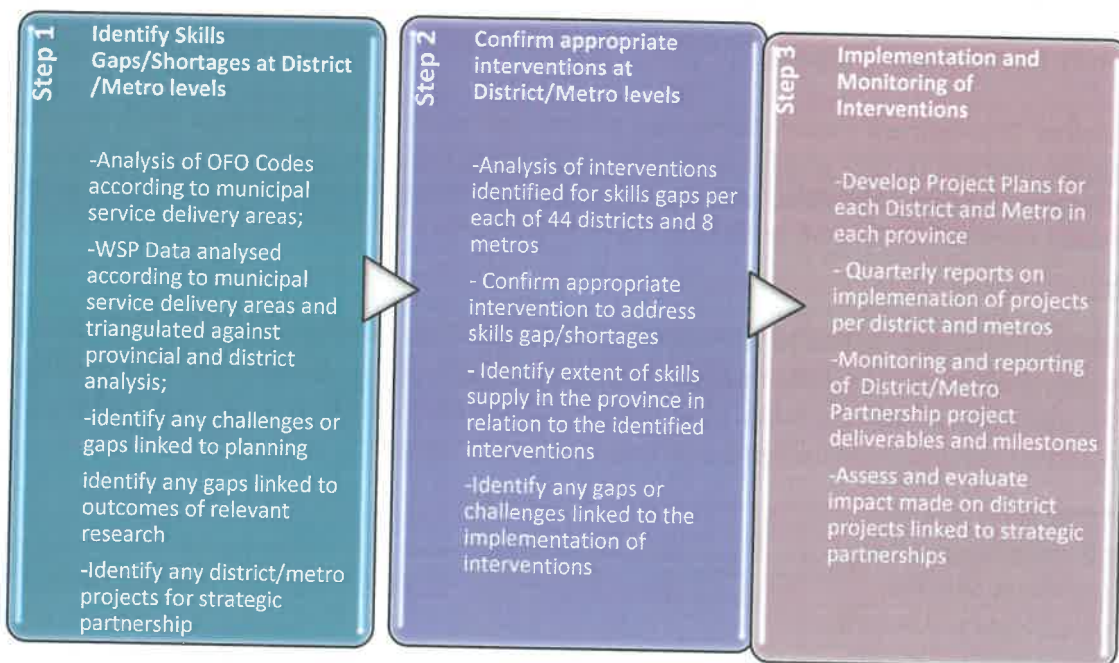
- Energy and Electricity
- Economic Development
- Community Services
- Public Safety and Security
- Settlements and Housing
- Town and Regional Planning
- Transport, Roads, and Storm Water
- Waste and Refuse Management
- Water and Sanitation

The nine broad municipal service areas underpin the LGSETA approach to implementing skills development using the DDM across the 44 district and eight metropolitan municipalities. The DDM provides opportunities to enable, promote and support strategic partnerships that lead to better coordination and integration of skills planning and development to enhance service delivery at local, provincial, and national government. The LGSETA has prioritised six broad service delivery areas namely: energy and electricity; economic development; waste and refuse management; water and sanitation; transport, roads and storm water; and public safety and security. For each of these prioritised municipal service areas, it is important for the LGSETA to know and understand the associated jobs and related occupations so that skills challenges, gap areas and relevant programme interventions can be developed and implemented, and this can be further augmented utilising strategic partnerships.

The LGSETA DDM approach will prioritise both district and metropolitan municipalities within and across each of the provinces. The LGSETA Board has prioritised five provinces namely LP, MP, FS, NC, and NW, where more attention will be given. The Discretionary Grant (DG) window applications once approved by the Board will further contribute to supporting skills development interventions required by the sector, but it also requires increasing the number of strategic partnerships to augment a more sustainable approach to meet skills that 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.

The following diagram, Figure 2, presents the key steps that the LGSETA will embark on to identify skills gaps at a district level.

Figure 2: Overview of Steps to the LGSETA DDM Approach



### 3.6 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 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. In the near future, national elections will be held in 2024, and will potentially have implications for skills development to support leadership changes. Such change in leadership may further affect 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 that consists of three pillars for training and development as presented in Figure 3 and noting below the Figure each pillar is discussed.



Figure 3: Overview of Pillars in 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 a skills audit will enable the identification of short-, medium- and long-term skills development interventions for the councillors.

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

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 Programmes**

Although soft skills development does not directly influence demand of skills in local government, the skills gaps or top-up skills remain critical for councillors in executing their roles and responsibilities. The soft skills interventions will be implemented based on the outcome of the skills audit that will be conducted for the new councillors within a two-year period from appointment in office, which ends on the 8 November 2023.

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
- Partnership Working
- Communication skills
- Corporate Governance and Compliance
- Legal (by laws) and Policy Development
- Finance and Non-Financial Management
- Regulating, Monitoring and Evaluation

### 3.7 TRADITIONAL AND KHOI-SAN 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.

### 3.8 DISCRETIONARY GRANT STRATEGIC PRIORITIES

The LGSETA Board sets the strategic tone and direction for the organisation, directing effort to the eight Discretionary Grant (DG) Strategic Priority Areas to address skills development needs in the sector. These DG Strategic Priority Areas are aimed at augmenting the skills gaps and deficiencies as identified through research and sector skills planning in the local government sector and outlined in Table 5.

Table 5: 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>



<p><b>2. Promoting Sound Financial Management and Financial Viability</b></p>	<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 loses 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>
<p><b>3. Enhancing Infrastructure and Service Delivery</b></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>• Apprenticeship</li> </ul>
<p><b>4. Enhancing Municipal Planning</b></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>• Learnership</li> </ul>
<p><b>5. Promoting Spatial Transformation and Inclusion</b></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><b>6. Supporting Worker Development and Worker Education</b></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><b>7. Ensuring Business Continuity and addressing disaster management</b></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><b>8. Improving Internal Capability of the LGSETA</b></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> <li>• Blended approach for delivery of skills development i.e. online learning/e-learning programmes</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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**3.8 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 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 emphasises the LGSETA value chain that includes 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 4 below.

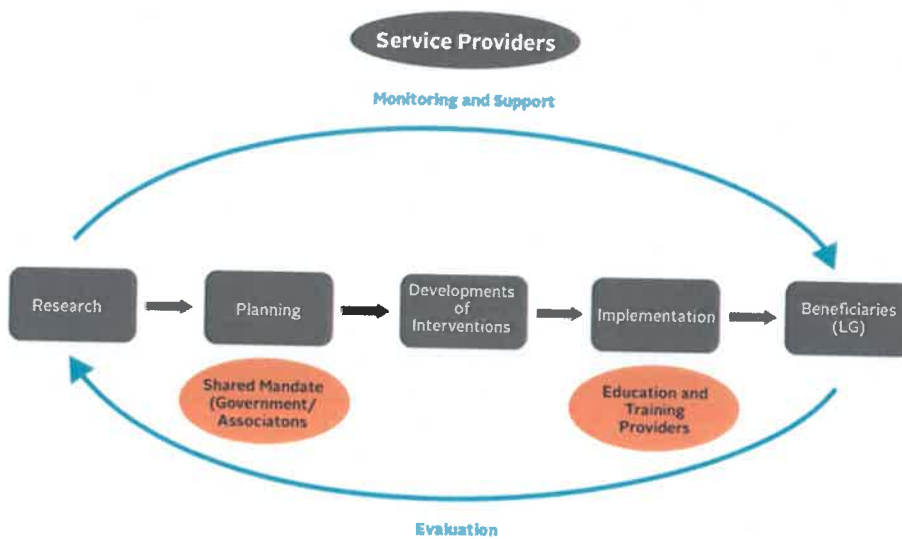


Figure 4: Overview of Partnership Value Chain

The LGSETA value chain shows the beginning of the value chain starting with research, which then feeds into the planning component. The planning process includes the development of the Sector Skills Plan (SSP), the Strategic Plan, and the Annual Performance Plan which include 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 component of monitoring and evaluation provides the feedback on 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, as indicated below, that the LGSETA will embark on when establishing partnerships with various organisations/institutions. The

purpose of these types of partnerships is to ensure that the desired outcomes are achieved, and to make meaningful and impactful delivery of the LGSETA mandate. The three types of partnerships are:

- I. **Non-Monetary Partnership**  
This type of partnership refers to a partnership where there is no monetary involved between LGSETA and the partner. Areas of collaboration and initiatives that consist of no monetary value will be outlines in the Memorandum of Understanding to be signed by both parties.
- II. **Monetary Partnership**  
This form of partnership relates to strategic partnerships to be established that has a monetary value. The LGSETA shall provide 100% full funding of the projects and initiatives that will be initiated as result of the strategic partnership established.
- III. **Co-Funding by Both Partners**  
This form of partnership relates to the 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.

Table 6 outlines the LGSETA's Strategic Focus Areas mapped to the NSDP Outcomes and aligned to the Sector Priority Occupations and Interventions (SPOI) list and skill gaps accompanied by the Interventions required, and the eventual Impact desired.

