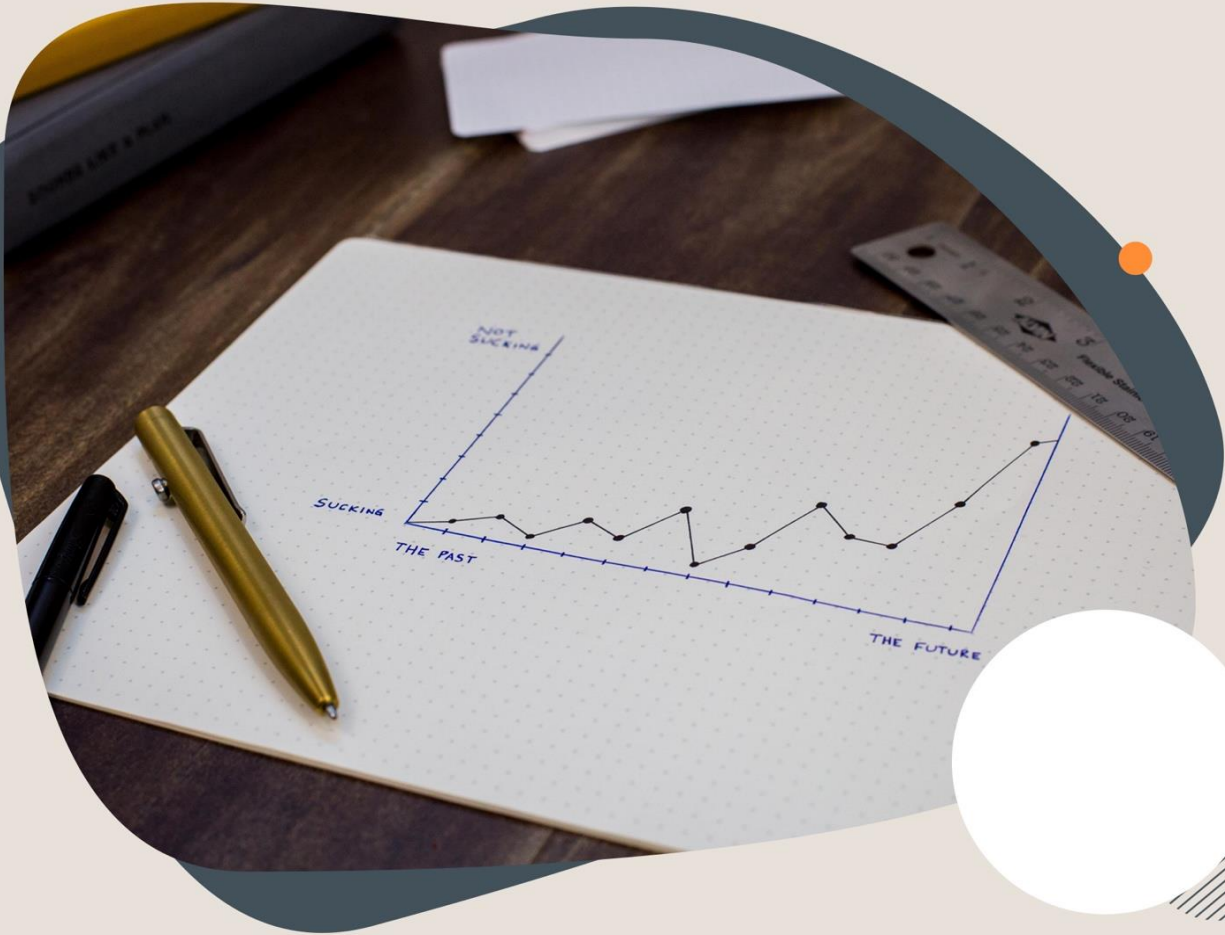




LGSETA

CREATING GREATER IMPACT



ANNUAL PERFORMANCE PLAN 2023/24



LGSETA ANNUAL PERFORMANCE PLAN 2023/24



EXECUTIVE AUTHORITY STATEMENT

It gives me pleasure to table the Annual Performance Plan (APP) for the Local Government Sector Education and Training Authority (LGSETA) to Parliament for the 2021/22 to 2023/24 period. This APP is crafted at a time when the LGSETA will be implementing the National Skills Development Plan (NSDP) 2030 for a fourth consecutive year. Despite the turbulences and uncertainties, the LGSETA still exudes confidence to respond to the NSDP strategy through facilitating the implementation of the skills development interventions in the local government sector. Over and above, in responding to the National Development Plan 2030's Chapter 13 of Building a Capable and Developmental State, and the Economic Reconstruction and Recovery Skills Strategy, the LGSETA will be required to be strategic, visionary, and ultimately influential in the way it operates.

This APP is informed by the LGSETA Sector Skills Plan (SSP) and the Strategic Plan (SP), which outlines the strategic priorities of the LGSETA in accordance with national imperatives, including the Medium-Term Expenditure Framework (MTEF). This APP is in line with the identified strategic goals, and strives to strengthen the LGSETA's capability through policies, processes, systems, and competencies; and to improve the local government sector's capability through partnerships and collaboration.

For the LGSETA to perform optimally, it therefore cannot operate in an archipelago. The institution must collaborate with the respective stakeholders including the SETAs, higher education institutions (HEIs), research bodies and professional bodies. The White Paper on Post-School Education and Training (PSET) has made emphasis that the SETAs should collaborate with other institutions in the skills development fraternity. In responding to this strategic call, the LGSETA is implementing its Strategic Partnership Model aimed at identifying pertinent stakeholders that can bring added value to the SETA work. In addition, the LGSETA is implementing its discretionary grant window process for the second consecutive year, which is aimed at creating synergy between planning and development activities.

The Intergovernmental Relations Act of 2005 which is now gaining momentum through the District Development Model provides the LGSETA opportunities to implement its DDM strategy in accordance with the nine broad service delivery areas in the local government sector. This enables the LGSETA to take the lead in ensuring that its Sector Skills Plan is informing the skills development interventions to meet the specific needs within the Districts and Special Economic Zones.

The LGSETA is determined to build capacity for the stakeholders in the sector, including the Councillor Development Strategy, which will see the second phase of the strategy being implemented to provide the necessary skills to the political in the respective municipal councils to acquire the necessary skills for committee portfolios. The traditional leadership will be prioritised on relevant capacity-building programmes and this initiative will be scaffolded by the developmental strategy which is currently underway. I am therefore brimming with confidence that the LGSETA is geared to implement the 2023-2024 APP and will pull out all stops to change the morphology of the local government sector through the implementation of the responsive skills development interventions.

Dr B.E Nzimande
Minister of Higher Education, Science, and Innovation

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



ACCOUNTING AUTHORITY STATEMENT

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

The Revised National Treasury Framework for Strategic Plans and Annual Performance Plans has been used as a basis for the preparation of this Annual Performance Plan. It is submitted in accordance with the requirements of the Department of Higher Education and Training, Science and Technology, the PFMA and National Treasury regulations. This Annual Performance Plan is informed by the LGSETA's Sector Skills Plan for 2023/2024. The LGSETA also conducts credible research which feeds into the SSP. The LGSETA will be facilitating the implementation of the skills development interventions informed by the impact-orientated model.

In the implementation of this APP, the LGSETA will be guided by its SSP for the 2023/2024 financial year, which identifies the following Sector Priority Occupations:

- ✓ Water Plant Operator;
- ✓ Supply Chain Manager;
- ✓ Information Technologist;
- ✓ Town Planning Technician;
- ✓ Building Inspector;
- ✓ Civil Engineer;
- ✓ Electrician;
- ✓ Plumber
- ✓ Drainage, Sewerage and Storm Water Worker
- ✓ Environmental Health Officer.

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

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



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

In responding to the Economic Reconstruction and Recovery Plan, the LGSETA will focus on interventions to allow large numbers of young people to access opportunities in the short-term to ensure that they are able to be absorbed into high-potential growth sectors to boost job creation, and up-skill workers as to enhance productivity. In addition to the above, the LGSETA will also have flagship projects focusing on the transformational imperatives, including women employment, youth, and persons with disabilities in the local government sector. In addressing the triple challenges (inequality, poverty, and unemployment), the LGSETA will further embrace the District Development Model, in support of the Intergovernmental Relations Act of 2005, which aims to accelerate, align, and integrate service delivery for the nine broad service areas. During the 2021-2022 financial year, the LGSETA conducted studies on and including the following:

- ❖ The role of e-apprenticeship as an alternative delivery initiative to promote TVET occupationally directed programmes.
- ❖ Explore the digital skills needs of cooperatives and small-medium enterprises in response to COVID-19
- ❖ Exploring the smart city concept and its impact on the local government sector.

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

This APP is an affirmation that the LGSETA is ready to be a game-changer in the local government sector through creating a workplace environment conducive to learning and skills development. The LGSETA is determined to improve its performance in the 2023-2024 financial year, taking into consideration the implementation of the Auditor-General's findings. The LGSETA will continue to rise above the occasion in transforming the skills development trajectory and ensuring that the skills development needs are aligned to the different contexts in the local government sector. It is, therefore, the pleasure of this Board to submit this APP for April 2023 to March 2024, together with the revised SP and SSP.

Mr Phumlani Mntambo
Accounting Authority of LGSETA

LGSETA ANNUAL PERFORMANCE PLAN 2023/24




OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Local Government SETA under the guidance of the Chief Executive Officer, Mr Ineeleng Molete.
- Takes into account all the relevant policies, legislation, and other mandates for which the Local Government SETA is responsible.
- Accurately reflects the outcomes and outputs which the Local Government SETA will endeavour to achieve over the period 2023/24,
- Presents, to the best of our ability, the estimated budgets for the LGSETA programmes. It should also be noted that the presence of the LGSETA in all provinces is critical for proper oversight.
- Makes specific reference to the updated Sector Skills Plan for 2023/24


Nonhle Mashinini
Acting Chief Operations Officer

Signature: 
Date: 30 November 2022

Mr Kwena Mokgokong
Acting Chief Financial Officer

Signature: 
Date: 30 November 2022


Josie Singaram
Acting Executive Manager: Strategy and Planning

Signature: 
Date: 30 November 2022

Mr. Ineeleng Molete
Chief Executive Officer

Signature: 
Date: 30 November 2022

Mr Phumlani Mntambo
Accounting Authority: LGSETA

Signature: 
Date: 30 November 2022

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



CONTENTS

| | |
|--|----|
| EXECUTIVE AUTHORITY STATEMENT | 1 |
| ACCOUNTING AUTHORITY STATEMENT | 2 |
| OFFICIAL SIGN-OFF | 4 |
| ABBREVIATIONS AND ACRONYMS | 7 |
| PART A: OUR MANDATE | 9 |
| 1. Updates to the Relevant Legislative and Policy Mandates | 10 |
| 1.1 Constitutional Mandate | 10 |
| 1.2 Legislative Mandates | 11 |
| 1.3 Policy Mandates | 12 |
| 1.4 Strategic Documents | 15 |
| 2. Updates to Institutional Policies and Strategies | 19 |
| 2.1 Plan, Implement, Monitor and Improvement (PIMI) Model | 19 |
| 2.2 LGSETA Strategic Focus Areas | 20 |
| 2.3 National Skills Development Plan (NSDP): LGSETA Response to the NSDP | 21 |
| 2.4 LGSETA Response to Economic Reconstruction and Recovery Plan | 22 |
| 2.5 Councillor Development Strategy | 26 |
| 2.6 Discretionary Grant Strategic Priorities | 27 |
| 2.7 LGSETA Strategic Partnership Model | 28 |
| 3. Updates to Relevant Court Rulings | 32 |
| PART B: OUR STRATEGIC FOCUS | 33 |
| 1. Updated Situational Analysis | 34 |
| 2. External Environmental Analysis | 37 |
| 2.1 Political Factors | 38 |
| 2.2 Economic Factors | 38 |
| 2.3 Social Factors | 40 |
| 2.4 Technological Factors | 43 |
| 2.5 Environmental Factors | 44 |
| 2.6 Sectoral Priority Occupational Programmes | 45 |
| 3. Internal Environment Analysis | 47 |
| 3.1 Organisational Environment | 48 |
| 3.2 Balanced Scorecard | 50 |
| PART C: MEASURING OUR PERFORMANCE | 53 |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



| | | |
|-------|--|-----|
| 1. | Institutional Programme Performance Information | 54 |
| 1.1 | Programme 1: Administration: Finance, Internal Audit and Risk Management | 54 |
| 1.1.1 | Purpose of Programme 1: Administration - Finance, Internal Audit and | 54 |
| | Risk Management | 54 |
| 1.2 | Programme 1: Administration -Corporate Services | 57 |
| 1.1.2 | Purpose of Programme 1: Administration – Corporate Services | 57 |
| 1.3 | Programme 2: Skills Planning..... | 60 |
| 1.1.3 | Purpose of Programme 2: Skills Planning | 60 |
| 1.4 | Programme 3: Learning Programmes..... | 62 |
| 1.1.4 | Purpose of Programme 3: Learning Programmes | 62 |
| 1.5 | Programme 4: Quality Assurance..... | 70 |
| 1.5.1 | Purpose of Programme 4: Quality Assurance | 70 |
| 2. | Explanation of Planned Performance Over the Medium-Term Period..... | 73 |
| 3. | Programme Recourse Considerations | 76 |
| 4. | Updated Key Risks and mitigations from the strategic plan | 82 |
| 5. | Public Private Partnerships | 87 |
| | PART D: TECHNICAL INDICATOR DESCRIPTIONS (TIDs) | 92 |
| | Annexure D: District Development Model | 134 |

ABBREVIATIONS AND ACRONYMS

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

| | |
|------------------|---|
| NCV | National Certificate (Vocational) |
| NDP | National Development Plan 2030 |
| NEDLAC | National Economic and Development Labour Council |
| 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 ^a | National Skills Authority |
| NSA ^b | National Skills Accord |
| NSDP | National Skills Development Plan |
| PAMA | Public Administration Management Act |
| PESTEL | Political, Economic, Social, Technology, Environmental and Legal |
| PFMA | Public Finance Management Act |
| PSET | Post-School Education and Training |
| QCTO | Quality Council for Trade and Occupations |
| RDS | Rural Development Strategy |
| RPL | Recognition of Prior Learning |
| SARS | South African Revenue Service |
| SALGA | South African Local Government Association |
| SAMWU | South African Municipal Workers' Union |
| SDA | Skills Development Act |
| SDLA | Skills Development Levies Act |
| SETA | Sector Education and Training Authority |
| SIC | Standard Industrial Classification |
| SIP | Strategic Integrated Projects |
| SLA | Service Level Agreement |
| SMME | Small, Medium and Micro Enterprises |
| SOE | State-Owned Enterprises |
| SP | Strategic Plan |
| SPM | SETA Performance Management of the DHET |
| SSP | Sector Skills Plan |
| SWOT | Strengths, Weaknesses, Opportunities and Threats |
| TSHRD | Tourism Sector Human Resource Development |
| TVET | Technical and Vocational Education and Training (Formerly FET Colleges) |
| UIFW | Unauthorised, Irregular, Fruitless and Wasteful |
| VCET | Vocational and Continuing Education and Training |
| UNDP | United Nations Development Partnership |
| WSP | Workplace Skills Plan |
| WIL | Work Integrated Learning |
| YEA | Youth Empowerment Accord |

PART A: OUR MANDATE

1. UPDATES TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

1.1 CONSTITUTIONAL MANDATE

Section 29(1) (a) and (b) of Act 108 of the South African (SA) Constitution¹ provides for the State “to take reasonable measures to make adult and further education accessible to citizens, as a human right”. Further, the role of local government is emphasised in Sections 152 and 153 of the Constitution, which is *promoting social and economic development, whilst maintaining and improving service delivery to all community members*.

Section 152(1) of the Constitution 1996² states the objects of local government as:

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

Furthermore, Section 156 speaks of local government as the foundation for participatory democracy and service delivery³. Another important section of the Constitution⁴ that is applicable to local government is Section 195. Section 195(1) (a) to (i) of the Constitution further articulates the values and principles governing public administration as follows:

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

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

² Ibid

³ Ibid

⁴ Ibid

1.2 LEGISLATIVE MANDATES

The LGSETA draws its mandate from the following key legislation.

A. Skills Development Act, No. 97 of 1998

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

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

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

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

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

The objectives of the National Qualifications Framework are to:

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

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

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

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

Other legislation impacting on the mandate of the LGSETA include:

E. Municipal Systems Act, No. 2 of 2000

Section 68 (1) of the Municipal Systems Act (MSA) requires that municipalities comply with the Skills Development Act, and the Skills Development Levies Act, to develop their human resource capacity, to perform its functions and exercise its powers in an economical, effective, efficient and accountable way. The MSA asserts that should a municipality not have the financial means to provide funds for training programmes, in addition to the levy payable in terms of the Skills Development Levies Act, it may also apply to the LGSETA for funding.

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

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

G. Intergovernmental Relations Framework Act, 2005

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

1.3 POLICY MANDATES

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

A. White Paper on Local Government (1998)

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

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

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

development programmes that it funds, enable municipalities to deliver on their IDPs as well as longer-term strategic intent.