# STRATEGIC PLAN 2020 -2025

PROPOSED – VERSION 2



Table 6: LGSETA Strategic Focus Areas

Strategic Focus Area	Outcome Desired	NSDP Outcome	ERR Skills Priority	Interventions
<b>Overall Impact: Highly skilled and professional local government workforce to ensure efficient and effective service delivery</b>				
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. 1.2 Implement approved Councillor Development strategy focusing on Phase 2 from 2022. 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. 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	4	2.1 Support skills programmes relating to minimum competencies, financial skills, internal auditing, supply chain management through 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. 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 in an effort to promote accountability, especially with scarce resources. 2.3 Support senior municipal management through targeted interventions focusing on service delivery areas, Municipal Finance, SCM and Internal Audit. 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.
		3	8	
		1	2	
		2	3	
		3	4	
		1	3	
		2	4	
		3	5	
2 Promoting Sound Financial Management and Financial Viability	Sound financial management to ensure efficient and effective use of public resources	1	2	
		2	4	
		3	5	

# LGSETA STRATEGIC PLAN 2020 -2025

PROPOSED – VERSION 1



Strategic Focus Area	Outcome Desired	NSDP Outcome	ERR Skills Priority	Interventions
3 Enhancing Infrastructure and Service Delivery	Improved Service Delivery and Infrastructure Asset Management	1	1	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.
		2	2	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.
		3	3	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.
		4	4	3.4 Partner with TVET colleges as specialist centres of excellence informed by the Strategic Partnerships Model.
		5	5	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.
		6	6	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.
		7	7	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.
		8	8	3.8 Strengthen partnerships with TVET colleges and HEIs as specialist centres of excellence informed by the Strategic Partnerships Model.
		9	9	4.1 Review and assess the Strategic Partnerships Model linked to Strategic and Sectoral Priority areas.
		4 Enhancing Municipal Planning	Improved collaboration with stakeholders for efficient and effective skills Planning and Delivery	1
2	2			4.3 Implement PIMI model for all interventions linked to performance and planning.
3	3			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.
4	4			
5	5			
6	6			

# LGSETA STRATEGIC PLAN 2020 -2025

PROPOSED – VERSION 1



Strategic Focus Area	Outcome Desired	NSDP Outcome	ERR Skills Priority	Interventions
Promoting Spatial Transformation and Inclusion	Strengthen coordination towards local economic development and transformation	7	8	4.5 Skills programme relating to HR managers and HRD (Professionalisation/Change Management/Performance Management/Performance)
		8	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.
		1	2	4.8 Supporting women in targeted programmes.
		2	3	4.9 Supporting women in targeted programmes and implement strategy on Women in Leadership in Local Government.
		3	4	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.
		4	5	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	6	5.2 Support key green economy occupations and skills programmes relating to green skills in local government.
		3	9	5.3 Support key ocean economy occupation and skills programmes linked to ocean economy and protection.
		4	10	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, SMIME 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..
				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..

## 4. 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

## 1. VISION

The LGSETA Board of Directors are responsible for governing the affairs of the SETA and providing strategic direction, and as part of the strategic review process; the Board extensively engaged on renewing, and has subsequently reviewed, the organisation's strategic path for the next five years. Flowing from this endeavour, the *Vision, Mission, and Values* were reviewed and aligned to the unchanged *mandate*. The identity of the organisation remains aspirational and relevant to the dynamic context in which it operates.

The LGSETA's current mandate remains relevant to the strategic direction, notwithstanding the contribution that the organisation wants to make to local government, the education and training sphere, and the country as a whole. There is still considerable scope to achieve this in the current mandate aligned to the NSP and the NSDP.

The **mandate** remains as:

**"Facilitating skills development in the local government sector".**

An organisation's vision paints an inspiring and ambitious picture, but one that is possible. Faced with a volatile, complex, challenging, and dynamic future; it was determined by the Board that the LGSETA's vision should change to recognising the varying legislative and policy requirements such as the NDP, NSDP and various local government strategies.

The LGSETA's **vision** was reduced for better articulation.

**"A highly-skilled and capable local government".**

## 2. MISSION

A **mission** statement typically serves the purpose, setting out the reason for an institution's existence and answering the What, Why and for Whom questions.

To achieve its **vision**, LGSETA's mission was changed to place emphasis on **innovation, capacity, and partnerships**.

**"To build local governments' ability to meet its developmental needs through innovative approaches, effective capacity building and strategic partnerships".**

## 3. VALUES

Values espouse specific principles that guide organisational behaviour in carrying out the vision and mission. The LGSETA's current values remain relevant in response to the context, with three new value propositions introduced. The values embraced by the organisation are outlined in Table 7.





Table 7: Overview of LGSETA Values

VALUE	MEANING	LGSETA way
Customer-centric	A strategy and a culture of doing business that focuses on creating the best experience for the customer, and by doing so builds brand loyalty. Client-centric organisations ensure that the customer/stakeholder is at the centre of an organisation’s philosophy, operations, or ideas	We put the customers (stakeholders) first and at the centre of everything that we do.
Responsive	Reacts quickly and effectively to a wide range of events relevant to the organisation, as they occur, and is also one that is managed in such a way as to be rapidly and effectively evolved in response to changes in the business environment	indicates our ability to respond to changing conditions and stakeholder interactions as they occur.
Passionate	Your drive, ambition, and the love of what you do and who you serve.	We have a strong drive to change an idea or a method into impactful service delivery.
Integrity	We often define integrity as doing the right thing even when no one else is around. It is the ability to act with honesty and be consistent in whatever it is you are doing based on the moral value or belief compass you have.	We act with honesty and are consistent in whatever it is we are doing based on ethical principles and the law
Collaborative	Working practice whereby individuals work together for a common purpose to achieve business benefit. Collaboration enables individuals to work together to achieve a defined and common business purpose.	We work together towards a common goal that benefits the team and organisation.
Innovative	When an organisation introduces new processes, services, or products to affect positive change in their business	We contribute ideas and solutions to workplace challenges or problems

#### 4. SITUATIONAL ANALYSIS

The scope of coverage of the LGSETA is defined by the primary focus of organisations demarcated, according to the Standard Industrial Classification (SIC) codes. The LGSETA has a very clear scope of operation with a focus on municipalities and local government related entities. Table 8 depicts the main scope and description of the SIC codes under the auspices of the LGSETA.

Table 8: 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

# STRATEGIC PLAN 2020/21 -2024/25

PROPOSED – VERSION 1



SIC CODE	SIC DESCRIPTION
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
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
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

SIC CODE	SIC DESCRIPTION
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

There are currently 257 municipalities in South Africa, of which eight are metropolitan municipalities, 205 are local municipalities, and 44 are district municipalities. The Table 9 below provides this overview.

Table 9: Number of Municipalities by Province

Province	Metropolitan municipality	District municipality	Local Municipality	Total
<b>Eastern Cape</b>	2	6	31	39
<b>Free State</b>	1	4	18	23
<b>Gauteng</b>	3	2	6	11
<b>KwaZulu-Natal</b>	1	10	43	54
<b>Limpopo</b>	N/A	5	22	27
<b>Mpumalanga</b>	N/A	3	17	20
<b>North West</b>	N/A	4	18	22
<b>Northern Cape</b>	N/A	5	26	31
<b>Western Cape</b>	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. While 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. While Gauteng has the lowest number of municipalities overall (11), three of the eight metropolitans fall within the province, making this province a key employer.

## 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 and reduced number of municipal entities, with a current total of 53 entities, which include 45 state-owned, seven non-profit and one trust (GovPage, 2022). Currently, the LGSETA receive workplace skills plans submissions from 42 entities which include 14 municipal-owned entities, four 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 Nkadimeng, 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.

### 4.1 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 10. The impact of COVID-19 was a major challenge that faced organisations globally, and the country was negatively affected by an already ailing economy and the impact on the local government sector was no exception in this regard. Various industries were affected, such as tourism, and this has also created multiple pressure points for local government, from service delivery to revenue collection.

However, the impact of COVID-19 accelerated the adoption of technology across different sectors, including local government. The need to adopt fourth industrial (4IR) technologies in local government as well as alignment to the District Development Model (DDM) have become central to informing strategies at local government; 4IR presents multiple opportunities that include development of business models, making services relevant; re-skilling and upskilling existing personnel; measuring new jobs presented by the disruption, increasing the quality of services; and achieving reliable energy supply which can be achieved by using digital enablers.

The DDM will 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 DDM is timely given the weakness of the economy leading to persistent high unemployment, with the youth population being impacted the most. The pandemic affects the ability for the municipalities to respond to these challenges. Hence the focus on 4IR that 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 form an integral part of implementing the Smart City concept that is already being piloted in municipalities such as the City of eThekweni.

The Economic Reconstruction and Recovery Plan (ERRP) and ERR Skills Strategy focuses 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 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 includes supporting municipal infrastructure occupations to contribute to the 25 000 jobs required by the Skills Strategy. Other interventions include the updating or amending of learning programmes, supporting skills programmes to facilitate infrastructure, and supporting internships for youth graduates. Skills gap interventions mainly address the skills demand needs aligned to municipal service areas to support workers and the re-training of workers.

Table 10: PESTEL Analysis

Political	Economic	Social
<ul style="list-style-type: none"> <li>• A stable political environment</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>• 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>• Implementation of Economic and Recovery Programme (ERRP) requires relevant programmes and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Social inequality and poverty varies wide which presents more demand of skills in the sector</li> <li>• Education level is generally low in the sector which impacts on the need for 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>



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 and implications for skills development</li> <li>• Disparities in technology between municipalities in urban and rural settings remain a concern</li> <li>• Technology is required for infrastructure</li> <li>• Interfacing of LGSETA systems with stakeholders</li> <li>• Implementation of Smart City development in some metros and development of smart communities</li> <li>• Cybersecurity 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>• Implementation of the Municipal Staff regulations and implications for HRM, HRD and IDP development</li> <li>• Auditor-General of South Africa findings on poor governance and audit performance in municipalities</li> </ul>	<ul style="list-style-type: none"> <li>• Climate change, impact of COVID-19 pandemic, droughts, floods and fire have an impact on the sector and our operational environment</li> <li>• The physical threat of crime and safety for our stakeholders and citizens is a concern</li> <li>• Research to enhance skills requirements for the green economy, green jobs, green buildings and energy efficiency and infrastructure projects</li> <li>• Population growth and migration pressuring environmental borders and capability</li> <li>• Need for more disaster management options of support</li> </ul>

The following factors are informed by the PESTEL analysis as indicated in Table 10.