B. White Paper on Post-Schooling Education and Training

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

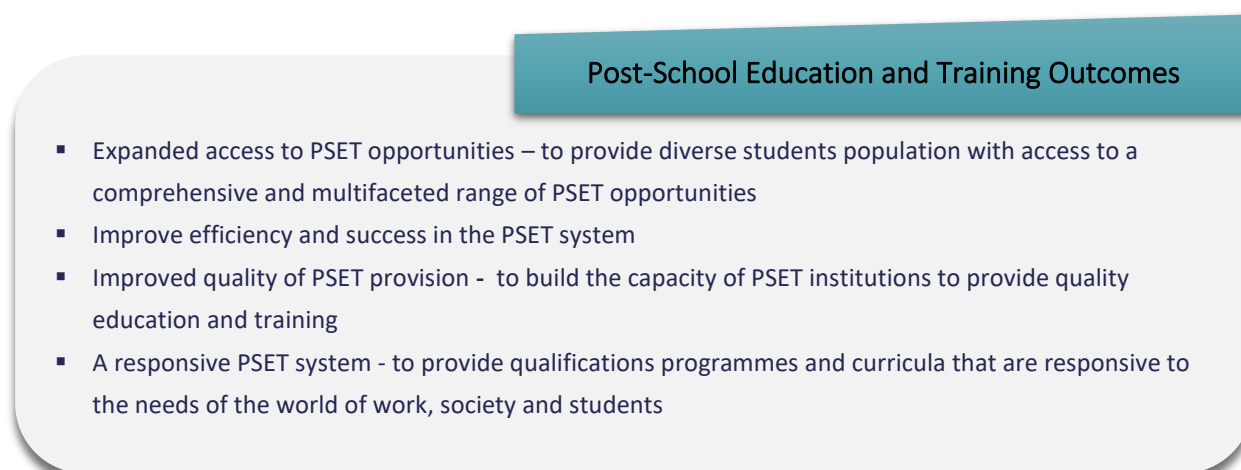


Figure 1: Post-School Education and Training Outcomes

C. National Skills Accord

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

The commitments of the NSA are listed in Figure 2.

National Skills Accord Commitments

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

Figure 2: National Skills Accord Commitments

D. Youth Employment Accord

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

E. Green Economy Accord

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

F. National Treasury Regulation

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

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

The Revised Framework for Strategic Plans and Annual Performance Plans (2020) as issued by the Department of Planning, Monitoring and Evaluation (DPME) with the purpose of providing principles for short- and medium-term planning for government institutions; and to describe how institutional

plans are to align with high level government medium- and long-term plans, and the institutional processes for the different types of plans.

1.4 STRATEGIC DOCUMENTS

A. Back-to-Basics Strategy

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

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

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

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

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

Human Resource Development Strategy Commitments

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

Figure 3: Human Resource Development Strategy Commitments

C. National Development Plan 2030

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

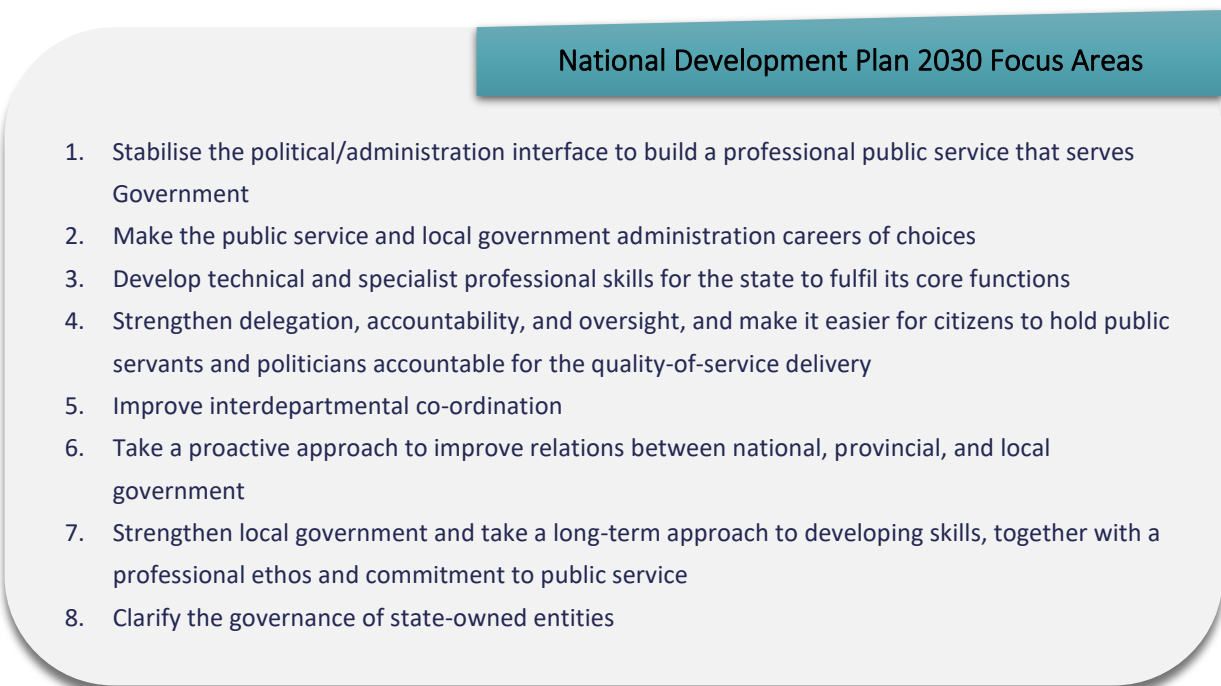


Figure 4: National Development Plan 2030 Focus Areas

D. National Skills Development Plan (NSDP)

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

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

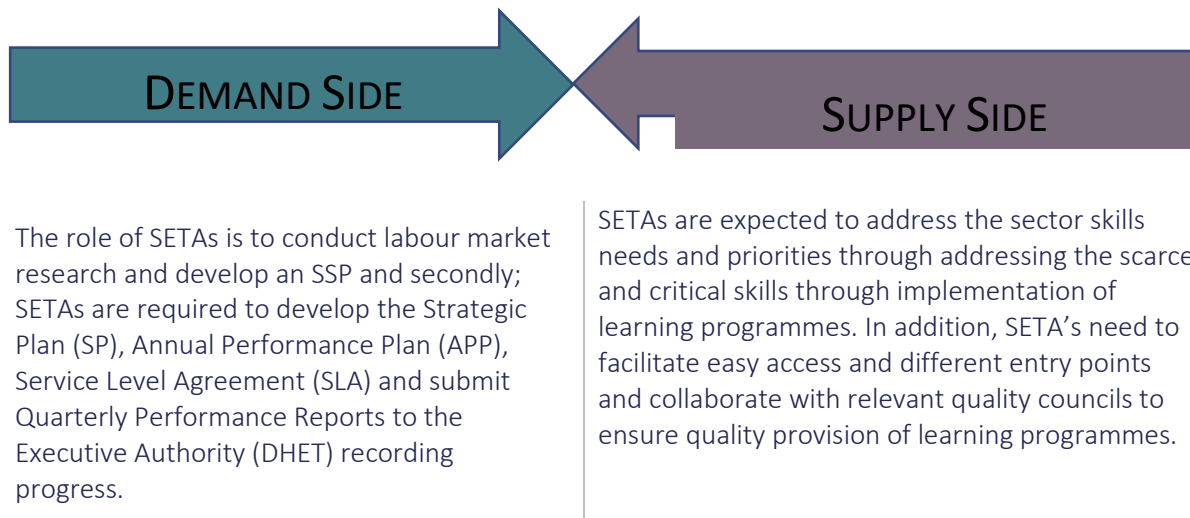


Figure 5: Role of SETAs

The NSDP Outcomes are presented in Figure 6 below.

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

Figure 6: National Skills Development Plan Outcomes

E. Integrated Urban Development Framework

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

- Policy priorities and interventions to ensure that all levels of Government and all components of the state contribute to the progressive integration of urban development investments to realise the urban dividend.
- Interventions to overcome entrenched apartheid spatial patterns and more efficient and integrated use of urban areas.
- A national framework for municipalities to manage continuing urbanisation more efficiently and equitable. This will include spatial targeting and proposals for differentiated assignment arrangements between provincial and local government for their functional areas.

- Methods to strengthen urban and rural planning, and more targeted infrastructure provision to improve spatial integration in line with the national spatial development framework envisioned in the NDP.
- Sector-specific policies and possible revised regulatory arrangements to facilitate more resilient and inclusive patterns of urban development.
- Methods to improve the performance of existing financial instruments for accelerating infrastructure and more integrated service delivery.
- Mobilise new sources of private sector investment and international funds for urban development.
- Contribute to simplifying and harmonising existing legal and institutional frameworks to achieve more integrated urban development.
- Contribute to public dialogue and the unlocking of citizen energies for developing their communities and local environments.

F. District Development Model

The District Development Model (DDM) was launched in September 2019 by the President, Mr Cyril Ramaphosa. The DDM seeks to enable cooperative governance for the three spheres of government to function in unison to better address and meet the mandate of efficient, effective, and economical service delivery. The aim of the DDM is for a coordinated approach to managing urbanisation, growth, and development, determining, and supporting local economic drivers, managing spatial form, land release and land development as well as determining infrastructure investment requirements to ensure long-term infrastructure adequacy, and support integrated human settlements and provision of basic services to communities. At local government level each district, namely 44 districts and eight metropolitan municipalities must develop one-plan that encompasses their service delivery priorities.

G. Economic Reconstruction and Recovery Plan

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

H. Economic Reconstruction and Recovery Skills Strategy

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

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

2. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

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

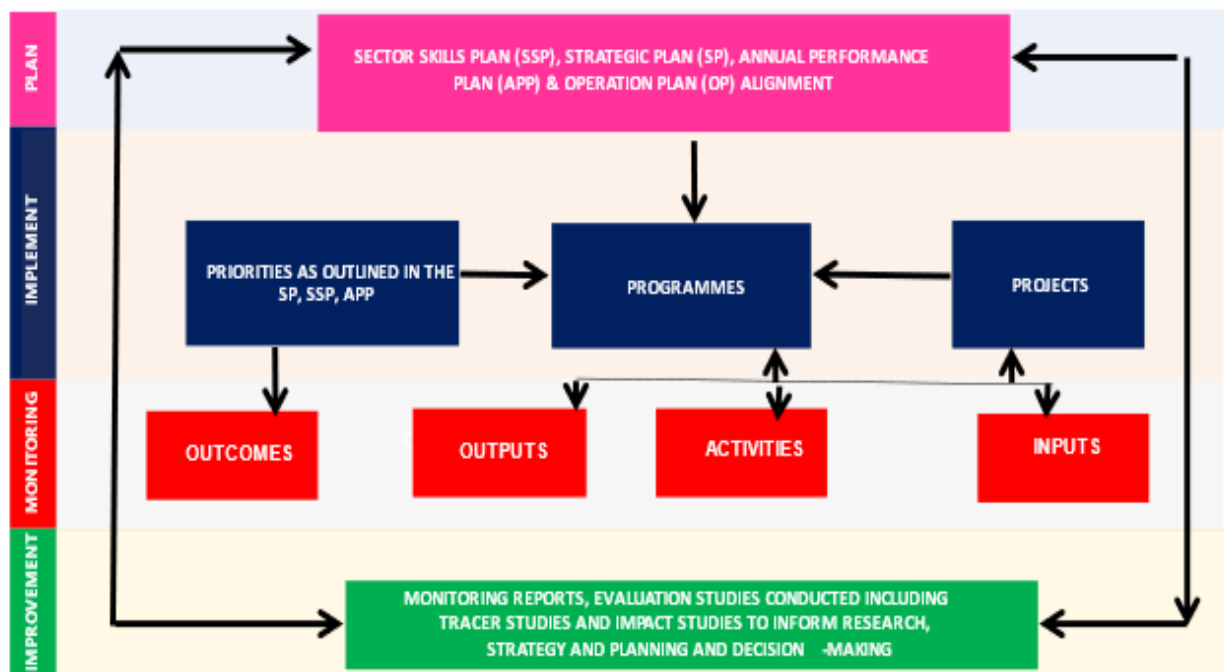
2.1 PLAN, IMPLEMENT, MONITOR AND IMPROVEMENT (PIMI) MODEL

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

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

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

Figure 7: LGSETA PIMI Model



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

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

The Strategic Human Resource Management (SHRM) and Strategic Human Resource Development (SHRD) Strategies are crucial to supporting the Local Government Sector Skills Strategy to meet its mandate. The LGSETA has adopted a results-based approach which is underpinned by an improvement model, known as the PIMI model, 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.

2.2 LGSETA STRATEGIC FOCUS AREAS

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

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

The LGSETA strategic focus areas are aligned to the **five objects of local government**, which inform the mandate of the eight (8) Metropolitan, 44 District and 205 local municipalities, and form the basis for skills planning and development provided by the LGSETA. The five objectives 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 & 24 months
 - Internship or Work experience (12 months)
- Learnership
- Candidacy
- Skills Programmes (credit bearing)
- Short Programmes (non-credit bearing)
- Artisan Development (3-years) /Apprenticeship
- RPL and ARPL
- Adult Education and Training (AET).

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

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

Through focused delivery of learning programmes, the development of required qualifications, and other skills interventions, the LGSETA will continue to invest in the local government sector to support and enhance efficient and effective service delivery. The LGSETA intends to develop the following occupational qualifications and/ part qualifications to be registered on the Occupational Qualifications Sub-Framework (OQSF), which will support the training and skills development of the local government sector.

- Municipal Governance and Leadership
- Municipal Integrated Development Planning.
- Local Economic Development

The registration of the below qualification on the OQSF will facilitate the intended development of RPL toolkits and learning material, which will allow for future teaching and learning to take place in the sector against these qualifications.

- Air Quality Technician
- Business Development Officer
- Financial Admin Manager

Table 2 outlines LGSETA's Strategic Focus Areas - mapped to the NSDP Outcomes of the Strategic Skills Priorities accompanied by the Interventions required, the Outcomes sought and the eventual Impact desired.

The eight NSDP objectives, referenced in the Table 1 below, are as follows

| 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 1: NSDP Outcomes and Description

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

Table 2: LGSETA Response to NSDP Outcomes

| NSDP Outcome | NSDP Outcome Description | LGSETA Outcome Statement | LGSETA Impact Statement |
|--------------|---|---|---|
| Outcome 1 | Identify and increase the production of occupations in high demand | Increased the production of occupations in high demand in the local government sector | Highly skilled and professional local government workforce to ensure efficient and effective service delivery |
| Outcome 2 | Linking education and workplace | Improved work-based learning opportunities through education in the local government sector | |
| Outcome 3 | Improving the level of skills in the South African workforce | Improved critical skills in the local government workforce to enhance service delivery and economic growth prospects | |
| Outcome 4 | Increase access to occupationally directed programmes | Increased access to occupationally directed programmes in the local government sector | |
| Outcome 5 | Support the growth of the public college system | Improved the delivering of quality occupational directed programmes and the growth of public college system | |
| Outcome 6 | Skills development support for entrepreneurship and cooperative development | Improved skills of entrepreneurship, cooperatives, and worker-initiated training within the local government sector | |
| Outcome 7 | Encourage and support worker-initiated training | Support worker development programmes through worker-initiated training in the local government sector | |
| Outcome 8 | Support career development services | Improved promotion of local government occupations to new graduate entrance through career development services | |
| | N/A | Effective Internal Control and Compliance monitoring system | |
| | N/A | Resilient, skilled, and capable local government SETA administration | |
| | N/A | Establish a skills-planning mechanism to facilitate evidence-based planning and implementation through research, monitoring and evaluation of local government learning interventions | |

2.4 LGSETA RESPONSE TO ECONOMIC RECONSTRUCTION AND RECOVERY PLAN

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

- **Energy Security:** This priority will be addressed through 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 forge strategic

partnerships to train municipal officials on renewable energy and energy-based technology that impacts on smart city developments and 4IR in the local government sector.

- Employment Oriented Strategic Localisation, Reindustrialisation and Export Promotion:** This priority will be addressed through an initiative focusing on *Industrialisation through localisation*. The focus on industrialisation through localisation is to grow small businesses, especially young entrepreneurs, who operate in local government sector through supporting various skills development programmes to enable sustainability of the SMME and contribute towards reducing unemployment.
- Gender Equality and Economic Inclusion of Women:** This priority will be addressed through an initiative 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 is one aspect of addressing gender mainstreaming and empowering women to fight gender-based violence.
- Aggressive Infrastructure Investment:** This priority will be addressed through an initiative focusing on *Infrastructure Development and Maintenance*. The provision of training to Local Government workers and unemployed youth in order to increase the capacity of LG in infrastructure asset maintenance, Civil Engineers, Electrical Engineers, Electricians, Electrical Engineering Technicians, Electronic Engineering Technicians, Civil Engineering Technicians, Civil Engineering Technologist, Plumbing, Water Plant Operators, Water Reticulation Practitioners, Water Analyst, Environmental Scientist and Green occupations including Solar Photovoltaic Service Technicians and Wind Turbine Power Plant Process Controller. Project deliverable under this pillar relate to Infrastructure Asset Maintenance, labour Intensive Construction (CWP), Electricity Reticulation, Water Services, and Transport, Roads and Storm Water related occupations.
- Macro-economic Interventions:** This priority will be addressed through an intervention focusing on supporting **Financial Management and Financial Viability of Local government** through interventions that address capabilities and competencies to ensure municipalities manage finances and proper accounting and auditing take place. In addition, this pillar aims to improve on the local government audit outcomes. The LGSETA will conduct research on the AGSA municipal audit outcomes to inform interventions and partnerships required that can be addressed through the District Development Model (DDM) approach. Key projects to be established in response to this pillar relate include property evaluation, audit and procurement and municipal finance.
- Green Economy Interventions:** This priority requires the LGSETA to explore opportunities that can be tapped through green economies in the local government sector. Informed by the research conducted by the LGSETA on the green economy will inform the skill development interventions that will respond to the green and ocean (blue) economy skills required to support the sector.
- Strengthening Food Security:** This priority will be addressed through strategic partnerships with key institutions will focus on addressing skills relating to adequate food security in the local government sector. Training interventions through partnership institution on agricultural area, plant production, farming and poultry will be strategic training programmes.
- Support for Tourism Recovery and Growth:** This priority will be addressed through an initiative focusing on *Supporting the Tourism Sector Human Resource Development (TSHRD) strategy* within the local government Sector. This initiative requires collaborative and strategic partnership with the national Department of Tourism and other critical stakeholders using the DDM approach to support skills development initiatives.