## I. 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 are considered 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.



## II. Economic Factors

### ***Municipal Revenue and Expenditure Analysis***

Local government has the capacity to finance a large portion of its budget from own revenue collected from services provided to households. The legislative framework empowers municipalities to bill for and collect revenue for services provided, and to enforce credit control measures where revenue is not paid.

The Financial Census of Municipalities showed that municipalities across South Africa received an income of R548.7 billion in 2021 and this increased to R580.3 billion in 2022, resulting in a 5.8% increase. Expenditure in 2022 was R580.3 billion. The internally collected revenue accounted for 36.9% of total income, made up of electricity and water sales, refuse removal, sanitation and sewerage charges, and other revenue (fresh produce market, etc.). The remaining 63.1% includes income from 'grants and subsidies received' from National, provincial, and local government, other income, deficits as well as interest earned from various sources including fines, licenses, permits and rentals. (Stats SA, 2023)

South Africa's local government revenue and spending framework encompasses all resources available for municipalities to meet their expenses. The majority of LG revenues are generated by municipalities themselves. Over the period 2017/18 to 2021/22, own revenues accrued averaged at 82% of total municipal revenues. The amount varies greatly across municipalities, with those in poor rural areas relying more on transfers. Local Government expenditure on infrastructure over the 2023 Medium-Term Expenditure Framework (MTEF) period is expected to total R190.3 billion. (National Treasury, 2023).

Municipalities frequently use transfers from national government – designed to subsidise services provided to poor households – to compensate for low revenue collection rates among households that can afford to pay for services. This reflects insufficient collection measures and a lack of political will to address non-payment (National Treasury, 2022).

In 2023/24, R8.5 billion will be allocated to national departments for spending on behalf of municipalities. Of this amount, 68.3 percent will be transferred as unconditional funds for municipalities to use for their priorities, while the remainder will be transferred via conditional grants (National Treasury, 2023). Table 11 below depicts revenue and expenditure for local government for the 2021/2022 financial period.

Table 11: 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 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 decrease in the number of clean audits from 41 in 2020/21 to 33 in 2021/22. Five municipalities improved to clean audit status, 7 lost their clean audit status, while 1 audit was outstanding. It should be noted that a clean audit does not necessarily indicate good service delivery. 33 municipalities' outcomes improved, while 29 worsened (AGSA, 2023)

The AGSA media release states that despite there being fewer clean audits achieved in 2021/22, fewer disclaimed audit outcomes were received in the same period, with nine municipalities improving from disclaimed status. The regressions in number of clean audits were attributed to instability in key positions, and insufficient monitoring and review of compliance-related controls. (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 Department of Planning Monitoring and Evaluation (DPME) (2020), 44% of municipalities indicated that they need additional staff to carry out the expanded services brought on by the pandemic. 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>4</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>5</sup>).

Some of the key findings of the study include: in most municipalities, there are weak IT governance structures; in the implementation of disaster risk reduction strategies, local municipalities are plagued by 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; it was established that various IT related skills necessary for business continuity and disaster recovery are lacking in the local municipalities.

### III. Local Economic Development

Local Economic Development (LED) is an approach towards economic development 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 skills in several key areas, such as the green economy, SMMEs in both the informal

<sup>4</sup> <https://www.sanews.gov.za/south-africa/damage-kzn-companies-estimated-r7-billion>

<sup>5</sup> <https://ewn.co.za/2022/07/08/a-year-after-july-unrest-kzn-business-owner-hopes-sa-has-learned-lessons>



(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 LGSETA’s study on the skill 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 TSHRD. 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 new District Development Model within municipalities.

The DDM provides a targeted skills planning and development approach to address rural and township economies aimed at transforming rural and urban areas to become integrated, inclusive, sustainable, and competitive. The impact of the Covid-19 encouraged LED to become more vibrant, responsive, and sustainable to counteract the devastation of the pandemic. The NDP 2030 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 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 new 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).

#### **IV. Social Factors**

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

Statistics South Africa conducted a non-financial census of municipalities in 2021 (Stats SA, 2023). Given the 99% submission rate, it represents a reliable figure of total employment in the South

African local government sector. The figures in Table 12 refer to employment in the 257 municipalities, excluding municipal entities.

**TABLE 12: 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 13 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.

TABLE 13: 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

### 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 Error! No text of specified style in document.4: Provision of Basic Services

Services	million households	%
Provision of Water	2.10	78.1
Provision of Electricity	1.63	61.0
Solid Waste Management	1.46	54.3
Sewerage and Sanitation	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 the Covid-19 pandemic “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.

## V. Technological Factors

In local government, the adoption of new technologies has varied across municipalities. The bigger metros have introduced new 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).

A study conducted by the LGSETA (2022b) investigated the digital skills needs of emerging and established SMMEs and cooperatives. Amongst the identified digital skills needs are information technology, digital communication, digital marketing, software engineering, online advertising, and e-commerce and app development, among others. ICT skills were also highlighted as a necessity for smart city concepts (LGSETA, 2022c). An initiative researched by the SETA is the implementation of smart city concepts in South Africa and how this will impact the LGSETA. The pressures that individuals, organisations, and societies face to continue daily operations after 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.

## VI. Environment Factors

A research 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 result of the floods in KwaZulu-Natal (KZN) 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>6</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>7</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 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 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).

<sup>6</sup> <https://www.sanews.gov.za/south-africa/damage-kzn-companies-estimated-r7-billion>

<sup>7</sup> <https://ewn.co.za/2022/07/08/a-year-after-july-unrest-kzn-business-owner-hopes-sa-has-learned-lessons>

## **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).

### **4.1.1 SECTORAL PRIORITY OCCUPATIONAL PROGRAMMES**

The Sectoral Priority Occupations and Occupations (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 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, 2020).

The Sectoral Priority Occupations and Interventions list was generated using a bottom-up approach, ultimately informing the national list. The District and Metropolitan specific occupational shortages and skills.gaps were identified and validated and inform a consolidated report as well as separate reports generated for each province, considering indicators for shortages in an occupation; viz. reported occupational shortages.

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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) informed by hard-to-fill vacancies and skills gap (top-up/critical skills) lists that are used to inform Discretionary Grant allocations. Table 15 provides the top ten sectoral priority occupations and interventions in the local government sector for the years 2022/2023.

Table 15: Top 10 Sectoral Priority Occupations and Interventions (SPOI) List

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		
2021-133105	Information Technology Manager	Information Technology Manager	Skills Programmes	2 to 5	4		200
			Bursary: Bachelor of Computer Science	8	3 & 8	100	50
			Bursary: Bachelor of Information Technology	7	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
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

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OFO Code	Occupation	Specialisation/ Alternative Title	Intervention Planned by the SETA	NQF Level	ERR Skills Strategy	Quantity Needed	Quantity to be Supported
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		

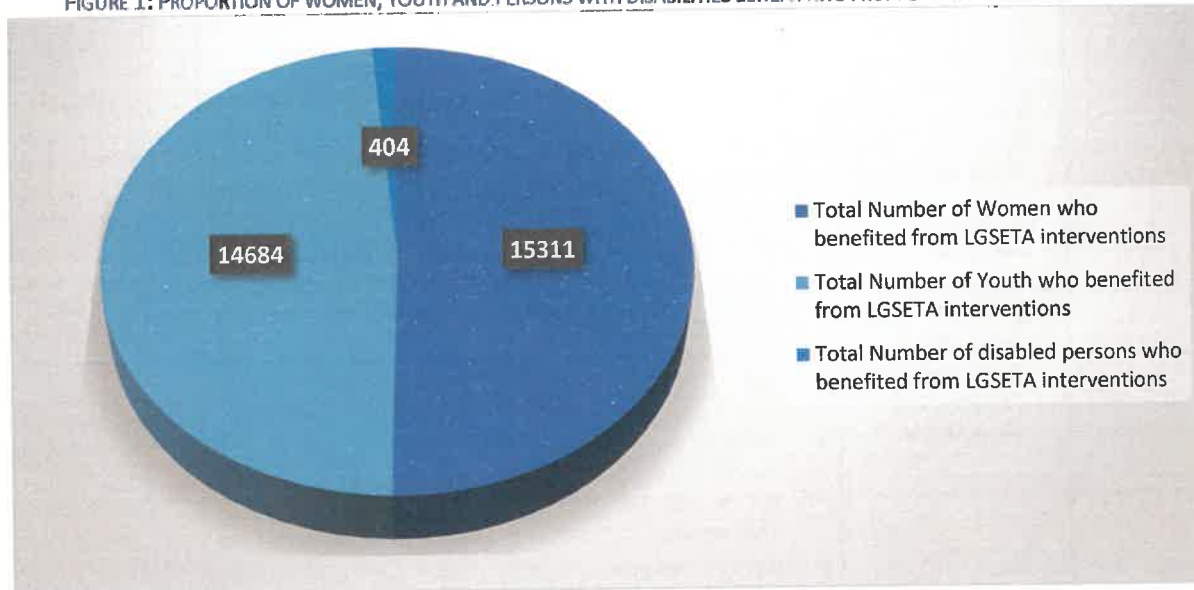
Source: LGSETA WSP Data (2023/2024)

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

Figure 5 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 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 1: PROPORTION OF WOMEN, YOUTH AND PERSONS WITH DISABILITIES BENEFITTING FROM LGSETA SKILLS PROGRAMMES



#### 4.2 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. The impact of COVID-19 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 (DDM) present opportunities to address these challenges.