- **Mass public employment** interventions: This priority will be addressed through supporting *Youth Employment Opportunities*, the LGSETA will support youth-related partnerships, including the Presidential Youth Employment Initiative (PYEI), youth SMME development; and EmpowaYouth week showcasing local government opportunities. Within the municipal context, interventions relating to *Employment Protection and Stimulation* will include programmes on promoting health and safety in the workplace.

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

| 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 |

Table 3: Overview of ERR Skills Strategy Interventions

2.4 District Development Model

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

The DDM has implications for the LGSETA to set up strategic partnerships that address skills development in the municipal-service areas. Below is the list of the 9 broad service delivery areas:

- Energy
- Economic Development
- Community Services
- Public Safety and Security
- Settlements and Housing

- Town and Regional Planning
- Transport, Roads, and Storm Water
- Waste and Refuse Management and
- Water and Sanitation

The LGSETA will focus on four of the nine broad municipal service areas to support priority occupations and skills development interventions. These identified interventions provide opportunities to create partnerships that lead to better coordination and integration between local, provincial, and national government stakeholders regarding skills planning and development. The four broad municipal service areas that will be prioritised are Energy, Economic Development, Water and Sanitation, Transport, Roads, and Storm Water. It is important for the LGSETA to know the relevant jobs and related occupations for the respective municipal service areas so that skills challenges and gap areas can be addressed utilising strategic partnerships.

The LGSETA will prioritise district and metropolitan municipalities within and across each of the provinces, but the LGSETA Boards has prioritised five provinces namely LP, MP, FS, NC, and NW, where more attention will be given. The Discretionary Grant (DG) window applications will further increase the number of partnerships once they have been recommended and approved by the Board. It is important to note that not all projects with Districts are included below as some projects are not classified as partnerships. District Municipality partnerships include NC (Namakwa), MP (Ehlanzeni), LP (Sekhukune, Vhembe), and EC (OR Tambo). Metropolitan Municipality partnerships include EC (Buffalo City, Nelson Mandela Bay), GP (Ekurhuleni), KZN (Ethekeweni), and FS (Mangaung).

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

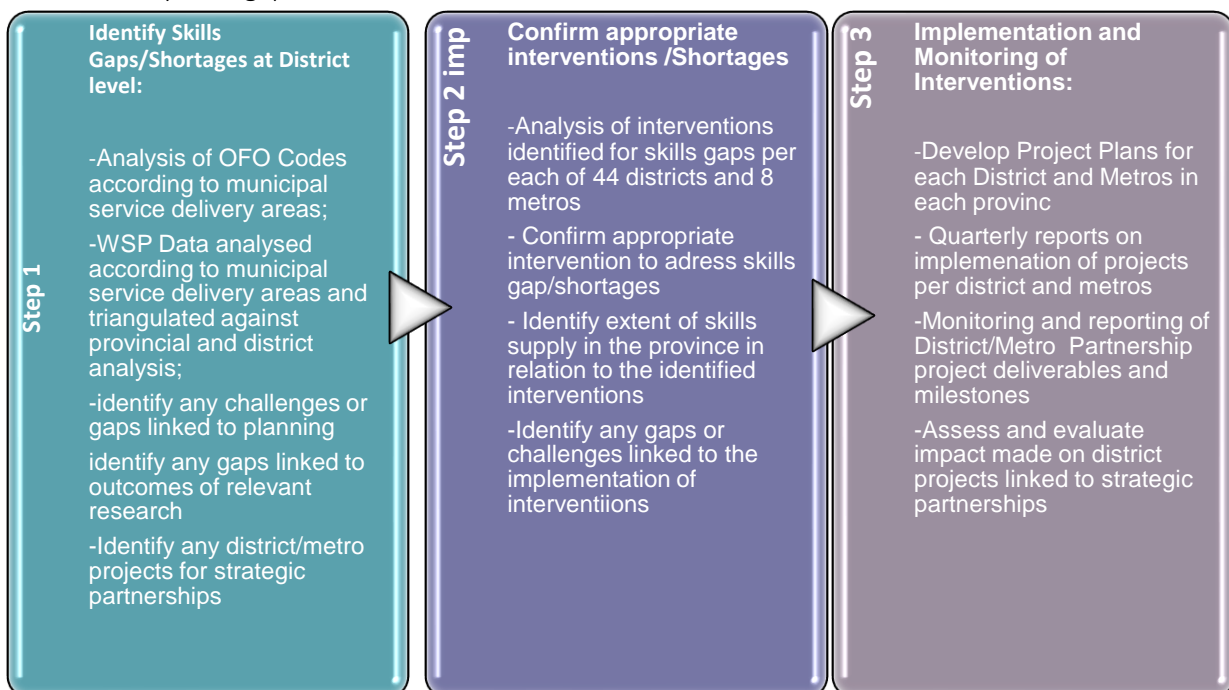


Figure 8: Overview of the approach to the DDM strategy

2.5 Councillor Development Strategy

Local government is the sphere of government closest to the people and is therefore better placed than national or provincial government to efficiently carry out many tasks dealing with services and community development. Locally elected councillors should have a better understanding of local issues than national and provincial politicians. One of the five major drivers of skills demand and supply in the local government sector relate to change in political leadership. The local government will receive a new cohort of Municipal Councillors upon the local government election in 2021 as per pronouncement made of the President Ramaphosa in February 2021. 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 present a journey of skills development which consist of three pillars for training and development as presented in Figure 9. Each pillar is discussed below.

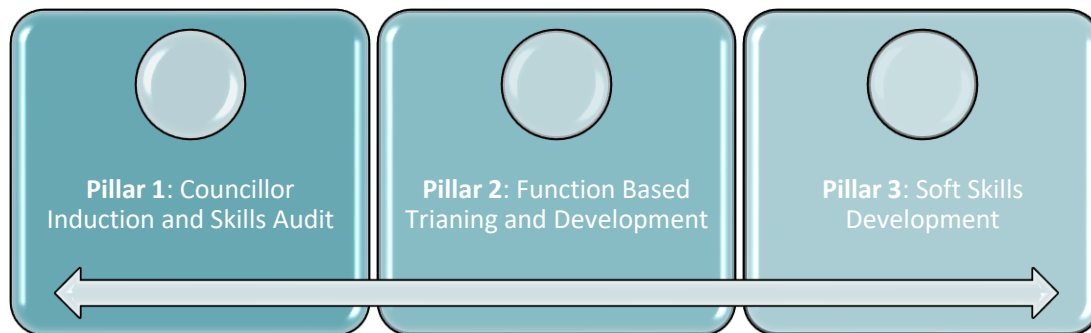


Figure 9: Phases of the Councillor Development Strategy

Pillar One: Councillor Development and Skills Audit

This pillar on focuses on two strategic deliverables which are Councillor Development and Skills Audit. The following are the strategic objectives of this pillar:

- 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.
- Capacitated on local government policies, legislation, systems and processes relevant to their day-to-day work as councillors.

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

Pillar Two: Function Based and Development

The function-based training and development pillar 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 will also include training of Councillor in leadership development programmes such as Executive Leadership Municipal Development Programme for Councillors.

Pillar Three: Soft Skills Development Programme

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

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

2.6 DISCRETIONARY GRANT STRATEGIC PRIORITIES

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

Table 4: Discretionary Grant Strategic Priority Areas

| Strategic Focus Area | Programme |
|---|--|
| 1. Enhancing Good Governance, Leadership and Management Capabilities | <ul style="list-style-type: none"> • Councillor Development Programme • Governance and Ethical leadership • Traditional Leadership Development Programme • Management Capacity Building Programme • Ethics and Fraud Prevention Strategy |
| 2. Promoting Sound Financial Management and Financial Viability | <ul style="list-style-type: none"> • Municipal Financial Management Programme • Internal Audit and Risk Management • Supply Chain Management • Unauthorised, Irregular, Fruitless and Wasteful (UIFW) • Revenue Management • Management of water losses and electricity losses • Debts management • Infrastructures assets |
| 3. Enhancing Infrastructure and Service Delivery | <ul style="list-style-type: none"> • Technical training on basic services (water, sanitation, electricity, and roads) • Sector Priority Occupations informed by Occupational shortages (Scarce) and skills gaps (critical skills) • 4IR including Smart Cities and digital skills |
| 4. Enhancing Municipal Planning | <ul style="list-style-type: none"> • Integrated Development and Planning • Ward Committee programme |
| 5. Promoting Spatial Transformation and Inclusion | <ul style="list-style-type: none"> • Targeted skills development programmes to ensure spatial transformation and inclusion • Local Economic Development Programme and related economic sub-sectors |
| 6. Supporting Worker Development and Worker Education | <ul style="list-style-type: none"> • Capacity building programme for municipal workers in line with Local Government Key Performance Areas and Municipal Integrated Development Programme (IDP). • Worker leadership development programme • Worker Education programmes • Worker Development programmes |

| | |
|--|--|
| 7. Ensuring Business Continuity and addressing disaster management through skills development initiatives | <ul style="list-style-type: none"> • Skills development interventions to ensure business continuity on the following areas: <ul style="list-style-type: none"> ○ Climate Change ○ COVID 19 pandemic ○ Natural disasters including droughts, floods, and fire ○ Training on disaster management |
| 8. Improving Internal Capability of the LGSETA | <ul style="list-style-type: none"> • Monitoring and tracking of learners' tool • Stipend solution system to disburse stipends internally • Development of the Business processes and Standard Operating Procedure • Blended approach for delivery of skills development i.e. online learning/e-learning programmes |

2.7 LGSETA STRATEGIC PARTNERSHIP MODEL

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

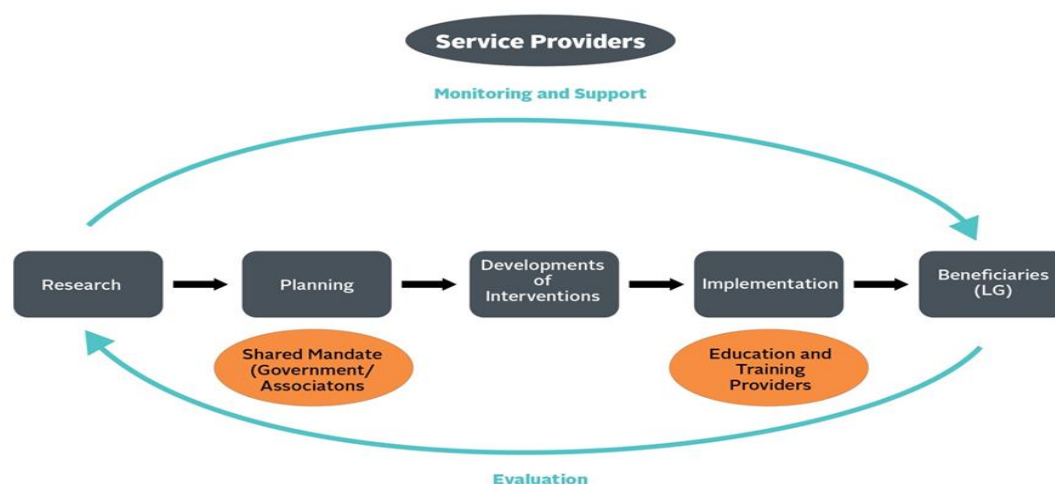


Figure 10: LGSETA Strategic Partnership Value Chain

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

The strategic partnership model provides for three types of partnerships that the LGSETA will embark on when establishing partnerships with various organisations/institutions. The purpose of these types

of partnerships is ensure that the desired outcomes are achieved to make impactful delivery of the LGSETA mandate.

I. Non-Monetary Partnership

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

II. Monetary Partnership

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

III. Co-Funding by Both Partners

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

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

- CET colleges
- TVET colleges
- Higher Education Institutions including public and private
- Municipalities including Local, District and Metropolitan
- Municipal entities and local government organisations
- Unions specifically SAMWU and IMATU
- SETAs
- Professional Bodies.

Table 5: LGSETA Strategic Focus Areas

| Strategic Focus Area | Outcome Desired | NSDP Outcome | ERR Priority | Skills | Interventions |
|--|--|--------------|--------------|--------|---|
| 1 Enhancing Good Governance, Leadership and Management Capabilities | Enhanced governance, engaged management and ethical leadership | 2 | 4 | | 1.1 Support targeted interventions for councillor development 2022-2023 (informed by councillor strategy) and strengthen partnership with CoGTA and SALGA to target intervention. Support community engagements and capacity initiatives, especially rural communities. |
| | | 3 | | | 1.2 Implement approved Councillor Development strategy focusing on Phase 2 from 2022. |
| | | 7 | 7 | | 1.3 Support skills programmes such as governance/human capital/performance culture for municipal management linked to service delivery. |
| | | | 8 | | 1.4 Support targeted Management training programmes including technical training, Municipal Financial Management, supply chain management functions. |
| | | 8 | 10 | | 1.5 Support skills programmes relating to engaged manager, ethical leadership, enabling governance, accountability, and productivity tools. |
| 2 Promoting Sound Financial Management and Financial Viability | Sound financial management to ensure efficient and effective use of public resources | 1 | 3 | | 1.6 Support skills programmes for Traditional Leaders based on identified needs. Support COVID-19 interventions amongst locals, especially rural communities, Traditional Leader priority areas, so they may propagate this information in their communities |
| | | 3 | 4 | | 1.7 Support Union Leadership programme |
| | | 4 | 5 | | 1.8 Support women in Leadership and Management programmes and Women Empowerment programmes. |
| | | | 8 | | 1.9 Conduct research on HRD Governance/Political Oversight/Evidence-based research on implementing Integrated Management Framework for HRD. |
| | | 8 | 10 | | |
| 3 Enhancing Infrastructure and Service Delivery | Improved Service Delivery and Infrastructure Asset Management | 1 | 3 | | 2.1 Support skills programmes relating to minimum competencies, financial skills, internal auditing, supply chain management through programmes such as Municipal Financial Management Programme and Administration Programmes. Municipalities will thus have to exercise frugal financial management to preserve funds when revenue collection is declining. |
| | | 2 | 4 | | 2.2 Support occupations relating to chief financial officer/financial manager. With revenue collection declining as individuals lose their jobs and businesses shut down due to the COVID-19 pandemic, it is important to detect irregularities and arrest them in an effort to promote accountability, especially with scarce resources. |
| | | | | | 2.3 Support Senior Municipal Management through targeting interventions focusing on Service Delivery areas, Municipal Finance, SCM and Internal Audit. This is expected to help municipalities be better equipped to deal with the pandemic. |
| | | | | | 2.4 Conduct a Tracer Study research on Programmes related to minimum competencies (enrolments, graduates, and Return on Investment in the workplace) which forms part of approved Evaluation Plan. |
| | | | | | 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 |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24

| Strategic Focus Area | Outcome Desired | NSDP Outcome | ERR Skills Priority | Interventions |
|--------------------------------|---|--------------|---------------------|--|
| | | 3 | 5 | technologist, electrician, property valuer, project managers (technical) and building inspector. |
| | | 4 | | 3.2 Support skills programmes linked to basic services for water, electricity, sanitation, and roads including civil and electrical engineers/technicians and technical project management, Batho Pele principles and client services. These cover the municipal service areas of energy, water and sanitation, transport, roads and storm water, town and regional planning and community services. Promoting COVID-19 infection control, water, sanitation and engineering works will be prioritised to increase water provision for hand washing, maintain good hygiene and improve spatial planning. |
| | | 5 | 6 | 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 is accelerating this with the uptake of the 4IR, data analysis, cybersecurity and software development being some of the areas that will be explored further (the digital economy is noted as a key skills gap in recovery by the ERRP). |
| | | 6 | 7 | 3.4 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 | 8 | 3.5 Partner with TVET colleges as specialist centres of excellence informed by the Strategic Partnerships Model. |
| | | 8 | 9 | 3.6 Support youth linked to Priority occupations and interventions. Improve career development support. |
| | | | 10 | 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. |
| | | | | 3.8 Strengthen partnerships with TVET colleges and HEIs as specialist centres of excellence informed by the Strategic Partnerships Model. |
| | | | 1 | 4.1 Implement the Strategic Partnerships Model linked to Strategic and Sectoral Priority areas. |
| | | | 2 | 4.2 Identify new occupations/skills programmes for development and ensure training materials are developed for new qualifications. |
| 4 Enhancing Municipal Planning | Improved collaboration with stakeholders for efficient and effective skills Planning and Delivery | 1 | | 4.3 Implement PIMI model for all interventions linked to performance and planning. |
| | | 2 | 5 | 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 |
| | | 3 | | |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24

| Strategic Focus Area | Outcome Desired | NSDP Outcome | ERR Skills Priority | Interventions |
|--|---|--------------|---------------------|--|
| | | | 8 | 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. |
| | | 6 | 9 | 4.5 Skills programme relating to HR managers and HRD (Professionalisation/Change Management/Performance Management /Accountability). |
| | | 7 | 10 | 4.6 Implementation strategy on Batho Pele in Local Government. 4.7 Implementation strategy on Mentoring and Coaching to support Skills Gaps (Top-Up Skills) in LG. |
| | | 8 | | 4.8 Supporting women in targeted programmes. 4.9 Supporting women in targeted programmes and implement strategy on Women in Leadership in Local Government. 4.10 Conduct periodic evaluation studies aligned to strategic priority interventions for the purposes of informing impact studies – as proposed as part of LGSETA's Monitoring and Evaluation PIMI model (Chapter 5) |
| 5 Promoting Spatial Transformation and Inclusion | Strengthen coordination towards local economic development and transformation | 1 | 2 | 5.1 Support occupations relating to town planners, urban and regional planners, civil and electrical engineers and technicians, property valuers, Disaster Management officers and occupations informed by research namely building surveyors, transport planners, economic modelling. |
| | | 2 | 3 | 5.2 Support key green economy occupations and skills programmes relating to green skills in local government. |
| | | | 4 | 5.3 Support key ocean economy occupation and skills programmes linked to ocean economy and protection. |
| | | 3 | 5 | 5.4 Support key ocean economy occupation and skills programmes linked to ocean economy and protection. |
| | | | 6 | 5.5 Support youth linked to Priority occupations and interventions and career development. |
| | | 5 | | 5.6 Skills programmes to support local economic development occupations particularly relating to green economy, SMMEs, tourism and Cooperatives interventions such as Learnerships on LED (Levels 4 and 5). |
| | | 6 | 9 | 5.7 Support Skills Development relating to spatial planning, SMART cities and 4IR. |
| | | 8 | 10 | 5.8 Develop the Strategy Partnerships Policy and Standard Operating Procedures to guide and implement partnerships. |

3. UPDATES TO RELEVANT COURT RULINGS

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

PART B: OUR STRATEGIC FOCUS



LGSETA ANNUAL PERFORMANCE PLAN 2023/24

1. UPDATED SITUATIONAL ANALYSIS

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

Table 6: Scope of coverage of the LGSETA

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

LGSETA ANNUAL PERFORMANCE PLAN 2023/24

| SIC CODE | SIC DESCRIPTION |
|----------|---|
| 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 |
| 96321 | Museum activities and preservation of historical sites and buildings by local governments |
| 96331 | Parks and gardens |
| 96332 | Zoos |
| 96414 | Local sports facilities |
| 96493 | Municipal parks |
| 99001 | Building regulations |
| 99031 | Cemeteries |
| 99032 | Facilities for the accommodation, care and burial of animals |

According to the LGSETA's Work Skills Plan (WSP) (2022), there are 257 municipalities in South Africa, which include eight metropolitan-, 205 local-, and 44 district- municipalities. The Table 7 provides the overview of municipalities across the country.

Table 7: Number of Municipalities by Province

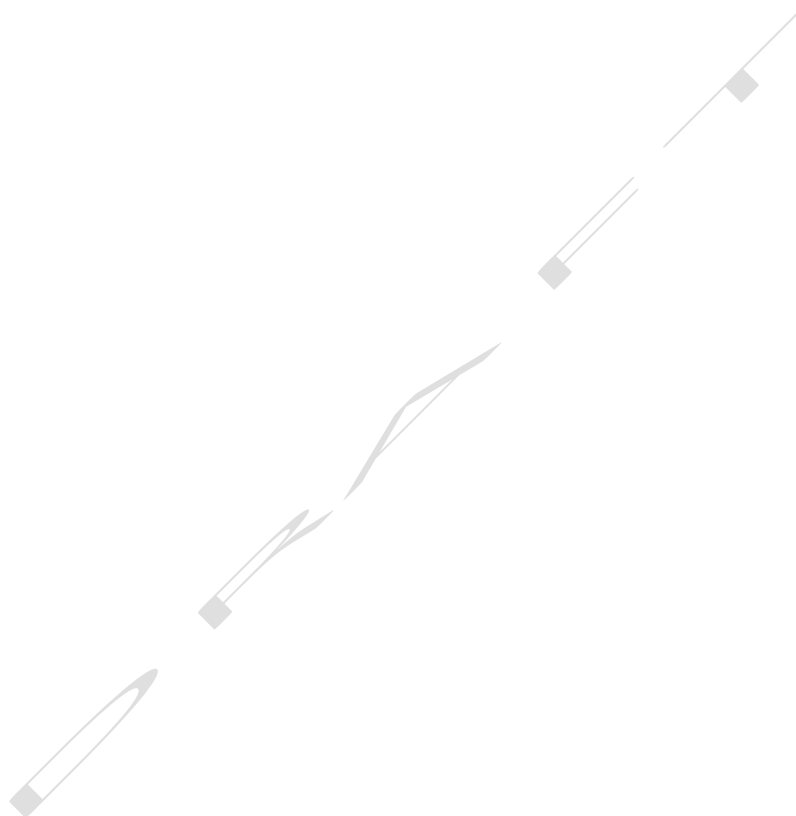
| Province | Metropolitan Municipality | District Municipality | Local Municipality | Total |
|---------------|---------------------------|-----------------------|--------------------|-------|
| Eastern Cape | 2 | 6 | 31 | 39 |
| Free State | 1 | 4 | 18 | 23 |
| Gauteng | 3 | 2 | 6 | 11 |
| KwaZulu-Natal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

Source: LGSETA WSP Submission, 2022

The greatest proportion of employers in the sector is local municipalities. Whilst there are only a few metropolitan municipalities, they are the largest employers and contribute the most in terms of skills development. KwaZulu-Natal has the highest number of municipalities with 54, followed by the Eastern Cape with 39 municipalities. 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 in the number of municipal entities, with the total number of organisations decreasing from 50 in 2015 to 39 in 2018 and then increasing to 41 in 2022 (GovPage, 2022). Currently, the LGSETA receive workplace skills plans submissions from 36 organisations which include municipal entities, local government related entities and private entities.



2. EXTERNAL ENVIRONMENTAL ANALYSIS

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

The Economic Reconstruction and Recovery Plan (ERRP) and ERR Skills Strategy focus on interventions to allow large numbers of young people to access opportunities in the short-term that can lead to being absorbed into high-potential growth sectors to boost job creation, as well as up-skill 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.

The District Development Model (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 the Fourth Industrial Revolution 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 would form an integral part of implementing Smart city concept that is already being piloted in other municipalities such as City of eThekweni.

Table 8: PESTEL Analysis

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

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

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

2.1 POLITICAL FACTORS

The transformation and institutionalised upskilling 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, revealed “state capacity has been systemically undermined by corruption and poor skills at critical levels.”.

As a result, service delivery protests continue across municipalities affected by poor performance and officials who they consider unresponsive and unaccountable. These symptoms also indicate that political change exerts a critical impact on what can be achieved regarding skills retention, sourcing of skills, internal transfer, and skills development by external interventions. There have been allegations of corruption around Covid-19 funds, this fact, together with some criticism of lockdown regulations, have created an environment where political parties are not working together. This disconnect has the potential to frustrate the development of the local government sector.

2.2 ECONOMIC FACTORS

Municipal Revenue and Expenditure Analysis

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

government, other income, and deficits as well as and interest earned from various sources including fines, licenses and permits and rentals (STATS SA, 2021).

Revenue and expenditure for the local government grew at an average of 7% over the 2016/17-2020/21 period however, there are always challenges with municipal budgets for revenue and actual cash collected. According to the 2022 Budget Review, many municipalities currently charge less than the cost of services, creating a revenue gap. In practice, 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).

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

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

Table 9: Projected Municipal Revenue and Expenditure

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

Source: StatsSA, Financial Census of Municipalities 2022

Due to the significant funding received and dispersed by local government, the effective use of this funding is critical to the development of and wellbeing of local communities. The latest Consolidated Auditor-General of South Africa (AGSA) Report for the 2020-21 financial year (AGSA, 2022) noted that there has been a slight increase in the number of clean audits from 32 in the 2019-20 period to 41 in the 2020-21 period. The Media release states that “it is encouraging to see the slight increase in the number of clean audits –27 municipalities were able to maintain their clean audit status throughout the administration, while 14 achieved a clean audit for the first time and six lost their clean audit status. However, clean audit outcomes continue to represent less than a fifth of the local government budget”. Also, the audit outcomes show that 25 of the municipalities received a disclaimer, the worst possible audit outcome, as compared to 33 municipalities the previous year. In addition, 9 municipalities have outstanding audits, as compared to 2 in the previous year (AGSA Media Release, 2022).

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

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

Furthermore, research studies reveal that small businesses and cooperatives are catalysts for economic growth and job creation. Also, tourism contributes significantly to employment and GDP growth. One of the key strategic objectives for the Tourism Sector Human Resource Development (TSHRD) strategy in South Africa relates to improving local government orientation to 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 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).

2.3 SOCIAL FACTORS

Employment in the Local Government Sector

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

LGSETA ANNUAL PERFORMANCE PLAN 2023/24

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

| Province | Full-time | | Part-time | | Vacant posts | | Total | |
|---------------|----------------|----------------|---------------|---------------|---------------|---------------|----------------|----------------|
| | 2019* | 2020 | 2019* | 2020 | 2019* | 2020 | 2019* | 2020 |
| Western Cape | 44 046 | 45 586 | 2 071 | 1 604 | 5 868 | 4 823 | 51 985 | 52 013 |
| Eastern Cape | 30 575 | 29 044 | 322 | 797 | 3 239 | 2 475 | 34 136 | 32 316 |
| Northern Cape | 8 264 | 8 597 | 85 | 601 | 1 053 | 238 | 9 402 | 9 436 |
| Free State | 15 528 | 14 319 | 822 | 744 | 7 129 | 2 648 | 23 479 | 17 711 |
| KwaZulu-Natal | 48 956 | 48 763 | 4596 | 3 908 | 8 092 | 3 925 | 61 641 | 56 596 |
| North West | 13 053 | 12 846 | 993 | 634 | 1 901 | 307 | 15 947 | 13 787 |
| Gauteng | 76 929 | 82 467 | 4 576 | 1 930 | 18 821 | 12 841 | 100 326 | 97 238 |
| Mpumalanga | 14 733 | 14 916 | 123 | 157 | 3 271 | 2 086 | 18 127 | 17 159 |
| Limpopo | 13 963 | 14 007 | 211 | 18 | 4 195 | 1 083 | 18 369 | 15 108 |
| South Africa | 266 047 | 270 545 | 13 796 | 10 393 | 53 569 | 30 426 | 333 412 | 311 364 |

Source: STATS SA (2022)

*Some figures have been revised.

The Table 10 shows that employment declined between 2019 and 2020, from 266 047 full time and 13 796 part time employees in 2019 to 270 545 full time and 10 393 part time employees in 2020. The table shows that the Gauteng, KwaZulu Natal and Western Cape provinces employ the most local government employees.

According to the 2022 WSP submissions, municipalities employed 282 446 workers (higher than the 270 545-figure reported by StatsSA for 2020⁵). With the inclusion of municipal entities (as additional constituents of LGSETA), total employment came to 291 491.

The Table 11 shows that the eight Metropolitan Councils employ more people (134 376) than the 205 local municipalities combined (124 054). The district municipalities are small in comparison with only 23 953 employees nationally. 9 106 workers are employed by the municipal entities or other organisations (non-municipalities). The top three employers are Gauteng (82 260), KwaZulu-Natal (55 198) and Western Cape (47 352). Although Gauteng has the lowest number of municipalities, it has the greatest number of employees nationally, of which 78.9% (64 941) are concentrated in the three metros. The WSP submissions show that KwaZulu-Natal employed more employees in 2022, compared to a total of 53 232 workers in 2021. Western Cape's employment figures have increased over the past year, from 44 511 employees in 2021 to 47 352 employees in 2022. Only 3.1% (8 958) of the total employment is in the Northern Cape municipalities.

TABLE 11 PROVINCIAL DISTRIBUTION OF EMPLOYEES BY MUNICIPALITY TYPE IN 2022

| Province | District | Local | Metropolitan | Other | Grand Total |
|---------------|--------------|---------------|---------------|-------------|---------------|
| Eastern Cape | 5720 | 14144 | 12542 | 520 | 32926 |
| Free State | 802 | 12271 | 3420 | 752 | 17245 |
| Gauteng | 1038 | 9606 | 64941 | 6675 | 82260 |
| KwaZulu-Natal | 6443 | 21775 | 26916 | 64 | 55198 |
| Limpopo | 4001 | 11963 | | 21 | 15985 |
| Mpumalanga | 1061 | 14825 | | 412 | 16298 |
| North West | 1706 | 12911 | | 650 | 15267 |
| Northern Cape | 639 | 8319 | | | 8958 |
| Western Cape | 2543 | 18240 | 26557 | 12 | 47352 |
| Grand Total | 23953 | 124054 | 134376 | 9106 | 291489 |

Source: LGSETA WSP Submissions 2022

⁵ The figures from WSP submissions differ slightly from those of Stats SA due to differences in data collection methods

Basic Services and Infrastructure

There were 3.6 million indigent households as identified by municipalities in 2020, an increase of 6.4% from the 2019 financial year (STATS SA, 2022). The Table 12 illustrates the number of households who benefited from the provision of basic services, according to the Non- Financial Census of Municipalities (Non-financial census of municipalities for the year ended 30 June 2019, 2022). The services that are available to the majority of households is water (75%), this is followed by solid water management (66.7%). About half of the households reported having access to sewage and sanitation (55.6%).

TABLE 12: PROVISION OF BASIC SERVICES

| Services | # | % |
|--------------------------|---------|--------|
| Provision of Water | 2.7 mil | 75% |
| Provision of Electricity | 2.1 mil | 58.3% |
| Solid Waste Management | 2.4 mil | 66.67% |
| Sewerage and Sanitation | 2.0 mil | 55.56% |

Source: (STATS SA, 2022)

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. According to the South African Police Service (SAPS) Incident Registration Information System (IRIS), a total of 909 protest actions took place from 1 August 2020 to 31 January 2021 (Martin, 2021). In July 2020 an average of eight protests occurred per day – the highest in a single month since 2013. A total of 657 persons were arrested from 1 August 2020 to 31 January 2021 for service delivery protest action incidents, in which illegal road closures were erected that infringed on the constitutional right of freedom of movement⁶.

Majority of the research on the impact of the pandemic on the local government sector are in consensus that the sector was already facing many challenges including poor service delivery and weak institutional governance capabilities. A study conducted by Ncube (2021) found that around 63% of the 257 municipalities were already in financial distress, a third of the municipalities were dysfunctional while only 53, 7% of senior managers in local government complied with the minimum competencies prescribed for their jobs. He also highlighted inefficiencies in the sector. For instance, he found that rural municipalities could provide 60% additional services with the same resources. The key challenges in the sector are poor financial management, endemic profiting or corruption in the procurement process, poor asset management, and weak accountability and oversight. Ncube (2021) stated that interventions adopted to address these challenges have so far been ineffective and Covid-19 “simply amplified” some of the challenges⁷.

The Covid-19 pandemic heightened demand for efficient delivery of frontline functions such as health, peace and security, and social development. Thus, improving service delivery in response to this pandemic has become local government’s priority (National Treasury, 2020). The Department of Planning Monitoring and Evaluation (DPME) (2020) conducted a survey with municipalities on the impact of Covid-19. The survey results show that 83% of the municipalities provided additional water points, 54% provided temporary shelter, 85% provided food parcels to needy constituents, 66% provided soap and other essential hygiene products, and importantly 88% of the municipalities stated that they have redirected funds to assist with the pandemic.

⁶ <https://www.defenceweb.co.za/featured/900-service-delivery-protests-in-south-africa-over-six-months/>

⁷ <https://dullahomarinstitute.org.za/multilevel-govt/local-government-bulletin/archives/volume-16-issue-1-march-2021/the-financial-impact-of-covid-19-on-district-and-local-municipalities-a-national-perspective>

In addition to Covid-19, the recent floods and civil unrest further increased expectations for efficient and effective service delivery, but also places 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 to uplift socio-economic development.

2.4 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).

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.

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

2.5 ENVIRONMENTAL FACTORS

A recent study conducted by the LGSETA (2022a) investigated the impact of disasters or crises on business continuity in the local government sector. This study is particularly important given the recent KwaZulu-Natal (KZN) floods and civil unrests in the Gauteng and KZN provinces. The KZN floods reportedly impacted 826 businesses with an estimated damage of R7 billion (SA news, 20 March 2022⁸). 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 2022⁹).

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).