Table 16: SWOT Analysis

Strengths	Weakness	Opportunities	Threats
<ul style="list-style-type: none"> <li>National presence with provincial footprint.</li> <li>Responsiveness to the NDP and NSDP 2030 and relevant policy requirements</li> <li>A stable stakeholder group</li> </ul>	<ul style="list-style-type: none"> <li>Organisational record requires improvement</li> <li>Weakness in the internal control environment</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> <li>Focused research agenda to support organizational needs</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 don't pay levies.</li> </ul>

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<ul style="list-style-type: none"> <li>• Good research capability and sector skills planning</li> <li>• Increased participation of levy paying entities has been maximised through new employer WSP submissions from the sector</li> <li>• Resilient workforce and ability to respond to crises including disasters management.</li> </ul>	<ul style="list-style-type: none"> <li>• Weak implementation of the performance management system and consequence management</li> <li>• Lack of project management oversight to monitor delivery milestones and payments,</li> <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 applying the value chain model</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>• 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>• Skills strategy: access to customised skills programmes to improve efficiencies of the SETA</li> <li>• Potential to explore PPPs</li> <li>• Strategic partnerships with Government Departments, Professional Bodies, Institutions of Higher Learning, TVETs, CET 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 be responsive to skills development required in the sector. 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.

## 4.2.1 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.

The 2024/25 financial year marks the fifth 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 the LGSETA to review and revise its job profiles to ensure alignment with the approved Organisational Redesign organogram and the identified methodologies to achieve its strategic objectives.

LGSETA currently has a total of 132 approved positions with the intention of keeping the vacancy rate at the maximum of 10%. 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 17).

Table 17: LGSETA Staff Profile

LEVELS	MALE				FEMALE				Foreign National	TOTALS
	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE		
Top Management	3	0	0	0	2	0	0	0	0	5
Senior Management	11	1	0	0	9	1	0	2	0	22
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, 2023

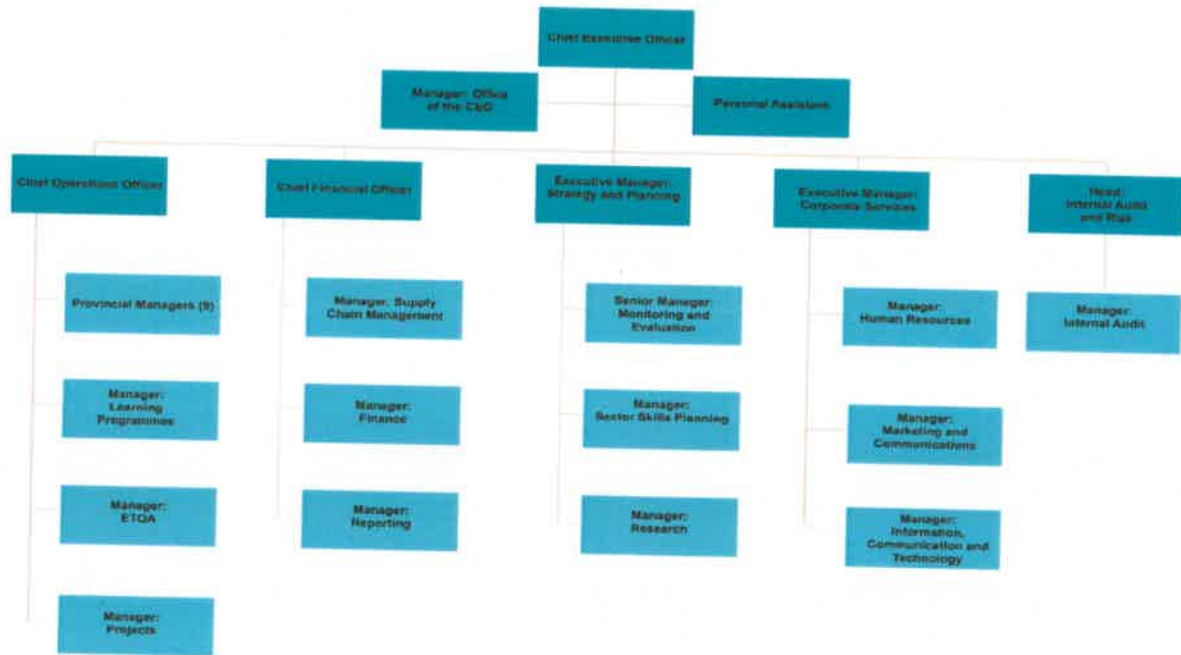
The organisational structure currently has a team of three Acting Executive Managers reporting to the Chief Executive Officer. There has been relative stability at executive level despite acting positions, as well as middle management as there has not been any resignation at executive level and only one resignation 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 6.

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Figure 6: LGSETA Organogram

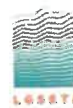


Source: LGSETA, 2022

Executive management programmes are fundamental to building and enhancing competencies relating to leadership, governance, and financial management, and moreso for those acting in Executive positions. Management development programmes are also critical 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 that was directed to all staff, several 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 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 continues a well-orchestrated effort to ensure business continuity and is in the process of developing a business continuity standard operating procedures. Almost all staff have been issued with laptop computers and paid telephone and data allowance to enable them to work remotely. This brings the concept of managing output into reality, and this means that our management team has been equipped through appropriate training to manage this new reality of managing output remotely.

The organisation subscribes to technology to hold meetings virtually or using a hybrid model. 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 is on a crusade of installing cutting-edge technology that will enable it to host virtual learning platforms, conferences, provincial stakeholder engagements and Annual General Meetings.

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 the LGSETA managed to transfer back municipalities that in the past, were incorrectly contributing to other SETA's. The unspent discretionary grants reserves remain a challenge for LGSETA, this is because of the slow movement in the implementation of the learning interventions. To address challenges relating to discretionary grants spending and gaps, the LGSETA has streamlined internal processes to enable the LGSETA to be agile in addressing skills development.

#### 4.2.2 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 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. The LGSETA, has aligned to an outcomes-based approach, and 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 following four perspectives:

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 the balanced scorecard is implemented correctly, the LGSETA has developed a Balanced Scorecard framework, as reflected in Table 18, which is aligned to the mission and strategy directives. All four elements of the balanced scorecard model are interrelated.

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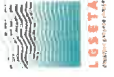


Table 18: Organisational Score Card

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 occupationally directed programmes and the growth of public college system</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 skill planning mechanism to facilitate evidence-based planning and implementation through research, monitoring and evaluation of local government learning interventions</li> </ul>				
BSC PERSPECTIVES	STRATEGIC OBJECTIVES AND STRATEGY MAP	KEY PERFORMANCE INDICATORS	TARGETS	WEIGHTING (%)	PROJECTS/INITIATIVES
Financial	Commitment of LGSETA Reserves	% of LGSETA Discretionary Grants budget committed	95%	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		
Customer	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	95% 100%	20%	<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>
	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	70		

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	High School Development programme implemented through attracting learners into local government careers	Number of capacity building services conducted	9	Number of learners in High School Development programme supported for career development initiatives	200	<ul style="list-style-type: none"> <li>Establish partnership with stakeholder 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>	<p>Career capacity building workshops conducted with various stakeholders in the local government w</p>
Internal Processes	Customer satisfaction rate	Number of learners in an artisan development programme	275	40%	Artisan development programme rolled out in the local government sector		
	Monitoring and Tracking tool/system developed and implemented to monitor all LGSETA learning interventions	Number of Centers of Specialisation supported	5		Support centers of specialization through TVET and Employers partnership model		
Organizational Capacity (Learning & Growth)	Increase access to intermediate and high level of skills through production of Artisan development required in the local government sector	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		
	Implement e-learning mechanism for the LGSETA learning interventions	% 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		
	Improve skills of the LGSETA workforce to enhance organisational performance	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		
<p>LGSETA Values: Customer Centric, Responsive, Passionate, Integrity, Collaborative and Innovation</p>							



# PART C: MEASURING OUR PERFORMANCE



# STRATEGIC PLAN 2020/21 -2024/25

PROPOSED – VERSION 1

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# STRATEGIC PLAN 2020 -2025

PROPOSED – VERSION 2

## 1. INSTITUTIONAL PERFORMANCE INFORMATION

## 2. MEASURING THE IMPACT

The LGSETA aims to make greater impact in the local government sector over the five-year period 2020/21 – 2024/25 as indicated in the impact statement below (Table 19).

Table 19: Impact Statement

<b>Impact Statement</b>	<b>Highly skilled and professional local government workforce to ensure efficient and effective service delivery</b>
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## 3. MEASURING OUR OUTCOMES

The LGSETA aims to advance access to occupations in high demand and priority skills aligned to local government by supporting economic growth, employment creation and social development whilst also seeking to address systemic considerations. The NSDP derives from the broader plan of government, namely the National Development Plan (NDP), which aims to put in place the framework whereby we ‘build the capabilities our citizens to make our future work’.

The NDP notes that several challenges require attention, including a critical shortage of skills, a complex intergovernmental system, high levels of corruption, weak lines of accountability, inadequate legislative oversight, and a long history of blurring the lines between party and state. These are difficult issues, requiring honest reflection, careful planning, and decisive leadership. Targets will be set for a three-year period and annually determined through the Service Level Agreements (SLAs) through partnerships and organisations, including levy and non-levy paying institutions. The following strategic outcomes are tailored LGSETA responses to the NSDP outcomes, which will guide the formulation of the performance metrics for all the LGSETA programmes.

Table 20: LGSETA Response to NSDP Outcomes

<b>MTSF Priority 3: Education, Skills, and Health</b>			
<b>NSDP Outcomes</b>	<b>LGSETA Outcome Indicators</b>	<b>Baseline</b>	<b>Five -Year Target</b>
<b>Outcome 1</b>  <b>Identify and increase production of occupations in high demand</b>	1.1 National enrolment and resource ratios for the high, intermediate, and elementary skills level	3% high skills	7% high skills
		70% intermediate skills	50% intermediate skills
		27% elementary skills	43% elementary skills
	1.2 Identification of interventions required to improve enrolment and completion of priority occupations	100% WSPs and ATRs approved for small firms, medium firms, and large firms	100% WSPs and ATRs approved for small firms, medium firms, and large firms
		0 skills planning research on established and emergent cooperatives and their skills needs	2 skills planning research on emergent cooperatives and their skills needs achieved.
<b>Outcome 2</b>		787 TVET students requiring Work Integrated Learning to	4413 TVET students requiring Work

# STRATEGIC PLAN 2020/21 -2024/25

PROPOSED – VERSION 2

MTSF Priority 3: Education, Skills, and Health			
NSDP Outcomes	LGSETA Outcome Indicators	Baseline	Five -Year Target
Linking education and the workplace	1.3 Opening of workplace-based learning opportunities increased	complete their qualifications placed in workplaces	Integrated Learning to complete their qualifications placed in workplaces
		1 TVET students requiring Work Integrated Learning completed their qualifications placed in workplaces	2029 TVET students requiring Work Integrated Learning completed their qualifications placed in workplaces
		270 universities students requiring work integrated learning to complete their qualifications placed in workplaces	1836 universities students requiring work integrated learning to complete their qualifications placed in workplaces
		0 university students completed their Work Integrated Learning placements	817 university students completed their Work Integrated Learning placements
		115 unemployed learners in an Internship	2252 unemployed learners enrolled in Internships
		51 unemployed learners completed an Internship	906 unemployed learners completed Internships
		687 unemployed learners enrolled learnerships programmes	7096 unemployed learners enrolled learnerships programmes
		835 unemployed learners completed learnerships programmes	5462 unemployed learners completed learnerships programmes
		1187 unemployed learners enrolled in skills programmes	7096 unemployed learners enrolled in skills programmes
		912 unemployed learners completed skills programmes	5 462 unemployed learners completed skills programmes
		316 unemployed learners enrolled for candidacy programmes	834 unemployed learners enrolled for candidacy programmes
		61 unemployed learners completed candidacy programmes	214 unemployed learners completed candidacy programmes

# STRATEGIC PLAN 2020/21 -2024/25

PROPOSED – VERSION 2

MTSF Priority 3: Education, Skills, and Health			
NSDP Outcomes	LGSETA Outcome Indicators	Baseline	Five -Year Target
		521 workers enrolled in learnership programmes	5426 workers enrolled in learnership programmes
<b>Outcome 3</b>  Improving the level of skills in the South African workforce	1.4 Increase workers participating in various learning programmes.	285 workers completed learnerships programmes	3837 workers completed learnerships programmes
		190 workers granted bursaries (new entries)	1035 workers granted bursaries (new entries)
		40 workers granted bursaries (continuing)	419 workers granted bursaries (continuing)
		9 workers granted bursaries (completed)	586 workers granted bursaries (completed)
		1149 workers enrolled skills programmes	13 220 workers enrolled skills programmes
		360 workers completed skills programmes	8757 workers completed Skills programmes
		100 workers enrolled in AET programmes	604 workers enrolled in AET programmes
		155 workers completed in AET programmes	373 workers completed in AET programmes
<b>Outcome 4</b>  Increase access to occupationally directed programmes	1.5 Increase access of unemployed learners to occupationally directed programmes	395 artisan learners enrolled	1405 artisan learners enrolled
		7 artisan learners completed	272 artisan learners completed
		520 unemployed learners granted bursaries (new enrolments)	2538 unemployed learners granted bursaries (new enrolments)
		151 unemployed learners granted bursaries (continuing)	844 unemployed learners granted bursaries (continuing)
		150 unemployed learners granted bursaries (completed)	694 unemployed learners granted bursaries (completed)
		79 learners enrolled in RPL/ARPL	1476 learners enrolled RPL/ARPL
		91 learners completed RPL/ARPL	576 learners completed RPL/ARPL
		5 HEI partnerships established	46 HEI partnerships established

# STRATEGIC PLAN 2020/21 -2024/25

PROPOSED – VERSION 2

MTSF Priority 3: Education, Skills, and Health				
NSDP Outcomes	LGSETA Outcome Indicators	Baseline	Five -Year Target	
		5 TVET college partnerships established	46 TVET college partnerships established	
		3 CET college partnerships	19 CET college partnerships established	
		3 SETA-Employer partnerships established	40 SETA-Employer partnerships established	
Outcome 5 Support the growth of the public college system	1.6 Support the TVET Colleges through skills development interventions	3 SETA offices established and maintained in TVET colleges	15 SETA offices established and maintained in TVET colleges	
		5 Centers of Specialisation supported	20 Centers of Specialisation supported	
		20 TVET lecturers exposed to the industry through Skills Programmes	190 TVET lecturers exposed to the industry through Skills Programmes	
		18 Managers receiving training on curriculum related studies	102 Managers receiving training on curriculum related studies	
		20 TVET colleges lecturers awarded Bursaries	100 TVET colleges lecturers awarded Bursaries	
	1.7 Support the CET Colleges through skills development interventions	25 CET colleges lecturers awarded skills development programmes	108 CET colleges lecturers awarded skills development programmes	
		507 CET learners accessing AET programmes	2473 CET learners accessing AET programmes	
		100 Managers receiving training on curriculum related studies	179 Managers receiving training on curriculum related studies	
	Outcome 6 Skills development support for entrepreneurship and cooperative development	1.8 Increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives	22 co-operatives supported with training interventions	132 co-operatives supported with training interventions or funded
			20 small businesses supported with training interventions	131 small businesses supported with training interventions or funded
30 people trained on entrepreneurship supported to start their businesses			170 people trained on entrepreneurship supported to start their businesses	

# STRATEGIC PLAN 2020/21 -2024/25

PROPOSED – VERSION 2

MTSF Priority 3: Education, Skills, and Health			
NSDP Outcomes	LGSETA Outcome Indicators	Baseline	Five -Year Target
		20 CBOs/ NGOs/ NPOs supported with training interventions	131 CBOs/ NGOs/ NPOs supported with training interventions or funded
		5 Rural Development Projects initiated.	25 Rural Development Projects initiated.
<b>Outcome 7</b> <b>Encourage and support worker-initiated training</b>	1.9 Support worker development programmes through worker-initiated training in the local government sector	2 Trade Unions supported through the relevant skills training interventions	2 Trade Unions supported through the relevant skills training interventions
<b>Outcome 8</b> <b>Support career development services</b>	1.10 Increase access to career development services through career development events/exhibitions implemented on occupations in high demand	0 career development events in urban and rural areas on occupations in high demand	204 career development events participated in urban and rural areas on occupations in high demand
		25 career development practitioners trained	219 career development practitioners trained
		0 capacity building workshops on Career Development Services initiated	36 capacity building workshops on Career Development Services initiated

## 3.1 EXPLANATION OF PLANNED PERFORMANCE OVER THE FIVE-YEAR PLANNING PERIOD

The NSDP 2030 necessitates reviews of the policy and legislative frameworks that govern the functioning of the SETAs. Furthermore, to review and design programmes and interventions directed towards the pursuit of the outcomes and objectives of the NSDP 2030. The eight outcomes of the NSDP have been aligned to the LGSETA Strategic Outcomes below. These outcomes speak to the following five strategic priorities namely:

- Enhancing good governance, leadership, and management capabilities
- Promoting sound financial management and financial viability
- Enhancing infrastructure and service delivery
- Enhancing municipal planning
- Promoting spatial transformation and inclusion

The abovementioned strategic focus areas or priorities are organised to support skills needs aligned to the objectives of local government. The strategic initiatives and outcome indicators contribute to the eight outcomes of the NSDP (2030).

### 3.1.1 CONTRIBUTION OF STRATEGIC OUTCOMES TO FIVE YEAR IMPLEMENTATION

#### **Outcome 1: Identify and increase the production of occupations in high demand**

The primary aim of determining occupations in high demand is to improve the responsiveness of the post school education and training system to the needs of the economy and to the broader developmental objectives of the country. LGSETA will facilitate and promote national enrolment and resource ratios for the high, intermediate, and elementary skills level. A quarterly report indicating the overall SETA discretionary budget and its appropriation to address the categories of skills level (high, intermediate, and elementary) will be generated. Other strategic interventions to be employed to increased production of occupations in high demand include but are not limited to; WSPs and ATRs approvals and payments, sector research agreements signed for TVET growth, Learners who completed workplace-based learning programmes absorbed into employment and skills planning research established.