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,

⁸ <https://www.sanews.gov.za/south-africa/damage-kzn-companies-estimated-r7-billion>

⁹ <https://ewn.co.za/2022/07/08/a-year-after-july-unrest-kzn-business-owner-hopes-sa-has-learned-lessons>

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).

2.6 SECTORAL PRIORITY OCCUPATIONAL PROGRAMMES

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

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

Local and provincial drivers become key to understanding the dynamics and needs of municipalities; and the workshops hosted in all nine provinces highlighted distinct differences in local need between the provinces. For example, vast distances between many of the municipalities in the Northern Cape mean that the supply of skills (in terms of available service providers) becomes a challenge than in a compact urbanised province like Gauteng. These differences are articulated as provincial occupational shortages (scarce skills) and skills gaps (top-up/critical skills) lists that are used to inform Discretionary Grant allocations. Table 13 lists the top ten sectoral priority occupations in the local government sector for the years 2021/2022.

LGSETA ANNUAL PERFORMANCE PLAN 2023/24

Table 13: Top 10 Sectoral Priority Occupations List¹⁰

| OFO Code | Occupation | Specialisation/ Alternative Title | Intervention Planned by the SETA | NQF Level | Quantity Needed | Quantity to be Supported |
|-------------|---|--|---|-----------|-----------------|--------------------------|
| 2021-313201 | Water Plant Operator | Water Treatment Plant Operator | National Certificate: Water and Wastewater Treatment Process Operations, ID 58951 | 2 | 2000 | 40 |
| | | | Further Education and Training Certificate: Water and Wastewater Treatment Process Control Supervision, ID 61709/Occupational Certificate: Water Process Controller, ID 102255 | 4 | | 40 |
| | | | RPL: Occupational Certificate: Water Process Controller, ID 102255 | 3 | | 10 |
| | | | Skills Programmes | 2-5 | | 200 |
| 2021-214201 | Civil Engineer | Water and Wastewater Engineer Construction Engineer Transportation and Urban Planning Engineer GIS and Land use Management Engineer | Bursary: Bachelor of Engineering: Civil Engineering specialising in: - Environmental Engineering - Construction Management - Water - Transport - Urban Engineering | 7 | 300 | 100 |
| 2021-215202 | Information Technologist | | Bursary: Bachelor of Information Technology | 7 | 100 | 20 |
| | | | Bursary: Bachelor of Computer Science | 8 | | 20 |
| | | | Certificate: Information Technology | 6 | | 10 |
| 2021-831302 | Drainage, Sewerage and Storm Water Worker | | FETC: Supervision of Civil Engineering Construction Processes: Water and Wastewater | 4 | 100 | 100 |
| 2021-335913 | Building Inspector | | Certificate: Building and Construction Management | 6 | 40 | 30 |
| 2021-642601 | Plumber | Water Plumber | Apprenticeship: Plumber | 4 | 40 | 20 |
| | | | Occupational Certificate: Plumber | 4 | | 20 |
| 2021-213302 | Environmental Health Officer | | National Diploma: Environmental Health | 6 | 40 | 20 |
| | | | Bursary: Bachelor of Environmental Health | 8 | | 10 |
| | | | Occupational Certificate: Environmental Science Technician | 6 | | 10 |
| 2021-671101 | Electrician | Electrician (Engineering) | Apprenticeship: Electrician | 2-4 | 50 | 20 |
| | | | Electrical Engineering | 2 | | 10 |
| | | | Electrical Engineering | 3 | | 10 |
| | | | Electrical Engineering | 4 | | 10 |
| 2021-311203 | Town Planning Technician | | Bursary and Internship: Bachelor of Technology in Town and Regional Planning | 6 | 30 | 15 |

¹⁰ Information found in this table is relevant to LGSETA and is for the years 2020/2021

LGSETA ANNUAL PERFORMANCE PLAN 2023/24

| | | | | | |
|-------------|----------------------|--|-----|----|----|
| | | Certificate: Municipal Integrated Development Planning | 6 | | 15 |
| 2021-132401 | Supply Chain Manager | Bursary: Bachelor: Supply Chain Management | 7 | 50 | 10 |
| | | Bursary: Bachelor of Accounting Hons | 8 | | 10 |
| | | Skills Programmes: SCM in Service Delivery Areas | 5-6 | | 30 |

Source: LGSETA WSP Data (2022/2023)

3. INTERNAL ENVIRONMENT ANALYSIS

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

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

Table 14: SWOT Analysis

| Strengths | Weakness | Opportunities | Threats |
|---|---|--|--|
| <ul style="list-style-type: none"> National presence with provincial footprint. Ability to respond to the NSDP and relevant policy requirements A stable stakeholder group Good research capability and sector skills planning Participation of levy paying entities has been maximised through full submission of WSP/ATR from the sector Resilient workforce and ability to respond to crises including COVID-19 interventions for the organisation | <ul style="list-style-type: none"> Organisational record keeping needs improvement Weakness in internal controls No Performance management system that detects non-performance Lack of accountability and consequence management. Change management remains a concern in the organisation Underperformance and not meeting quarterly and annual targets Lack of application of the value chain Need to improve service delivery model for the roll out of blended learning interventions Low adoption of technologies that drive efficiencies Entitlement by staff (nuance) | <ul style="list-style-type: none"> Good collaboration with institutions in areas of learning programmes and research Efficient board stakeholder engagement with the sector Focused research agenda to support organizational needs Innovation and creativity Strong partnerships with institutions on the delivery of the LGSETA mandate 4IR technologies to enhance service delivery and become more efficient Implementation of Economic Reconstruction and Recovery Plan (ERRP) and ERRSS requires relevant skills The skills strategy: access to targeted skills programmes to improve efficiencies of the SETAs Potential to explore PPPs Strategic partnerships with TVETs, Colleges, and other SETAs | <ul style="list-style-type: none"> Uncertain cash reserves due to economic downturn Continuous negative audit outcome from Municipalities might affect LGSETA operations Municipalities that do not pay levies. Mismatch of demand (skills need) and supply (appropriate intervention) The BUSA court judgement might have severe impact on the LGSETA operations and restructuring of funding for the future. Poor performance of the municipalities (Governance and project delivery) Dysfunctional ward committees High levels of service delivery protests Poor grant expenditure |

The LGSETA has a resilient workforce and through its interventions, has managed to respond adequately to the COVID-19 in the organisation. Interventions may be enhanced by the adoption of technology, including blended learning or e-learning, which help to compliment new ways of working that contribute to work efficiencies and performance. Such approaches will ensure that the LGSETA strategy continues to be executed efficiently despite any challenges.

3.1 ORGANISATIONAL ENVIRONMENT

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

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

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

Table 15: LGSETA Staff Profile

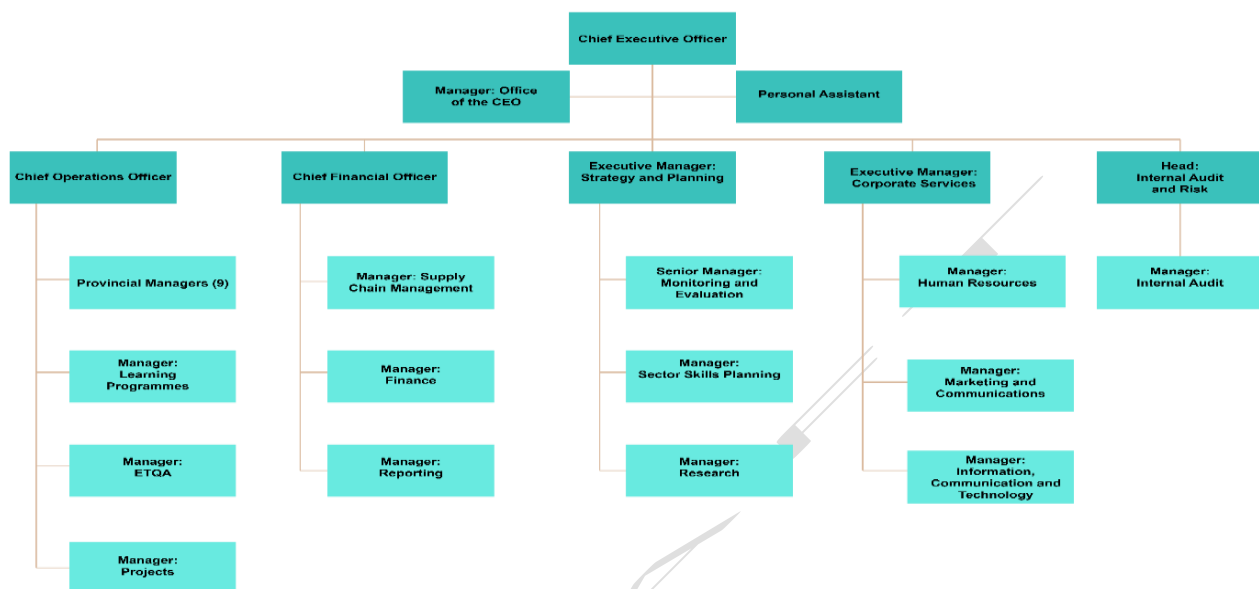
| LEVELS | MALE | | | | FEMALE | | | | FOREIGN NATIONAL | TOTALS |
|--------------------------|---------|----------|--------|-------|---------|----------|--------|-------|------------------|--------|
| | African | Coloured | Indian | White | African | Coloured | Indian | White | | |
| Top Management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

Source: LGSETA, 2021

LGSETA ANNUAL PERFORMANCE PLAN 2023/24

The organisational structure has a team of five Executive Managers reporting to the Chief Executive Officer. There has been considerable stability at executive and middle management as there has not been any resignation at executive level and only two resignations at middle management level. The organisational structure also includes 9 Provincial Manager Positions to ensure that the organisation enjoys a national footprint as our immediate stakeholders are spread throughout the country. The staff is representative of South African demographics thereby enabling the organisation to service its stakeholders and their communities effectively. The organisational structure is reflective of the executive and management positions as indicated in Figure 11.

FIGURE 11: LGSETA ORGANOGRAM



Source: LGSETA, 2022

Management development programmes are being implemented to strengthen middle management as it is this layer of management that ensures that operationally the strategic objectives of the organisation are pursued and achieved. Following the completion of the skills audit of all staff, a number of 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.

With the harsh experience of the Covid-19 pandemic resulting in lockdown regulations that crippled almost all industries, LGSETA has continued a well-orchestrated effort to ensure business continuity. Almost all staff have been issued with laptop computers and paid telephone and data allowance to enable them to work remotely. 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 the latest technology to hold meetings virtually or using a hybrid model and this seems to be working very well. Almost all Board meetings are still held virtually. Through the Marketing and Communications department, the organisation continues to participate in career

exhibitions. At the Head Office and Provincial offices, LGSETA 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 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. The entity has taken a decision to address challenges relating to discretionary grants spending, by streamlining the internal processes and ensuring that gaps identified within the current processes are fixed, this will assist LGSETA to be agile in addressing skills development needs of the local government sector.

3.2 BALANCED SCORECARD

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

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

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

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

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

| Vision | A highly skilled and capable local government | | | | |
|------------------|--|---|---------------------------|---------------|---|
| Mission | To build local government's ability to meet its development through innovative approaches, effective capacity building and strategic partnerships | | | | |
| LGSETA Outcomes | <ul style="list-style-type: none"> Increased the production of occupations in high demand in the local government sector Improved work-based learning opportunities through education in the local government sector Improved critical skills in the local government workforce to enhance service delivery and economic growth prospects Increased access to occupationally directed programmes in the local government sector Improved the delivering of quality occupational directed programmes and the growth of public college system Improved skills of entrepreneurship, cooperatives, and workers-initiated training within the local government sector Increased the production of occupations in high demand in the local government sector Improved promotion of local government occupations to new graduate entrance through career development services Effective Internal Control and Compliance monitoring system Resilient, skilled, and capable local government SETA administration Establish a skills planning mechanism to facilitate evidence-based planning and implementation through research, monitoring and evaluation of local government learning interventions | | | | |
| BSC PERSPECTIVES | STRATEGIC OBJECTIVES AND STRATEGY MAP | KEY PERFORMANCE INDICATORS | TARGETS | WEIGHTING (%) | PROJECTS/INITIATIVES |
| <i>Financial</i> | Commitment of LGSETA Reserves | % of LGSETA Discretionary Grants budget committed | 95% | 20% | <ul style="list-style-type: none"> Improve the implementation of LGSETA learning projects Establish partnership to improve delivery of LGSETA strategy |
| | Unqualified Audit Outcome Improve LGSETA | Unqualified Audit Opinion | Unqualified Audit Opinion | | <ul style="list-style-type: none"> Sound Financial Management Practices Effective Internal Audit and Risk Management Functions Integrated business processes and systems |
| | 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 documents | 100% | | <ul style="list-style-type: none"> Stakeholder Centricity Approach (Criteria of compliant grant documents) Adequate review of submitted grant claims |
| | | Percentage of corporate suppliers paid within 30 days upon submission of compliant grant documents | 100% | | <ul style="list-style-type: none"> Stakeholder Centricity Approach (Criteria of compliant grant documents) Adequate review of submitted grant claims |
| <i>Customer</i> | Career development interventions implemented to stakeholders in the local government sector | Number of career development events/exhibitions participated in urban and rural areas on occupations in high demand | 50 | 20% | Career development exhibitions/events implemented in urban and rural areas |
| | | Number of capacity building workshops on career development services conducted | 9 | | Career capacity buildings workshops conducted with various stakeholders in the local government w |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24

| | | | | | |
|---|--|--|------|-----|--|
| | High School Development Programme implemented through attracting learners into local government careers | Number of learners in High School Development programme supported for career development initiatives | 150 | | <ul style="list-style-type: none"> Establish partnership with stakeholder to implement the High School Development Programme to attract learners into local government careers Provide support to High School learners with skills extra classes development initiatives on subjects such as Science/Mathematics/English/Technology/Accounting |
| | Customer satisfaction rate | Percentage of satisfied stakeholders and customers | 70% | | <ul style="list-style-type: none"> Level of customer satisfaction survey |
| Internal Processes | Increase access to intermediate and high level of skills through production of Artisan development required in the local government sector | Number of learners in an artisan development programme | 200 | 40% | Artisan development programme rolled out in the local government sector |
| | Implement e-learning mechanism for the LGSETA learning interventions | Number of Centers of Specialisation supported | 5 | | Support centers of specialization through TVET and Employers partnership model |
| | | Number of workers in skills programmes | 3000 | | To implement the Local Government Councilor Development Programme through training Municipal councilors on various skills programmes as outlined in the strategy |
| | | % of learning interventions delivered through online e-learning platforms | 50% | | Online e-learning strategy developed and implemented 60% of learning interventions are delivered through e-learning |
| Organizational Capacity (Learning & Growth) | Improve skills of the LGSETA workforce in order to enhance organisational performance Training interventions implemented to build capacity to the LGSETA internal staff | Percentage of the training programmes in the WSP/ATR implemented | 75% | 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/ATR |
| LGSETA Values: Customer Centric, Responsive, Passionate, Integrity, Collaborative, and Innovation | | | | | |