#### **Outcome 2: Linking education and the workplace**

The LGSETA will ensure that learners are linked to workplaces through ensuring workplace-based learning opportunities are provided towards the achievement of qualifications through internships, bursaries and learnerships as well as for work experience through graduate internship programmes to enable experience to be gained for employability. Such opportunities also require workplace mentors and coaches to be available and trained adequately to provide the necessary support to learners and candidate. Such initiatives will be strengthened through partnerships with professional bodies to assist with supporting graduates as well as identifying appropriate workplaces to gain best practices.

#### **Outcome 3: Improving the level of skills in the South African workforce**

South Africa is challenged by low productivity in the workplace, as well as slow transformation of the labour market and a lack of mobility of the workforce, largely because of inadequate, quality assured training for those already in the labour market. The LGSETAs will support the training of employed workers and encourage employers to expand such training to improve the overall

productivity of the economy, achieve transformation and address skills imbalances in our workforce in particular and the labour market in general.

#### **Outcome 4: Increase access to occupationally directed programmes**

The NDP target of 30,000 artisans to be produced annually by 2030 is an indication that South Africa's intermediate skills base is too low to support the country's socio-economic development goals. The workforce is also not keeping pace with the skills required to remain competitive in an increasingly knowledge-based economy. To address this, the LGSETA in partnership with Council for Trades and Occupations will develop new occupational qualifications which will become an important part of the offerings in private colleges and public TVET colleges and CET colleges.

#### **Outcome 5: Support the growth of the public college system**

The LGSETA will support the growth of stronger TVET colleges which are aimed at expanding the provision of mid-level technical and occupational qualifications. These will articulate directly into the world of work for the growing numbers of young people leaving the schooling system. A significantly expanded TVET institutional type will also relieve the higher education institutional type which is already under strain from high demand driven by student aspirations for post-school education and a lack of alternative and attractive opportunities elsewhere in the PSET system. TVET is a high priority for government.

#### **Outcome 6: Skills development support for entrepreneurship and cooperative development**

The LGSETA will continue to support entrepreneurship development, trade unions, cooperatives, NGO's and NPO's through various programmes and initiatives. Such programmes and initiatives should be aligned to national strategies relating to local government as well as strengthened through the role of partnership to ensure collaboration including capacity building, research, and delivery of learning interventions. Such initiatives and programmes are aimed at enhancing local economic development and improving service delivery as key objectives of local government.

#### **Outcome 7: Encourage and support worker-initiated training**

The LGSETA will encourage and support worker-initiated training to address occupations in high demand. This outcome will require collaboration and partnership with the two trade unions namely SAMWU and IMATU in order to support training programmes and initiatives linked to identified occupations in high demand in the local government sector.

#### **Outcome 8: Support career development services**

The LGSETA will promote local government occupations through supporting the high school development programme initiative as well as developing and promoting qualifications and skills programmes relevant to local government career pathways. Career guidance services are key and the LGSETA will conduct career guidance sessions to provide meaningful career guidance to both urban and rural municipal areas. The LGSETA aims to be impactful during career exhibitions, workshops and initiatives by ensuring that new graduates and learners are being attracted into local government in pursuing their career pathways, particularly those relating to service delivery areas. Furthermore, the LGSETA aims to improve the content of the career guidance booklets to include learning pathways of strategic occupations in the local government sector, which will assist different categories of learners including new entrants to be able to choose key occupations that suit their interest and passion.



4. KEY RISKS AND MITIGATIONS

Table 21: LGSETA Strategic Risks

LGSETA Outcome Statement	Risk Statement	Risk Mitigating Strategies
Improved critical skills in the local government workforce in order to enhance service delivery and economic growth prospects	Limited or reduced financial resourcing to support organisational programmes	<ol style="list-style-type: none"> <li>1. Intensify identification of value-adding strategic partnerships through implementation of Strategic Partnership Model to enhance skills development.</li> <li>2. Identify and intensify engagements with entities within the LGSETA mandate but paying levies to other SETAs to bring them on board.</li> <li>3. Identify various cash-generating and investment strategies to increase own revenue.</li> </ol>
Effective internal control and compliance monitoring system	Inadequate business continuity response plans to manage the potential effects of business disruptions	<ol style="list-style-type: none"> <li>1. Review and approve Business Continuity Policy and Plan.</li> <li>2. Review and approve Business Continuity Management (BCM) threat register and plans.</li> <li>3. Develop Business Continuity Management (BCM) strategies and solutions.</li> </ol>
Effective internal control and compliance monitoring system	Inadequate processes to support organizational efficiency and effectiveness	<ol style="list-style-type: none"> <li>1. Finalise OD project and implement recommendations.</li> <li>2. Develop integrated management system.</li> <li>3. Finalise standardized business process.</li> <li>4. Develop succession and retention plan.</li> <li>5. Review ICT strategy to respond to integration of systems.</li> </ol>
Improved promotion of local government occupations for new graduate entrants through career development services	Impaired organisational reputation	<ol style="list-style-type: none"> <li>1. Conduct stakeholder advocacy programme that will result in awareness and advocacy of LGSETA programmes. (Including stakeholder Imbizos)</li> <li>2. Develop case management system/solution</li> <li>3. Review crisis management procedures both internal and external</li> <li>4. Conduct fraud, corruption and maladministration awareness/workshops on the approved Fraud Prevention and Whistle Blower Policy</li> </ol>

LGSETA Outcome Statement	Risk Statement	Risk Mitigating Strategies
Improved delivery of quality occupational directed programmes and the growth of the public college sector	Inadequate quality management processes	<ol style="list-style-type: none"> <li>1. Develop project management policy, processes, and tools.</li> <li>2. Develop adequate quality assessment tools for service providers</li> <li>3. Conduct adequate monitoring and evaluation of projects and programmes to ensure quality including the Management Information System (MIS).</li> </ol>
Improved promotion of local government occupations for new graduate entrants through career development services	Inadequate stakeholder relationships and partnerships management	<ol style="list-style-type: none"> <li>1. Develop a Strategic Partnerships Policy and SOP</li> <li>2. Create dedicated partnership and stakeholder position or unit</li> <li>3. Conduct a stakeholder segmentation analysis and implement recommendations</li> </ol>
Effective internal control and compliance monitoring system	Breach of information security and related cyber attacks	<ol style="list-style-type: none"> <li>1. Develop a Privacy Policy</li> <li>2. Review and approve ICT Governance Framework</li> <li>3. Develop adequate POPIA implementation plan</li> <li>4. Conduct refresher and continuous POPIA &amp; PAIA training</li> <li>5. Conduct annual cyber and overall security assessment</li> <li>6. Develop records, knowledge and information management policy</li> <li>7. Implement security assessment recommendations</li> <li>8. Implement Board resolution on the Management Information System (MIS)</li> </ol>

# PART D: TECHNICAL INDICATOR DESCRIPTIONS

## TECHNICAL INDICATOR DESCRIPTIONS

Technical Indicator Description	Outcome Indicator
Indicator Title	1.1 National enrolment and allocation ratios for the high, intermediate, and elementary skills level
Definition	<p>This refers to enrolment and allocation ratios in relation to the discretionary grants disbursed 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>• Skills at high level: At least 07% of the discretionary grant allocations as a percentage of high skills (NQF7 and beyond)</li> <li>• Skills at intermediate level: At least 50% of the discretionary grants allocations as a percentage of intermediate skills (NQF4 to NQF6)</li> <li>• Skills at elementary level: At least 43% of the discretionary grants allocations as a percentage of elementary skills (NQF 1 to NQF 3)</li> </ul>
Source of Data	Discretionary Grants applications by the sector.
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>• Discretionary grant allocations for high skill level against total discretionary grants allocation * 100</li> <li>• Discretionary grant allocation for intermediate skill level against total discretionary grants allocation * 100</li> <li>• Discretionary grant allocation for elementary skills level against total discretionary grants allocation * 100</li> <li>• Simple count of learners acquiring skills at high skill level against the total number of discretionary grants allocated * 100</li> <li>• Simple count of learners acquiring skills at intermediate skill level against the total number of discretionary grants allocated * 100</li> <li>• Simple count of learners acquiring skills at elementary skill level against the total number of discretionary grants allocated * 100</li> </ul>
Assumptions	Discretionary grant application and allocation report
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Desired Performance	<p>At least 07% of discretionary allocations to develop high level skills;                      At least 50% of discretionary allocations to develop intermediary skills; and                      At least 43% discretionary allocations to develop elementary skills</p>
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	1.2 Identification of interventions required to improve enrolment and completion of priority occupations
Definition	This refers to interventions required to improve enrolment and completion of priority occupations through any evaluation studies including tracer study on learners who completed workplace-based learning programmes absorbed into employment or self-employment.
Source of Data	-Evaluation agreements signed between the LGSETA and Universities/Service Provider -MIS Data -Tracer study reports that indicate the number of learners who completed qualifications and absorbed in the workplace into employment or self-employment
Method of Calculation / Assessment	Simple count of interventions according to the SPOI/PIVOTAL list based on the Annual Performance Report on interventions achieved
Assumptions	Analysis of the annual performance reports aligned to sector priority occupations and interventions
Disaggregation of beneficiaries	Entered: Women, Youth and People with disabilities  Completion Entered: Women, Youth and People with disabilities
Spatial Transformation	N/A
Desired Performance	Number of achieved interventions according to priority occupation interventions achieved per the Top 10 SPOI/PIVOTAL List
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	1.3 Opening of workplace-based learning opportunities increased
Definition	<p>The opening of workplace-based learning opportunities refers to learners of TVET and University Work Integrated Learning (WIL); Internships, Learnerships, Candidacy and Skills programmes as detailed below:</p> <p><u>University and TVET WIL Programmes</u> This refers to University and TVET students in a work integrated learning programme and entered refers to the date the LGSETA enters into a funding agreement with the university/TVET to place students. This will consist of two categories i.e., entered and completed university students in a work integrated learning programme.</p> <p><u>Skills Programmes</u> This refers to unemployed learners entered for skills programmes that can be either PIVOTAL or non-PIVOTAL for the financial year, meaning credit-bearing or non-credit-bearing skills programmes. This will consist of two categories i.e., entered and completed unemployed learners in a skills programme.</p> <p><u>Internships</u> This refers to unemployed graduates in possession of a National Diploma or University degree;</p>