Table 16: Balanced Scorecard Model

PART C: MEASURING OUR PERFORMANCE

1. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

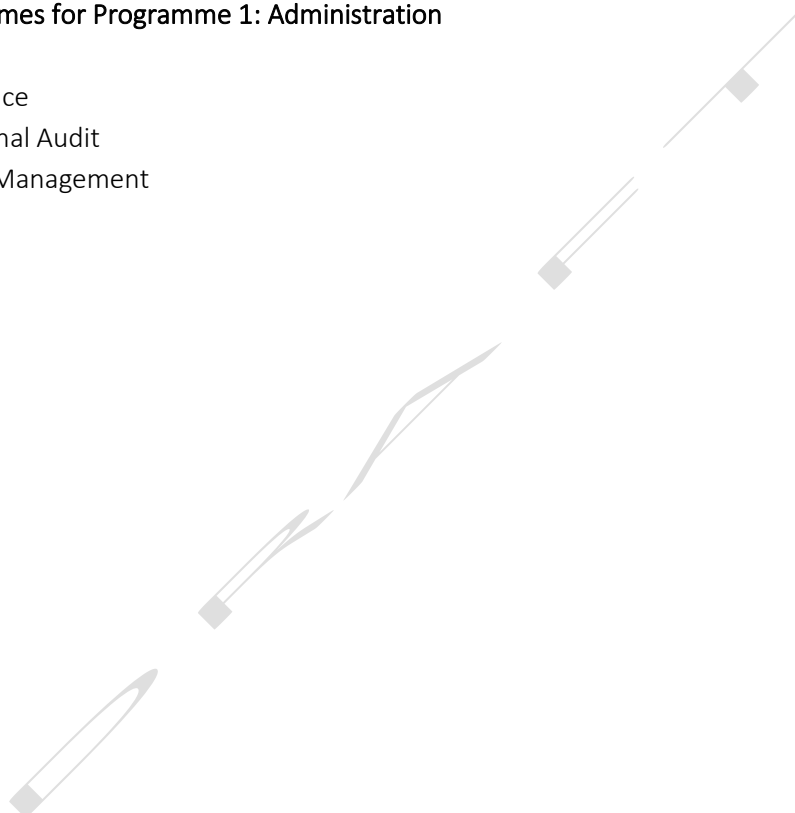
1.1 PROGRAMME 1: ADMINISTRATION: FINANCE, INTERNAL AUDIT AND RISK MANAGEMENT

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

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

Sub-Programmes for Programme 1: Administration

- Finance
- Internal Audit
- Risk Management



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

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

| OUTCOME | OUTPUTS | OUTPUT INDICATORS | ANNUAL TARGETS | | | | | | |
|--|--|---|---------------------------------------|---------------------------------------|---------------------------------------|-----------------------|-------------------|---------------------|---------------------|
| | | | AUDITED PERFORMANCE | | | ESTIMATED PERFORMANCE | MTEF TARGETS | | |
| | | | 2019/2022 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
| Effective Internal Controls and Compliance Monitoring Systems | Unqualified Audit Outcome | 1.1 Unqualified audit opinion achieved | Unqualified Audit Opinion | Unqualified Audit | Unqualified Audit | Unqualified Audit | Unqualified Audit | Clean Audit Opinion | Clean Audit Opinion |
| | Payment of discretionary grant suppliers within 30 days | 1.2 Percentage of discretionary grant suppliers paid within 30 days upon submission of compliant grant claim documents. | New Indicator not planned for 2019/20 | 94% | 74% | 90% | 95% | 100% | 100% |
| | Payment of corporate suppliers within 30 days | 1.3 Percentage of corporate suppliers paid within 30 days upon submission of valid invoice | New Indicator not planned for 2019/20 | 98% | 92% | 100% | 100% | 100% | 100% |
| | Implementation of risk management framework and policies | 1.4 Percentage of strategic risk mitigating measures implemented | New Indicator not planned for 2019/20 | New Indicator not planned for 2020/21 | 3,70% | 50% | 50% | 60% | 70% |
| | Implementation of recommendations from internal and external audit reviews | 1.5 Percentage of audit findings resolved | New Indicator not planned for 2019/20 | 90% | 91% | 80% | 90% | 90% | 95% |
| | Commitment of LGSETA Discretionary Grant budget | 1.6 Percentage of LGSETA Discretionary Grants budget committed | New Indicator not planned for 2019/20 | New Target not planned for 2020/21 | New Target not planned for 2021/22 | 95% | 95% | 95% | 95% |
| | Quarterly SETA Governance complied and submitted to shareholder | 1.7 Number of SETA Governance reports compiled | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Disbursement of mandatory grants to support skills development | Mandatory grants disbursed | 1.8 Percentage of mandatory grants disbursed | New Indicator not planned for 2020/21 | New Indicator not planned for 2020/21 | New Indicator not planned for 2021/22 | 100% (268) | 95% (259) | 97% (266) | 97% (266) |

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

TABLE 18: QUARTERLY TARGETS 2023/24: PROGRAMME 1 – ADMINISTRATION (FINANCE, INTERNAL AUDIT AND RISK MANAGEMENT)

| OUTPUT INDICATORS | ANNUAL TARGETS | Q1 | Q2 | Q3 | Q4 |
|---|---------------------------|------|---------------------------|------|------|
| 1.1 Unqualified Audit Opinion achieved | Unqualified Audit Opinion | - | Unqualified Audit Opinion | - | - |
| 1.2 Percentage of discretionary grant suppliers paid within 30 days upon submission of compliant grant claim documents. | 95% | 95% | 95% | 95% | 95% |
| 1.3 Percentage of corporate suppliers paid within 30 days upon submission of valid invoice | 100% | 100% | 100% | 100% | 100% |
| 1.4 Percentage of strategic risk mitigating measures implemented | 50% | 10% | 10% | 15% | 15% |
| 1.5 Percentage of audit findings resolved | 90% | 20% | 25% | 30% | 15% |
| 1.6 Percentage of LGSETA Discretionary Grants budget committed | 95% | 20% | 25% | 30% | 20% |
| 1.7 Number of SETA Governance reports compiled | 4 | 1 | 1 | 1 | 1 |
| 1.8 Percentage of mandatory grants disbursed | 95% | - | - | 70% | 25% |

1.2 PROGRAMME 1: ADMINISTRATION -CORPORATE SERVICES

1.1.2 PURPOSE OF PROGRAMME 1: ADMINISTRATION – CORPORATE SERVICES

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

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

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

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

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

| OUTCOME | OUTPUTS | OUTPUT INDICATORS | ANNUAL TARGETS | | | | | | |
|--|--|---|------------------------------------|-------------------------------------|------------------------------------|-----------------------|--------------|---------|---------|
| | | | AUDITED PERFORMANCE | | | ESTIMATED PERFORMANCE | MTEF TARGETS | | |
| | | | 2019/2022 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
| Resilient, skilled, and capable local government SETA administration | Career development interventions | 1.9 Number of career development events participated in urban and rural areas on occupations in high demand | New Target not planned for 2019/20 | New Target not planned for 2020/21- | 41 | 30 | 50 | 70 | 100 |
| | Career Development workshops | 1.10 Number of capacity building workshops on career development services conducted | New Target not planned for 2019/20 | New Target not planned for 2020/21 | 9 | 9 | 9 | 9 | 9 |
| | Training interventions Implemented | 1.11 Percentage of WSP and ATR training programmes implemented | New Target not planned for 2019/20 | New Target not planned for 2020/21 | New Target not planned for 2021/22 | 70% | 75% | 80% | 85% |
| | Cyber security maturity level assessment | 1.12 Number of cyber security assessments conducted | New Target not planned for 2019/20 | New Target not planned for 2020/21 | New Target not planned for 2021/22 | 1 | 2 | 2 | 2 |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



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

TABLE 20: QUARTERLY TARGETS 2022/23: PROGRAMME 1 – ADMINISTRATION (CORPORATE SERVICES)

| OUTPUT INDICATORS | ANNUAL TARGETS | Q1 | Q2 | Q3 | Q4 |
|---|----------------|-----|-----|-----|-----|
| 1.9 Number of career development events participated in urban and rural areas on occupations in high demand | 50 | 10 | 15 | 15 | 10 |
| 1.10 Number of capacity building workshops on career development services conducted | 9 | - | - | 6 | 3 |
| 1.11 Percentage of WSP and ATR training programmes implemented | 75% | 20% | 20% | 20% | 15% |
| 1.12 Number of cyber security assessments conducted | 2 | - | 1 | - | 1 |

1.3 PROGRAMME 2: SKILLS PLANNING

1.1.3 PURPOSE OF PROGRAMME 2: SKILLS PLANNING

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

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

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

Sub-Programmes for Programme 2: Skills Planning

- Research
- Sector Skills Planning
- Monitoring and Evaluation

ANNUAL OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS AND TARGETS: PROGRAMME 2 –SKILLS PLANNING

TABLE 21: ANNUAL TARGETS: PROGRAMME 2: SKILLS PLANNING

| OUTCOME | OUTPUTS | OUTPUT INDICATORS | ANNUAL TARGETS | | | | | | |
|---|--|--|------------------------------------|---------|---------------------------------|-----------------------|--------------|---------|---------|
| | | | AUDITED PERFORMANCE | | | ESTIMATED PERFORMANCE | MTEF TARGETS | | |
| | | | 2019/2022 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
| Improve sector priority skills and related interventions in the local government sector to ensure competent workforce and economic growth prospects | Improve quality of WSP and ATR submissions | 2.1 Percentage of WSPs and ATRs submissions approved | 100% | 268 | 2021/22 Implementation underway | 100% (268) | 100% | 100% | 100% |
| Evidence-based research to inform skills planning and decision making on skills development | Research reports | 2.2 Number of research projects conducted on skills development needs in the local government sector | 10 | 10 | 5 | 6 | 7 | 6 | 6 |
| Results-based Monitoring and Evaluation system to improve the delivery of skills development programmes and projects | Evaluation study reports | 2.3 Number of evaluation studies conducted on skills development projects | New Target not planned for 2019/20 | 1 | 2 | 1 | 3 | 2 | 2 |

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

TABLE 22: QUARTERLY TARGETS 2023/24: PROGRAMME 2 – SKILLS PLANNING

| OUTPUT INDICATORS | ANNUAL TARGETS | Q1 | Q2 | Q3 | Q4 |
|--|----------------|----|------|----|----|
| 2.1 Percentage of WSPs and ATRs submissions approved | 100% | - | 100% | - | - |
| 2.2 Number of research projects conducted on skills development needs in the local government sector | 6 | - | - | - | 7 |
| 2.3 Number of evaluation studies conducted on skills development projects | 3 | - | - | - | 3 |

1.4 PROGRAMME 3: LEARNING PROGRAMMES

1.1.4 PURPOSE OF PROGRAMME 3: LEARNING PROGRAMMES

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

Sub-Programmes for Programme 3: Learning Programmes

- Learning Programmes
- Provincial Offices
- Project Management Unit

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

TABLE 23: ANNUAL TARGETS: PROGRAMME 3: LEARNING PROGRAMME

| OUTCOME | OUTPUTS | OUTPUT INDICATORS | | ANNUAL TARGETS | | | | | | |
|---|---|---|---------------------|------------------------------------|------------------|-------------------------|-------------------------|--------------|---------|---------|
| | | | | AUDITED PERFORMANCE | | | ESTIMATED PERFORMANCE | MTEF TARGETS | | |
| | | | | 2019/2020 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
| Increased the production of occupations in high demand in the local government sector | National Enrolment and resource ratios for the high intermediate and elementary skills levels | 3.1 Percentage of discretionary grant allocations reflective of high, intermediate, and elementary skills level | High skills | New Target not planned for 2019/20 | High Skills 3% | High Skills 13% | High Skills 20% | 20% | 20% | 20% |
| | | | Intermediate skills | | Intermediate 70% | Intermediate Skills 38% | Intermediate Skills 60% | 60% | 60% | 60% |
| | | | Elementary skills | | Elementary 27% | Elementary Skills 49% | Elementary 20% | 20% | 20% | 20% |
| Improved work-based learning opportunities through education in the local government sector | Opening of Workplace based learning opportunities increased | 3.2 Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces | Entered | 1214 | 787 | 582 | 800 | 900 | 900 | 900 |
| | | | Completed | 143 | 1 | 514 | 200 | 300 | 450 | 450 |
| | | 3.3 Number of University students requiring Work Integrated Learning to complete their qualification placed in workplaces | Entered | 98 | 270 | 57 | 350 | 360 | 360 | 360 |
| | | | Completed | 0 | 0 | 52 | 150 | 150 | 240 | 240 |
| | | 3.4 Number of unemployed learners in internships | Entered | 303 | 115 | 309 | 350 | 500 | 580 | 600 |
| | | | Completed | 2 | 51 | 55 | 150 | 200 | 460 | 480 |
| | | 3.5 Number of unemployed learners in skills programmes | Entered | 3226 | 1887 | 369 | 1200 | 1200 | 1200 | 1300 |
| | | | Completed | 602 | 912 | 847 | 800 | 800 | 1000 | 1050 |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



| OUTCOME | OUTPUTS | OUTPUT INDICATORS | | ANNUAL TARGETS | | | | | | |
|--|--|--|---|------------------------------------|------------------------------------|---------|-----------------------|--------------|---------|---------|
| | | | | AUDITED PERFORMANCE | | | ESTIMATED PERFORMANCE | MTEF TARGETS | | |
| | | | | 2019/2020 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
| | | 3.6 Number of unemployed learners in learnership programmes | Entered | 1578 | 687 | 957 | 1500 | 1000 | 1555 | 1600 |
| | | | Completed | 495 | 835 | 888 | 835 | 835 | 1200 | 1200 |
| | | 3.7 Number of learners in candidacy programmes | Entered | 102 | 316 | 101 | 100 | 100 | 100 | 100 |
| | | | Completed | 114 | 61 | 6 | 50 | 50 | 50 | 50 |
| Improved critical skills in the local government workforce to enhance service delivery and economic growth | Increase workers' participation in various learning programmes to a minimum of 80% by 2030 | 3.8 Number of workers in a learnership programme | Entered | 1500 | 521 | 478 | 1500 | 1300 | 1730 | 1750 |
| | | | Completed | 565 | 285 | 607 | 1000 | 1000 | 1450 | 1500 |
| | | 3.9 Number of workers awarded bursaries | New Entries | 230 | 190 | 212 | 180 | 180 | 180 | 180 |
| | | | Continuing | - | 40 | 43 | 125 | 125 | 140 | 150 |
| | | | Completed | 59 | 9 | 149 | 200 | 200 | 380 | 390 |
| | | Address critical skills required in the local government sector of the economy to transform workplaces, improve productivity and economic growth prospects | 3.10 Number of workers in skills programmes | Entered | 1246 | 1149 | 1739 | 3000 | 3000 | 2840 |
| | Completed | | | 216 | 360 | 627 | 1500 | 1500 | 2420 | 2450 |
| | 3.11 Number of workers in AET | | Entered | 285 | 100 | 0 | 500 | 150 | 300 | 200 |
| | | | Completed | 50 | 155 | 48 | 400 | 70 | 400 | 300 |
| | Increased access to occupationally directed programmes in the local | Increase access for intermediate and high-level skills | 3.12 Number of learners in artisan development programmes | Entered | New Target not planned for 2019/20 | 395 | 244 | 200 | 200 | 200 |
| Completed | | | | New Target not planned for 2019/20 | 7 | 0 | 100 | 100 | 100 | 100 |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



| OUTCOME | OUTPUTS | OUTPUT INDICATORS | | ANNUAL TARGETS | | | | | | |
|---|--|---|--------------------|------------------------------------|---------|---------|-----------------------|--------------|---------|---------|
| | | | | AUDITED PERFORMANCE | | | ESTIMATED PERFORMANCE | MTEF TARGETS | | |
| | | | | 2019/2020 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
| government sector | Increase access for intermediate and high-level skills | 3.13 Number of unemployed learners awarded bursaries | <i>New Entries</i> | 593 | 520 | 547 | 520 | 350 | 570 | 570 |
| | | | <i>Continuing</i> | - | 151 | 153 | 150 | 140 | 130 | 130 |
| | | | <i>Completed</i> | 291 | 150 | 34 | | 150 | 160 | 180 |
| | | 3.14 Number of learners in RPL/ARPL | <i>Entered</i> | 50 | 79 | 106 | 400 | 400 | 400 | 400 |
| | | | <i>Completed</i> | 50 | 91 | 54 | 300 | 200 | 200 | 200 |
| | | 3.15 Number of partnerships established | TVET colleges | 5 | 5 | 6 | 10 | 10 | 10 | 10 |
| | | | HEI | 5 | 5 | 6 | 10 | 10 | 10 | 10 |
| | | | CET Colleges | - | 3 | 5 | 3 | 3 | 3 | 3 |
| | | 3.16 Number of SETA-Employer partnerships established | | 3 | 3 | 7 | 10 | 10 | 10 | 10 |
| Improved delivery of quality occupational directed programmes and the growth of the public education system | Support TVET colleges | 3.17 Number of SETA offices maintained in TVET Colleges | | - | 3 | 3 | 3 | 3 | 3 | 3 |
| | | 3.18 Number of Centres of Specialisation supported | | - | 5 | 0 | 5 | 5 | 5 | 5 |
| | | 3.19 Number of TVET Lecturers exposed to the industry through skills programmes | | 33 | 20 | 20 | 50 | 50 | 50 | 50 |
| | | 3.20 Number of managers receiving training on curriculum related studies | CET Managers | New Target not planned for 2019/20 | 100 | 25 | 18 | 18 | 18 | 18 |
| | | | TVET Managers | 38 | 18 | 24 | 20 | 20 | 20 | 20 |
| | | 3.21 Number of TVET college lecturers awarded bursaries | | New Target not planned for 2019/20 | 20 | 20 | 20 | 20 | 20 | 20 |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



| OUTCOME | OUTPUTS | OUTPUT INDICATORS | | ANNUAL TARGETS | | | | | | |
|---|---|--|--------------------------------|------------------------------------|------------------------------------|------------------------------------|-----------------------|--------------|---------|---------|
| | | | | AUDITED PERFORMANCE | | | ESTIMATED PERFORMANCE | MTEF TARGETS | | |
| | | | | 2019/2020 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
| | Support CET Colleges | 3.22 Number of CET college lecturers awarded skills development programmes | | New Target not planned for 2019/20 | 20 | 25 | 21 | 21 | 21 | 21 |
| | | 3.23 Number of CET learners accessing AET programmes | Entered | New Target not planned for 2019/20 | 507 | 866 | 500 | 300 | 300 | 400 |
| | | | Completed | New Target not planned for 2019/20 | 0 | 32 | 350 | 100 | 150 | 200 |
| | | | | | | | | | | |
| Improved skills development on entrepreneurship, cooperatives, and worker-initiated training within the local government sector | Increase development support for entrepreneurial activities and establishment of new enterprises and cooperatives | 3.24 Number of co-operatives and small and emerging enterprises supported with training intervention | Co-operatives | 30 | 22 | 20 | 30 | 30 | 30 | 30 |
| | | | Small and emerging enterprises | 20 | 20 | 21 | 30 | 30 | 30 | 30 |
| | | 3.25 Number of people trained on entrepreneurial skills | | 20 | 30 | 50 | 30 | 30 | 30 | 30 |
| | | 3.26 Number of CBOs/NGOs/NPOs supported with training interventions | | 35 | 20 | 21 | 30 | 30 | 30 | 30 |
| | | 3.27 Number of trade unions supported through relevant skills training interventions | | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | | 3.28 Number of rural development projects initiated | | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | Support Career Development services | 3.29 Number of career development practitioners trained | | New Target not planned for 2019/20 | 25 | 64 | 30 | 30 | 70 | 100 |
| | High School Development Programme for learners toward local government career development | 3.30 Number of learners in high school development programme supported on career development initiatives | | New Target not planned for 2019/20 | New Target not planned for 2020/21 | New Target not planned for 2021/22 | 100 | 150 | 200 | 250 |
| | | | | | | | | | | |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



| OUTCOME | OUTPUTS | OUTPUT INDICATORS | ANNUAL TARGETS | | | | | | |
|--|---|---|------------------------------------|------------------------------------|---------|-----------------------|--------------|---------|---------|
| | | | AUDITED PERFORMANCE | | | ESTIMATED PERFORMANCE | MTEF TARGETS | | |
| | | | 2019/2020 | 2020/21 | 2021/22 | | 2023/24 | 2024/25 | 2025/26 |
| Improved workplace-based learning opportunities through education in the local government sector | Opening of workplace-based learning opportunities increased | 3.31 Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment | New Target not planned for 2019/20 | New Target not planned for 2020/21 | 50 | 60 | 70 | 100 | 150 |

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

TABLE 24: QUARTERLY OUTPUTS INDICATORS 2023/24: PROGRAMME 3 – LEARNING PROGRAMMES

| OUTPUT INDICATORS | | ANNUAL TARGETS | Q1 | Q2 | Q3 | Q4 |
|--|---------------------|----------------|-----|-----|-----|-----|
| 3.1 Percentage of discretionary grant allocations reflective of high, intermediate, and elementary skills level | High skills | 20% | - | - | - | 20% |
| | Intermediate skills | 60% | - | - | - | 60% |
| | Elementary skills | 20% | - | - | - | 20% |
| 3.2 Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces Entered Completed | Entered | 900 | - | 300 | 300 | 300 |
| | Completed | 300 | 50 | 50 | 100 | 100 |
| 3.3 Number of university students requiring Work Integrated Learning to complete their qualification placed in workplaces | Entered | 360 | - | 100 | 80 | 80 |
| | Completed | 150 | | 50 | 50 | 50 |
| 3.4 Number of unemployed learners in internships | Entered | 500 | - | 200 | 150 | 150 |
| | Completed | 200 | - | 100 | 50 | 50 |
| 3.5 Number of unemployed learners in skills programmes | Entered | 1200 | - | 500 | 500 | 200 |
| | Completed | 800 | 200 | 200 | 200 | 200 |
| 3.6 Number of unemployed learners in learnership programmes | Entered | 1000 | - | 250 | 500 | 250 |
| | Completed | 835 | 235 | 200 | 200 | 200 |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



| OUTPUT INDICATORS | | ANNUAL TARGETS | Q1 | Q2 | Q3 | Q4 |
|---|--------------------|----------------|-----|------|------|-----|
| 3.7 Number of learners in candidacy programmes | <i>Entered</i> | 100 | - | 50 | 50 | - |
| | <i>Completed</i> | 50 | - | - | 25 | 25 |
| 3.8 Number of workers in learnership programmes | <i>Entered</i> | 1300 | - | 300 | 500 | 500 |
| | <i>Completed</i> | 1000 | 250 | 250 | 250 | 250 |
| 3.9 Number of workers awarded bursaries | <i>New Entries</i> | 180 | 50 | 40 | 40 | 50 |
| | <i>Continuing</i> | 125 | 65 | 60 | - | - |
| | <i>Completed</i> | 200 | 50 | 50 | 50 | 50 |
| 3.10 Number of workers in skills programmes | <i>Entered</i> | 3000 | - | 1200 | 1200 | 600 |
| | <i>Completed</i> | 1500 | 375 | 375 | 375 | 375 |
| 3.11 Number of workers in AET programmes | <i>Entered</i> | 150 | - | 75 | 75 | - |
| | <i>Completed</i> | 70 | - | 50 | 20 | - |
| 3.12 Number of learners in artisan development programmes | <i>Entered</i> | 200 | - | 75 | 75 | 50 |
| | <i>Completed</i> | 100 | 25 | 25 | 25 | 25 |
| 3.13 Number of unemployed learners awarded bursaries | <i>New Entries</i> | 350 | 50 | 100 | 100 | 100 |
| | <i>Continuing</i> | 140 | 70 | 70 | - | - |
| | <i>Completed</i> | 150 | 40 | 40 | 35 | 35 |
| 3.14 Number of learners in RPL/ARPL | <i>Entered</i> | 400 | - | 200 | 100 | 100 |
| | <i>Completed</i> | 200 | 50 | 50 | 50 | 50 |
| 3.15 Number of partnerships established | TVET colleges | 10 | - | 10 | - | - |
| | HEI | 10 | - | 10 | - | - |
| | CET Colleges | 3 | - | 3 | - | - |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



| OUTPUT INDICATORS | | ANNUAL TARGETS | Q1 | Q2 | Q3 | Q4 |
|---|--------------------------------|----------------|----|-----|-----|-----|
| 3.16 Number of SETA-Employer partnerships established | | 10 | - | 10 | - | - |
| 3.17 Number of SETA offices established and maintained in TVET Colleges | | 3 | - | 3 | - | - |
| 3.18 Number of centers of specialisation supported | | 5 | - | 5 | - | - |
| 3.19 Number of TVET Lecturers exposed to the industry through skills programmes | | 50 | - | 25 | 25 | - |
| 3.20 Number of managers receiving training on curriculum related studies | CET Managers | 18 | - | - | 18 | - |
| | TVET Managers | 20 | - | - | 20 | - |
| 3.21 Number of TVET college lecturers awarded bursaries | | 20 | - | - | 20 | - |
| 3.22 Number of CET college lecturers awarded skills development programmes | | 21 | - | - | 21 | - |
| 3.23 Number of CET learners accessing AET programmes: | Entered | 300 | - | 100 | 100 | 100 |
| | Completed | 100 | 25 | 25 | 25 | 25 |
| 3.24 Number of co-operatives and small and emerging enterprises supported with training intervention | Co-operatives | 30 | - | | 30 | - |
| | Small and emerging enterprises | 30 | | | 30 | |
| 3.25 Number of people to be trained on entrepreneurial skills | | 30 | - | - | 30 | - |
| 3.26 Number of CBOs/NGOs/NPOs supported with training interventions | | 30 | - | - | 30 | - |
| 3.27 Number of Trade Unions supported through the relevant skills training interventions | | 2 | - | - | - | 2 |
| 3.28 Number of rural development projects initiated | | 5 | - | - | - | 5 |
| 3.29 Number of career development practitioners trained | | 30 | - | | 15 | 15 |
| 3.30 Number of learners in high school development programme supported on career development initiatives | | 150 | - | - | - | 150 |
| 3.31 Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment | | | | | | |

1.5 PROGRAMME 4: QUALITY ASSURANCE

1.5.1 PURPOSE OF PROGRAMME 4: QUALITY ASSURANCE

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

Sub-Programmes for Programme 4: Quality Assurance

- Education, Training and Quality Assurance (ETQA)

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

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

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

| | | | | | | | | | |
|--|--|--|----------------------------|----------------------------|------------------------------|----------------------------|--|--|--|
| | | | not planned for 2019/20 | not planned for 2020/21 | not planned for 2021/2022 | not planned for 2022/23 | | | |
|--|--|--|----------------------------|----------------------------|------------------------------|----------------------------|--|--|--|

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

TABLE 26: QUARTERLY TARGETS 2023/24: PROGRAMME 4 – QUALITY ASSURANCE

| UTPUT INDICATORS | | ANNUAL TARGETS | Q1 | Q2 | Q3 | Q4 |
|---|--------------------|----------------|------|------|------|------|
| 4.1 Number of QCTO qualifications reviewed or developed | | 1 | - | - | - | 1 |
| 4.2 Number of learning materials and/or RPL toolkits are developed or reviewed for registered occupational qualifications | | 2 | - | - | - | 2 |
| 4.3 Number of Qualification Assessment Specification addendums and assessment tools developed or reviewed | | 2 | - | - | - | 2 |
| 4.3 Percentage of SDPs recommended for accreditation | | 100% | 100% | 100% | 100% | 100% |
| 4.4 Number of learners certificated against unit standards/qualifications | Unit Standard | 25 000 | 6250 | 6250 | 6250 | 6250 |
| | Full qualification | 1500 | 375 | 375 | 375 | 375 |
| 4.5 Number of assessment centers established for quality assurance of occupational qualifications | | 6 | - | 2 | 2 | 2 |
| 4.6 Number of quality assurance project visits conducted | | 90 | 15 | 30 | 30 | 15 |

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

Programme 1: Administration

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

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

The strategic focus of the MTEF is to improve the promotion of local government occupations to new graduate entrants through effective career development services. This will be done through conducting meaningful career guidance to both urban and rural municipal areas. The LGSETA aims to be impactful during career exhibitions by ensuring that new graduates and learners are being attracted to pursue career pathways in local government, which is an initiative in response to outcome eight of the NSDP.

The LGSETA will be implementing a rigorous stakeholder engagement strategy to ensure efficient and effective stakeholder management through exploring various mechanisms for engagement. The stakeholder engagement strategy requires that the LGSETA collaborates with strategic stakeholders to create meaningful engagements to support relations in the sector. Stakeholders must be adequately supported within the provinces.

Additional investment on the Information Technology infrastructure is of critical importance. Of particular concern are cyber-security issues and ensuring all processes are digitised and the IT infrastructure supports the support business processes to improve service delivery. LGSETA will further explore the use of video conferencing tools as part of minimising face-to-face interactions, and to engage with stakeholders, beneficiaries, and staff at provincial and head office. In addition, the LGSETA will continue to support the maintenance of the TVET satellite offices for the LGSETA as well as provincial offices.

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

Programme 2: Skills Planning

The Skills Planning programme contributes to the National Skills Development Plan (NSDP) and conduct research that will identify sector priority occupations (scarce skills) and interventions (SPOI) and skills gaps or top-up skills (critical skills) in the local government sector. In addition, the Skills Planning programme has a responsibility to develop a responsive Sector Skills Plan (SSP) at national and provincial levels, whereby priority occupations are adequately identified, and appropriate interventions address the skills demand outlined in the SSP.

This programme contributes to an integrated skills planning mechanism that is responsive to current and future local government skills development needs. The strategic priority areas for the Skills Planning programme focus on ensuring quality skills planning data is improved in the local government sector through capacity building sessions, engaging at relevant provincial skills development platforms, and working with various partners to interrogate the data provided and ensure alignment with national and provincial priorities. The programme further aims to support the skills gaps in the local government workforce to enhance service delivery and economic growth prospects.

The programme also seeks to improve the development of evidence-based research to inform integrated skills planning and decision-making in the sector. This will be realised through strengthening the role of research and the implementation of research recommendations in the LGSETA. The major focus on the research will be the publication of research reports through academic journal and local government magazines. This will ensure that that Local Government SETA becomes a knowledge hub and leads in knowledge management. Lastly, the programme aims to establish a performance information system to ensure that the centralisation and storage of reported information is kept safely and adequately. The LGSETA will focus on conducting evaluation studies including a tracer study and mid-year evaluation study to report the impact made on the implementation of the NSDP outcomes and LGSETA strategic focus areas.

Programme 3: Learning Programmes

The Learning Programme is the core programme whereby the delivery of training and skills development takes place. All the strategic initiatives and outcome indicators contributes to the eight outcomes of the NSDP (2020-2030). The strategic focus of this programme is to confirm the allocation of the Discretionary Grant into specific learning interventions according to the identified interventions and aligned to the sector priority occupations and interventions and skills gaps that the SETA would have identified through the Sector Skills Plans.

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

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

developing competencies of both employed and unemployed beneficiaries to improve service delivery in the sector.

The growth of the TVET and CET colleges remain a strategic priority area for the LGSETA. This initiative is linked with outcome five of the NSDP. LGSETA must support TVET and CET colleges through interventions including bursaries awarded to lecturers. The provision of infrastructure support including equipment, tools, workshops, ICT connectivity has been slow due to an assessment study that was conducted to assess the state of TVET and CET colleges. The recommendations will focus on the type of infrastructure support services required to address the needs required. The LGSETA has reviewed its discretionary grant policy to ensure that proper planning for the implementation of learning interventions and infrastructure support is adequately provided by the LGSETA in the 2023/24 financial year.

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

Programme 4: Quality Assurance

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

- Executing the core functions of the Quality Assurance programme in the outer years beyond 2022
- Staffing within the Quality Assurance programme
- The programme might be discontinued after 2022 due to the transfer of functions.

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

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

3. PROGRAMME RECOURSE CONSIDERATIONS

LGSETA derives its revenue from the skills development levy contributed by entities and municipality in the local government sphere. The MTEF budget, which forms an integral part of the Annual Performance Plan, is made up of the discretionary, mandatory, and administrative components. The budget for the 2023/24 financial period will be focusing on the implementation of the NSDP 2030.

There were no significant changes in the revenue structure for LGSETA relating to 2023/24 financial period. The total revenue is made up of the following components.

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

Table 27: Summary of Budget Estimates LGSETA

| 2022-23 BUDGET ESTIMATES | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
|--|----------------|----------------|----------------|------------------|------------------|------------------|
| | Audited | Audited | | | | |
| | Outcome | Outcome | Revised Budget | Budget Estimates | Budget Estimates | Budget Estimates |
| | R'000 | R'000 | R'000 | R'000 | R'000 | |
| REVENUE | | | | | | |
| Levy income - 80% | 519 706 | 850 761 | 849 654 | 900 633 | 945 665 | 988 032 |
| Administration Levy Income - 10,5% | 68 240 | 111 669 | 111 517 | 118 208 | 124 119 | 129 680 |
| Discretionary grants levy income - 49,5% | 321 584 | 526 775 | 525 724 | 557 267 | 585 131 | 611 345 |
| Mandatory Levy Income - 20% | 129 882 | 212 317 | 212 413 | 225 158 | 236 416 | 247 007 |
| | | | | | | |
| Levy interest and penalties | 14 572 | 16 443 | 15 000 | 7 953 | 8 351 | 8 725 |
| Interest Income | 57 728 | 29 444 | 57 274 | 51 170 | 53 729 | 53 729 |
| Other Income | 93 | 346 | 172 | 182 | 192 | 200 |

| | | | | | | |
|---|----------------|----------------|----------------|------------------|------------------|------------------|
| Prior Year Accumulated Surplus | | | | 1 745 126 | | |
| TOTAL REVENUE | 592 099 | 896 984 | 922 100 | 2 705 065 | 1 007 937 | 1 050 686 |
| | | | | | | |
| EXPENDITURE | | | | | | |
| Administration Expenditure | 67 363 | 112 388 | 176 460 | 169 561 | 178 040 | 192 334 |
| Employee Costs | 30 334 | 51 991 | 76 603 | 81 199 | 85 260 | 97 648 |
| Goods and services | 37 030 | 60 397 | 99 857 | 88 362 | 92 780 | 94 686 |
| Operating lease buildings | 8 586 | 9 949 | 11 000 | 15 900 | 16 695 | 16 984 |
| Maintenance and repairs | 381 | 732 | 1 200 | 1 272 | 1 336 | 1 396 |
| Communication and marketing | 667 | 1 486 | 5 000 | 5 300 | 5 565 | 65 |
| Conferences, workshops, and catering | 276 | 2 400 | 3 150 | 3 339 | 3 506 | 3 662 |
| Consultancy and service provider | 1 383 | 3 423 | 13 748 | 3 487 | 3 662 | 3 662 |
| Legal fees | 802 | 3 685 | 5 300 | 5 618 | 5 899 | 5 899 |
| Travel and subsistence | 2 761 | 9 259 | 12 448 | 8 955 | 9 403 | 9 403 |
| Staff training and development | 623 | 668 | 2 868 | 3 040 | 3 192 | 3 192 |
| Governance costs | 1 987 | 2 328 | 3 246 | 3 441 | 3 613 | 3 794 |
| QCTO expense | 4 600 | 3 502 | 5 197 | 4 407 | 4 628 | 4 859 |
| Printing | 1 210 | 1 066 | 2 700 | 2 862 | 3 005 | 3 005 |
| Telephone and internet | 3 901 | 4 466 | 4 200 | 4 452 | 4 675 | 4 908 |
| External audit fees | 3 236 | 4 509 | 4 900 | 5 194 | 5 454 | 5 698 |
| Internal audit fees | 866 | 1 191 | 8 200 | 3 392 | 3 562 | 3 740 |
| Other expenses including asset purchases | 4 346 | 3 142 | 13 845 | 14 676 | 15 409 | 15 600 |
| General expenses | 1 405 | 8 591 | 2 855 | 3 026 | 3 178 | 3 337 |
| | | | | | | |
| Mandatory grants expenditure | 129 881 | 216 194 | 212 413 | 225 158 | 236 416 | 247 007 |
| Discretionary grants expenditure | 223 928 | 511 203 | 533 227 | 565 221 | 593 482 | 611 345 |
| - Discretionary grants projects expenditure | 164 808 | 156 800 | 493 249 | 2 267 970 | 548 986 | 548 579 |
| -Project employee costs | 59 120 | 39 508 | 39 978 | 42 377 | 44 496 | 62 776 |
| -Project admin costs | - | - | - | - | - | - |
| TOTAL EXPENDITURE | 421 172 | 524 890 | 922 100 | 2 705 065 | 1 007 937 | 996 051 |
| | | | | | | |
| Surplus/ Deficit | 170 926 | 372 094 | 0 | 0 | 0 | 0 |

Programme 1: Administration Budget

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

The administration budget is financed by the administrative levy income and the investment income received from short term investments. During the 2022/23 financial period, the revenue estimates for interest income were slightly higher than anticipated due to higher interest rates, the trajectory is not expected to be maintained and thus lesser interest is anticipated in 2023/24.