	<p>Or TVET learners who are in possession of a National Certificate Vocational, NCV level 4 enrolled in a workplace and unemployed interns who have completed an internship. This will consist of two categories namely enrolled and completed unemployed learners who are acquiring workplace experience/internship.</p> <p><u>Learnerships</u> This refers to structured learning programmes comprising theoretical and practical workplace experiential learning over a period of least twelve months/18 months/24 months or 36 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, internship programme.</p> <p><u>Candidacy</u> This includes candidacy programmes where it refers to both employed and unemployed individuals depending on the profession. The programme facilitates access to mentorship, training, and professional registration, to build the professional skills required in certain occupations, supporting service delivery within the municipality. Candidacy programmes will consist of two categories i.e., employed, and unemployed individuals who enters and complete the programme.</p> <p>NB: Disclaimer entered refers to new university students in a work integrated learning program while completed refer to existing university students in a work integrated learning program who already have a funding agreement with LGSETA.</p>
Source of Data	<p>Entered: Letter of award, funding agreement, list of learners in organisation on letterhead, learner registration form, certified ID copy, letter/contract of employment, highest qualification. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.</p> <p>Completion: Certified ID copy Signed letter of completion from the employer</p>
Method of Calculation / Assessment	<p><u>University and TVET Students for WIL</u> Simple count of University and TVET students entered work integrated learning to complete their qualifications placed in workplace over five-year period + simple count of university students and TVET students who completed their Work Integrated Learning placement over a five-year period.</p> <p><u>Skills Programmes</u> Simple count of unemployed learners enrolled for skills programmes over five-year period + simple count of unemployed learners who completed skills programmes over a five-year period.</p> <p><u>Internships</u> Simple count of unemployed learners entered for internship to complete their workplace experience over a five-year period + simple count of unemployed learners who completed their internship over a five-year period.</p> <p><u>Candidacy</u> Simple count of employees and/or unemployed learners enrolled for the candidacy programmes over a five-year period + simple count of employees and/or unemployed learners who completed candidacy programme over five-year period.</p>

	<p><u>Learnerships</u> Simple count of unemployed learners enrolled in learnership programmes over a five-year period + 1200 unemployed learners completed learnership programme over five-year period.</p>
Assumptions	Contribution towards the improvement of the local government skills development agenda
Disaggregation of beneficiaries	Entered:(Women, Youth and People with disabilities)  Completion: (Women, Youth and People with disabilities)
Spatial Transformation	N/A
Desired Performance	<p>-6249 University and TVET students requiring work integrated learning to complete their qualifications placed in workplaces + 817 University students and 2029 TVET students completed their Work Integrated Learning placement over a five-year period. -2252 unemployed learners enrolled in internships over five-year period + 906 unemployed learners completed internships over a five-year period. -834 employees and unemployed learners enrolled for the candidacy programme + 214 employees and unemployed learners completed candidacy programme over a five-year period -7344 unemployed learners enrolled for learnership programme + 4507 unemployed learners who completed learnership programme over a five-year period. - 7096 unemployed learners enrolled for skills programmes + 5462 unemployed learners completed skills programme over a five-year period.</p>
Indicator Responsibility	Chief Operations Officer

Technical Indicator	Outcome Indicator
Indicator Title	1.4 Increase workers participating in various learning programmes
Definition	<p>The increase of workers participating in various learning programmes refer to workers enrolled and completing workers granted and completing bursaries, workers enrolled and completing skills programmes and workers enrolled and completing AET programmes.</p> <p><u>Skills Programmes</u> Workers entered for skills programmes that can be either PIVOTAL or non-PIVOTAL 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.</p> <p><u>Bursaries</u> Employees awarded bursaries refers to a grant awarded to employed learners enrolled on part or full NQF qualifications. This will consist of two categories i.e., entered and completed workers awarded bursaries. Note: There are exclusions on special projects</p> <p><u>AET</u> AET programmes required for workers in the local government sector refers to skills programmes and qualifications at NQF level 1 and below (meaning ABET 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</p>

	<p>programmes will consist of two categories i.e. entered and completed workers in an AET programmes.</p> <p>NB: Disclaimer entered refers to new workers in learnerships programme while completed refer to existing workers in learnership programmes who already have a funding agreement with LGSETA.</p>
Source of Data	<p><b>Entered:</b> Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p><b>Completion:</b> Certificate of attendance/completion or statement of results or certificate from the entity.</p>
Method of Calculation / Assessment	<p><u>AET Programmes</u> Simple count of workers enrolled for AET programme + simple count of workers completed AET programme over a five-year period.</p> <p><u>Skills Programmes</u> Simple count of unemployed learners enrolled for skills programmes over five-year period + simple count of) unemployed learners who completed skills programmes over a five-year period</p> <p><u>Bursaries</u> Simple count of workers granted bursaries (new entries over five-year period + simple count of workers granted bursaries (continuing) over five-year period + simple count of workers granted bursaries and completed their studies over a five-year period.</p>
Assumptions	Contribution towards the improvement of the local government skills development agenda
Disaggregation of beneficiaries	<p>Entered: Women, Youth and People with disabilities</p> <p>Completion Entered: Women, Youth and People with disabilities</p>
Spatial Transformation	N/A
Desired Performance	<p>- 13 220 workers enrolled for skills programmes over a five-year period + 8757 workers completed skills programmes over a five-year period.</p> <p>- 604 workers enrolled for AET programme + 373 workers who completed AET programme over five-year programme</p> <p>- 1035 workers awarded bursaries over five-year period + 419 workers granted continuing bursaries over five-year period + 586 workers granted bursaries completed their study over five-year period.</p>
Indicator Responsibility	Chief Operations Officer



Technical Description	Indicator	Outcome Indicator
Indicator Title		1.5 Increase access of unemployed learners to occupationally directed programmes within the local government sector
Definition		<p>Increase access of unemployed learners to occupationally directed programmes refer to artisan development programme, ARPL/RPL, unemployed learners accessing and completing bursaries.</p> <p><u>Artisan Development</u> 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 the integration of workplace and institutional learning. This will consist of two categories i.e., entered and completed apprentices in an artisan development program.</p> <p><u>ARPL/RPL</u> 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 twelve 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.</p> <p><u>Bursaries</u> Unemployed awarded bursaries to pursue their studies refers to a monetary award that is given to learners, this intervention is a grant awarded to employed learners enrolled on a partial or full NQF qualification. This will consist of three categories i.e. entered, continuing and completed unemployed awarded bursaries.</p> <p>NB: Disclaimer entered refers to new apprentices in an artisan development program and completed refers to apprentices in an artisan development programme who already have a funding agreement with LGSETA.</p>
Source of Data		<p><u>Artisan Development Programme</u> Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.</p> <p>Completion: Trade test certificate</p> <p><u>RPL/ARPL</u> Entered: 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</p>

	<p><u>Bursaries</u> 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>Completions: Results from the institution Results from the institution or a signed letter confirming completion of study from institution</p>
Method of Calculation / Assessment	<p><u>Artisan Development</u> Simple count of artisan learner enrolled over five-year period + simple count of Artisan learners completed over a five-year period.</p> <p><u>ARPL/RPL</u> Simple count of learners entered for RPL/ ARPL programme over a five-year period + simple count of learners completed RPL/ ARPL over five-year programme</p> <p><u>Bursaries</u> Simple count of unemployed learners awarded bursaries -new entries over a five-year period + simple count of unemployed learners granted bursaries continuing over a five year period + simple count of unemployed learners completed bursaries over a five-year period.</p>
Assumptions	Contribution towards the improvement of the local government skills development agenda
Disaggregation of beneficiaries	Entered: Women, Youth, and People with disabilities Completion Entered: Women, Youth and People with disabilities
Spatial Transformation	N/A
Desired Performance	<ul style="list-style-type: none"> <li>- 1405 artisan learners enrolled over five-year period + 272 artisan learners completed over a five-year period.</li> <li>- 1476 learners entered for RPL/ ARPL programme + 576 employees learners completed for RPL/ ARPL over five-year period.</li> <li>- 2538 unemployed learners awarded bursaries -new entries over five-year period + 844 unemployed workers granted bursaries continuing over five-year period + 694 unemployed learners granted bursaries completed over five-year period.</li> </ul>
Indicator Responsibility	Chief Operations Officer



Technical Indicator	Outcome Indicator
<p><b>Indicator Title</b></p> <p><b>Definition</b></p>	<p>1.6 Support the TVET Colleges through skills development interventions</p> <p>The support of TVET colleges through skills development interventions refer to centres of specialisation, TVET lecturers exposed to industry, managers receiving training of curriculum and TVET lecturers awarded bursaries.</p> <p><u>TVET Lectures exposed to industry</u> TVET lecturers exposed to the industry through skills programme refers to TVET lecturers who are funded by LGSETA and entered into a development programme for the financial year under review.</p> <p><u>Centres of Specialisation</u> Refers to learners in a centre of specialisation supported through an apprenticeship training. The number of individuals who entered the programme: refer to the date of commencement on the funding agreement between the entity and the LGSETA.</p> <p><u>Managers receiving training on curriculum</u> Managers receiving Training on curriculum related studies for the financial year under review the date of commencement on the funding agreement between the entity and the LGSETA will be considered as a start for training. This will consist of two categories i.e. CET and TVET managers receiving training on curriculum related studies per annum</p> <p><u>TVET lectures awarded bursaries</u> TVET college lecturers awarded bursaries refers to a monetary award is given to learners, as a grant awarded to employed learners enrolled on partial or fulltime NQF qualifications. The date of commencement on the funding agreement between the entity and the LGSETA Note: There are exclusions on special projects.</p>
<p><b>Source of Data</b></p>	<p>-Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity. -Signed MoU's between LGSETA and the Centres of Specialisation -Bursary agreement, Acceptance letter or proof of registration from the institution</p>
<p><b>Method of Calculation / Assessment</b></p>	<p><u>TVET lecturers exposed to industry</u> Simple count of TVET Lecturers exposed to the industry through skills programme over five-year period</p> <p><u>Centres of Specialisation</u> Simple count of Centres of Specialisation supported over five-year period</p> <p><u>Managers receiving training on curriculum</u> Simple count of managers receiving training on curriculum related studies over a five-year period + simple count of TVET managers receiving training on curriculum related studies over five-year period.</p> <p><u>TVET lecturers awarded bursaries</u> Simple count of college lecturers awarded a bursary over a five-year period</p>
<p><b>Assumptions</b></p>	<p>Contribution towards the improvement of the South African education college education system</p>
<p><b>Disaggregation of beneficiaries</b></p>	<p>Women, Youth, People with disabilities</p>
<p><b>Spatial Transformation</b></p>	<p>N/A</p>
<p><b>Desired Performance</b></p>	<p>190 TVET Lecturers exposed to the industry through skills programme over five-year period</p>

	<ul style="list-style-type: none"> <li>- 20 Centres of Specialisation supported over a five-year period</li> <li>- 179 CET Managers receiving training on curriculum related studies over five-year period + 102 TVET Managers receiving training on curriculum related studies over five-year period.</li> <li>-100 TVET College Lecturers awarded bursaries over a five-year period</li> </ul>
Indicator Responsibility	Chief Operations Officer

Technical Description	Indicator	Outcome Indicator
Indicator Title		1.7 Support the CET colleges through skills development interventions
Definition		<p>The support to CET colleges through skills development interventions includes CET lecturers awarded skills development programmes and CET learners accessing AET programmes.</p> <p><u>CET lecturers awarded skills programmes</u>                      Skills program as a short intervention allows for an individual to do more than one skills programme in a financial year. These individuals will be reported for each skills programme done.                      PIVOTAL Skills Programmes are learning interventions, which have been designed and intended to be occupationally based, short-term learning programmes. When these programmes are successfully completed, they will contribute credits towards an NQF qualification.</p> <p><u>CET learners accessing programmes</u>                      CET College unemployed learners entered refers to for AET training for all levels to sustain the foundation for lifelong learning in literacy, numeracy and basic (general) education. This will consist of two categories i.e. entered and completed CET College unemployed learners.                      NB: Disclaimer entered refers to new CET college unemployed learners in AET programme while completed refers to CET college unemployed learners in AET programme who already have a funding agreement with LGSETA.                      Note: There are exclusions on special projects.</p>
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		<ul style="list-style-type: none"> <li>- Simple count of CET College Lecturers entered for skills programmes over five-year period</li> <li>- Simple count of unemployed learners from CET entering AET programme over a five-year period + simple count unemployed learners from CET completed AET programme over a five-year period</li> </ul>
Assumptions		Contribution towards the improvement of the South African education college education system
Disaggregation of beneficiaries	of	Women, Youth and People with disabilities
Spatial Transformation		N/A
Desired Performance		<ul style="list-style-type: none"> <li>- 108 CET College Lecturers entered for skills programmes over a five-year period</li> <li>- 2473 unemployed learners from CET entering AET programme over five-year period +</li> <li>- 179 unemployed learners from CET completed AET programme over five-year period.</li> </ul>
Indicator Responsibility		Chief Operations Officer



Technical Description	Indicator	Outcome Indicator
Indicator Title		1.8 Increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives in the local government sector
Definition		<p>The increase of skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives in the local government sector includes Co-operatives and small business, CBO's/NGO's/NPO's supported on training initiatives and people trained on entrepreneurship</p> <p><u>Co-operatives and Small Business supported on training interventions</u> Support for Co-operatives and Small Businesses refers to training interventions which is a short intervention that allows for an individual to do more than 1 skills program in a financial year. This will be done through PIVOTAL or non-PIVOTAL skills development programme. This will include two categories for Co-operatives and Small Businesses supported with training interventions or funded.</p> <p><u>CBOs/NGOs/NPOs supported on training initiatives</u> CBOs /NGOs /NPOs supported through skills development programme training per annum is a short intervention allows for an individual to do more than one skills programme in a financial year, this will be done through PIVOTAL or non-PIVOTAL skills development programmes.</p> <p><u>People trained on entrepreneurial skills</u> People to trained on entrepreneurial skills refers to training interventions or funded is a short intervention allows for an individual to do more than 1 skills program in a financial year. This will be done through PIVOTAL or non-PIVOTAL skills development programmes during the financial year. Note: There are exclusions on special projects.</p>
Source of Data		<p>-Co-operative and Small business 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</p> <p>-Not-for-profit 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.</p>
Method of Calculation / Assessment		<p>- Simple count of Co-operative + Small business supported with training interventions or funded over five-year period</p> <p>- Simple count of people trained on entrepreneurial skills over five-year period</p> <p>- Simple count of CBOs /NPOs /NGOs supported with training interventions over five-year period</p>
Assumptions		When these programmes are successfully completed, they will contribute credits towards an NQF qualification
Disaggregation of beneficiaries	of	N/A
Spatial Transformation		N/A

Desired Performance	- 132 co-operatives and 131 small businesses supported through skills development programmes over a five-year period - 170 people trained on entrepreneurial skills over a five-year period - 131 CBOs /NPOs /NGOs supported through skills development programmes over a five-year period
Indicator Responsibility	Chief Operations Officer

Technical Description	Indicator	Outcome Indicator
Indicator Title		1.9 Support worker development programme through worker-initiated training in the local government sector
Definition		Refers to worker-initiated training (trade unions) interventions supported through capacity building. Note: There are exclusions on special projects.
Source of Data		Funding agreement from the entity. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity
Method of Calculation / Assessment		A total of 2 Trade unions supported through skills development programmes
Assumptions		Contribute toward leadership development with a view to strengthen local government sector
Disaggregation of beneficiaries	of	Women, Youth, People with disabilities
Spatial Transformation		N/A
Desired Performance		2 Trade unions supported through skills development programmes over a five-year period
Indicator Responsibility		Chief Operations Officer

Technical Description	Indicator	Outcome Indicator
Indicator Title		1.10 Increase access to career development services through career development events participated in urban and rural areas on occupations in high demand
Definition		This refers to the number of career development events, capacity building sessions and activities including exhibitions that the LGSETA initiated or attends in urban and rural areas – to provide information about occupations in high demand within the local government sector and distributing LGSETA career handbooks. Further it refers to the number of career development practitioner trained. It is important that career development guidance events 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
Source of data		Invitation letters to host or to attend a career guidance event and attendance registers
Method of Calculation / Assessment		Simple count of rural and urban areas events in which the LGSETA hosted or attended in the financial year under review Simple count of career development practitioners trained Simple count of capacity building sessions held on career development services
Assumptions		LGSETA receives sufficient invites to participate in the career awareness events and the organisers do not cancel planned career awareness events. Sufficient number of career development practitioners to be trained annually.
Disaggregation of Beneficiaries (where applicable)		Number of career development practitioners trained
Spatial Transformation (where applicable)		N/A
Desired Performance		204 career development events/exhibitions participated in urban and rural areas on occupations in high demand over a five-year period. 219 career development practitioners trained over a five-year period. 36 capacity building workshops held on career development services over a five-year period.
Indicator Responsibility		Executive Manager: Corporate Services



# ANNEXURE A: DISTRICT DEVELOPMENT MODEL



**Annexure A: District Development Model**

Table 22: DDM Projects and Related Interventions

Areas of intervention	Project Description	Budget Allocation	District Municipality	Location: GPS coordinates	Project Leader	Social Partners
Water and Sanitation	<b>Learnership:</b> 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
	<b>Learnership:</b> 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
	<b>Learnership:</b> National Certificate: 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
	<b>Learnership: NC:</b> 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

# STRATEGIC PLAN 2020/21 - 2024/25



Areas of Intervention	Project Description	Budget Allocation	District Municipality	Location: GPS coordinates	Project Leader	Social Partners
	<b>Learnership:</b> Further Education and Training Certificate: 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
	<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
Environmental Management	<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



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