Table 28: Summary of Programme 1 Budget.

| PROGRAMME 1 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
|--|-----------------|-----------------|----------------|------------------|------------------|------------------|
| | Audited Outcome | Audited outcome | Revised Budget | Budget Estimates | Budget Estimates | Budget Estimates |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| Administration Expenditure | 67 363 | 112 388 | 176 460 | 169 561 | 178 040 | 19 334 |
| Employee Costs | 30 334 | 51 991 | 76 603 | 81 199 | 85 260 | 97 648 |
| Goods and services | 37 030 | 60 397 | 99 857 | 88 362 | 92 780 | 94 686 |
| Operating lease buildings | 8 586 | 9 949 | 11 000 | 15 900 | 16 695 | 16 984 |
| Maintenance and repairs | 381 | 732 | 1 200 | 1 272 | 1 336 | 1 396 |
| Communication and marketing | 667 | 1 486 | 5 000 | 5 300 | 5 565 | 65 |
| Conferences, workshops, and catering | 276 | 2 400 | 3 150 | 3 339 | 3 506 | 3 662 |
| Consultancy and service provider | 1 383 | 3 423 | 13 748 | 3 487 | 3 662 | 3 662 |
| Legal fees | 802 | 3 685 | 5 300 | 5 618 | 5 899 | 5 899 |
| Travel and subsistence | 2 761 | 9 259 | 12 448 | 8 955 | 9 403 | 9 403 |
| Staff training and development | 623 | 668 | 2 868 | 3 040 | 3 192 | 3 192 |
| Governance costs | 1 987 | 2 328 | 3 246 | 3 441 | 3 613 | 3 794 |
| QCTO expense | 4 600 | 3 502 | 5 197 | 4 407 | 4 628 | 4 859 |
| Printing | 1 210 | 1 066 | 2 700 | 2 862 | 3 005 | 3 005 |
| Telephone and internet | 3 901 | 4 466 | 4 200 | 4 452 | 4 675 | 4 908 |
| External audit fees | 3 236 | 4 509 | 4 900 | 5 194 | 5 454 | 5 698 |
| Internal audit fees | 866 | 1 191 | 8 200 | 3 392 | 3 562 | 3 740 |
| Other expenses including asset purchases | 4 346 | 3 142 | 13 845 | 14 676 | 15 409 | 15 600 |
| General expenses | 1 405 | 8 591 | 2 855 | 3 026 | 3 178 | 3 337 |

Programme 2: Skills Planning Budget

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

The overall budget for the 2023/24 has increased from the 2022/23 financial period, mainly due to the increase of the mandatory grants budget for the 2022/23 financial period. The discretionary grants budget has also increased and will be utilised to finance the seven research projects on skills development in the local government sector, as well as the three evaluation studies.

Table 29: Summary of Programme 2 Budget

| Programme 2: | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
|------------------------------|-----------------|-----------------|----------------|-----------------|-----------------|-----------------|
| Skills Planning | Audited Outcome | Audited outcome | Revised Budget | Budget Estimate | Budget Estimate | Budget Estimate |
| R thousand | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| Programme 2 | 150 271 | 236 148 | 239 801 | 255 939 | 266 899 | 277 131 |
| Mandatory Grants | 129 881 | 216 194 | 214 085 | 226 930 | 238 277 | 247 007 |
| Discretionary Grants | 8 488 | 6 800 | 12 500 | 15 000 | 13 913 | 14 536 |
| Project Employee Costs | 12 088 | 13 154 | 13 216 | 14 009 | 14 709 | 15 588 |
| Project Administrative costs | - | - | - | - | - | - |

Programme 3: Learning Programmes

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

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

The priorities relating to unemployed learners for the 2023/24 financial period will include the following:

TVET placements for Work Integrated Learning target for 2023/2024 – Indicator 3.2: Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces,

Internships entered target for 2023/2024 – Indicator 3.4 Number of unemployed learners in an internship.

Learnerships for entered target for 2023/2024 - Indicator 3.6 Number of unemployed learners on a learnership programme.

Candidacy entered target for 2023/2024 to address technical skills and partnerships with professional bodies – Indicator 3.7 Number of learners in candidacy programmes.

Artisan entered target for 2023/2024 – Indicator 3.12 Number of learners in an artisan development programme. The reason for reducing the number of beneficiaries for this target is based on the strategy that we have increased the number of ARPL beneficiaries which results in the same qualifications but is a cheaper option and will focus on both employed and unemployed beneficiaries. Artisan RPL/ARPL target for 2023/2024 – Indicator 3.14 Number of learners in RPL/ARPL. The strategy on ARPL programmes for both employed and unemployed is a cheaper option compared with the artisan 3-year programme which is more costly per beneficiary, whereas the ARPL cost per beneficiary is cheaper.

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

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

Table 30: Summary of Programme 3 Budget

| Programme 3: Learning Programmes R thousand | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
|---|-----------------|-----------------|----------------|------------------|-----------------|-----------------|
| | Audited Outcome | Audited outcome | Revised Budget | Budget Estimate | Budget Estimate | Budget Estimate |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| Programme 3- Learning Programmes | 186 875 | 183 650 | 511 782 | 2 254 038 | 569 613 | 595 068 |
| Discretionary Grants | 154 480 | 146 200 | 471 749 | 2 238 970 | 525 057 | 548 579 |
| Project Employee Costs | 30 895 | 37 450 | 40 033 | 15 068 | 44 557 | 46 489 |
| Project Administrative Costs | 1 500 | - | - | - | - | - |

Programme 4: Quality Assurance

The Quality Assurance programme main core functions refer to the certification of Learners, accreditation of Skills Development Providers and registration of moderators and assessors and monitoring of quality of the training provided. The budget allocation for the Quality Assurance programme is financed by the discretionary grants levy income as it focusses on the development of qualifications, accreditation, and certification of the Learners The employee costs will be financed from administration levy income.

The overall budget for the Quality Assurance programme has increased by 26.69% to R27.3 million in the 2023/24 financial period. The discretionary grants budget will be utilised in the establishment of the assessment of occupational qualifications.

Table 31: Summary of Programme 4 Budget

| Programme 4: | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Quality Assurance | Audited Outcome | Audited outcome | Budget Estimate | Budget Estimate | Budget Estimate | Budget Estimate |
| R thousand | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| Programme 4 - Quality Assurance | 13 636 | 15 800 | 21 547 | 27 300 | 23 982 | 25 265 |
| Discretionary Grants Project cost | 2 524 | 3 800 | 9 000 | 14 000 | 10 017 | 10 466 |
| Project Employee Costs | 11 112 | 12 000 | 12 547 | 13 300 | 13 965 | 14 799 |
| Project administrative costs | - | - | - | - | - | - |

4. UPDATED KEY RISKS AND MITIGATIONS FROM THE STRATEGIC PLAN

Table 32: LGSETA Strategic Risks

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

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

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

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

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

5. PUBLIC PRIVATE PARTNERSHIPS

In responding to the LGSETA Strategic partnership model, the table below outline the type of strategic partnership that the LGSETA has established to enhance the delivery of the organisational strategy, and to ensure creating greater impact in the local government sector through skills development initiatives.

Table 33: Summary of Existing Strategic Partnerships

| PPP name | Purpose | Outputs | Current Value of the Agreement | End-Date of Agreement |
|--|--|---|--------------------------------|-----------------------|
| South African Institute of Civil Engineering (SAICE-PDP) | To attract and professionalize civil engineers | To address NSDP 2030 Objective 1 and LGSETA Strategic Focus on Enhancing Infrastructure and Service Delivery to attract employed learners including technicians to obtain professional qualifications to study engineering in specialised areas including pipeline of GIS technicians and making local government a career of choice; To support candidacy and bursaries in local government sector and registration with the relevant Professional Body. | R1 800 000.00 | 2024/04/01 |
| Association of Chartered Certified Accountants (ACCA) | To attract and professionalise accountants and collectively strive to improve audit outcomes in the local government sector. | To support candidacy interventions for municipal accountants to be registered with professional body; and to support financial management, and related occupations through bursary, internship, and skills programmes. | R48 240 000.00 | 2025/09/30 |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



| PPP name | Purpose | Outputs | Current Value of the Agreement | End-Date of Agreement |
|---|--|---|--------------------------------|-----------------------|
| Association of Skills Development of South Africa (ASDSA) | To provide support to develop and professionalize Skills Development Facilitators (SDFs) in the local government sector. | To support professional development and register SDFs in the sector. | R1 500 000.00 | 2023/06/30 |
| South African Local Government Association (SALGA) | To promote councilor development programme | To implement the Councilor development Strategy; and to assist the coordination and implementation of interventions for councillors and municipal officials based on specific needs; To address LGSETA strategic focus areas in Governance, Leadership and Management, Service Delivery and Planning. | R 1 750. 500.00 | 2023/01/31 |
| Pikitup Johannesburg SOC limited | To support learnership programmes aligned to the LGSETA Response to Economic Reconstruction and Recovery Plan. | To support learnership programmes for municipal employees and unemployed youth workers involved in municipal projects as well as learner contractor's programme. | R11 060 000.00 | 2024/02/02 |
| Chris Hani Development Urgency | To collaborate in the delivery of training and development programmes to capacitate local government officials. | To support learnership and skills programmes for local government officials. | R1 110 000.00 | 2023/09/23 |

| PPP name | Purpose | Outputs | Current Value of the Agreement | End-Date of Agreement |
|--|---|--|---|-----------------------|
| South African Municipal Workers Union (SAMWU) | To support worker development interventions. | To support worker development interventions including the Worker Leadership Programme to strengthen worker relationships, and RPL programmes that form part of addressing the NSDP Objective Encourage and support worker-initiated training to create better relationships with management. | R1 050 000.00 | 2022/12/07 |
| Services SETA | To support SMME initiatives through utilizing established skills centres in three provinces and supporting skills | To promote SMME support in local government context in line with the NSDP Objective 6 to Support Entrepreneurship (SMEs) and Cooperative development | N/A | 01/10/2024 |
| Metros: - eThekweni - Mangaung - Nelson Mandela Bay | To collaborate in the delivery of training and development programmes to capacitate local government officials, elected public representatives and communities. | To collaborate and support implementation of skills development interventions including placement of learners for WIL, bursaries, learnerships, and skills programmes. | R38 260 000.00 R13 948 000.00 R5 500 000.00 | 2024/03/30 |

| PPP name | Purpose | Outputs | Current Value of the Agreement | End-Date of Agreement |
|---|--|---|--|-----------------------|
| <p>District Municipalities:</p> <ul style="list-style-type: none"> - Ehlanzeni - Namakwa - OR. Tambo - Sekhukhune - Vhembe | To collaborate in the delivery of training and development programmes to capacitate local government officials, elected public representatives and communities | To collaborate and support implementation of skills development interventions including placement of learners for WIL, bursaries, learnerships, and skills programmes. | <p>R174 000.00</p> <p>R9 840 000.00</p> <p>R1 480 000.00</p> <p>R5 029 549.00</p> <p>R920 800.00</p> | 2024/03/30 |
| <p>Local Municipalities:</p> <ul style="list-style-type: none"> - Mquma - Musina - Umzimvubu | To collaborate in the delivery of training and development programmes to capacitate local government officials, elected public | To collaborate and support implementation of skills development interventions including placement of learners for work: WIL, bursaries, learnerships, and skills programmes. | <p>R 2 671 125.00</p> <p>R 5 511 344.50</p> <p>R 1 284 000.00</p> | 2024/03/30 |
| <p>Community Education and Training (CET) Colleges:</p> <ul style="list-style-type: none"> - NW CET - EC CET - WC CET | To ensure learning programme offerings at the CET colleges address the skills development needs of the local government sector | To collaborate on and support lecturer and manager development at CET colleges to support the skills required as well as collaborate and support implementation of skills interventions for unemployed learners relevant to the local government sector. Further, to enhance Infrastructure and capacity as well as blended learning methodologies. | <p>R 360 000.00</p> <p>R4 880.000.00</p> <p>R2 281. 400.00</p> | 2024/03/31 |

| PPP name | Purpose | Outputs | Current Value of the Agreement | End-Date of Agreement |
|--|--|--|--|-----------------------|
| <p>TVET Colleges:</p> <ul style="list-style-type: none"> -West Coast College of Cape Town -WC False Bay -MP Ehlanzeni -GP Ekurhuleni East -GP South West -KZN Majuba | To ensure learning programme offerings at TVET colleges address the skills development needs of the local government sector. | To collaborate and support implementation of skills interventions relevant for the local government sector including placement of learners for WIL, bursaries, development of lecturers; learnerships, skills programmes, artisan development and RPL. Further, to support the Growth of the Public College System through supporting lecturers and managers as outlined in part NSDP outcome 2 and 5; and to enhance Infrastructure and Service Delivery as well as blended learning methodologies. | <p>R 4 837 500.00</p> <p>R 4 402 125.00</p> <p>R 12 352 300.00</p> <p>R 9 887 650.00</p> <p>R 8 021 250.00</p> <p>R 3 908 750.00</p> | 2025/03/31 |
| <p>Higher Education Institutions (HEIs):</p> <ul style="list-style-type: none"> NWU CPUT UJ UNIVEN Regenesys | Ensure learning programme offerings at HEIs address the skills development needs of the local government sector. | <p>To collaborate and support implementation of skills interventions for LG sector including placement of learners for WIL and bursaries.</p> <p>To collaborate on priority occupations in local government in key priority areas through bursaries and link education and workplace support through blended learning methodologies</p> | <p>R5 460 000.00</p> <p>R16 358 000.00</p> <p>R4 410 000.00</p> <p>R3 990 400.00</p> <p>R8 550 000.00</p> | 2023/03/31 |

PART D: TECHNICAL INDICATOR DESCRIPTIONS (TIDs)

TECHNICAL INDICATOR DESCRIPTION: PROGRAMME 1

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

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

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

| Technical Indicator Description | Programme 1: Administration – (Finance, Internal Audit and Risk Management) |
|--|--|
| Indicator Title | 1.4 Percentage of strategic risk mitigations Implemented |
| Definition | Assurance that agreed upon strategic risk mitigations measures for strategic risks are implemented by management |
| Source of Data | Enterprise Risk Management report on strategic risk mitigation |
| Method of Calculation / Assessment | Total number of risk mitigations implemented against total number of strategic risks *100% |
| Means of Verification | ERM report on strategic risk mitigations |
| Assumptions | The data included in the Strategic Risk Register, Quarterly and Annual ERM report is accurate, complete, valid, and timely |
| Disaggregation of Beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | 50% of assurance on risk mitigations implemented |
| Indicator Responsibility | Head Internal Audit and Risk |

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

| Technical Indicator Description | Programme 1: Administration (Finance, Internal Audit and Risk Management) |
|--|---|
| Indicator Title | 1.6 Percentage of LGSETA Discretionary Grants budget committed |
| Definition | To ensure that LGSETA's spending and cash reserves at year end are in line with section 36 of the Skills development levy Act. The Regulation state that at the end of each financial year, a SETA must have spent or committed at least 95% of discretionary funds available to it by 31 March of each financial year and a maximum of 5% of uncommitted funds may be carried over to the next financial year. |
| Source of Data | Commitment schedule and approved discretionary grant allocation approved by the Board |
| Method of Calculation | Discretionary Grant committed against approved discretionary grant approved by the board * 100% |
| Means of Verification | Commitment schedule and Discretionary Grant budget |
| Assumptions | The data included in the commitments schedule and the financial statement for the determination of the percentage committed is accurate and complete. |
| Disaggregation of Beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | 95% of the discretionary grant's funds committed at year-end |
| Indicator Responsibility | Chief Executive Officer/ CFO |

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

| | |
|--------------------------|----------------------------------|
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | Four governance reports compiled |
| Indicator Responsibility | Chief Executive Officer |

| | |
|--|--|
| Technical Indicator Description | Programme 1: Administration – (Finance, Internal Audit and Risk Management) |
| Indicator Title | 1.8 Percentage of mandatory grant disbursed |
| Definition | This refers to the percentage of mandatory grants disbursed each quarter based on approved WSPs and ATRs within a financial year |
| Source of Data | DHET levy portal; WSP module approved list of WSPs |
| Method of Calculation / Assessment | Number of mandatory grants disbursed against the total number of WSPs and ATRs approved X 100 |
| Means of Verification | Report on Mandatory Grant approvals and individual employer mandatory grant payments |
| Assumptions | Employers pay mandatory grants monthly |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | 95% (259) mandatory grant payments disbursed annually |
| Indicator Responsibility | Chief Financial Officer |

| Technical Indicator Description | Programme 1: Administration: (Corporate Services) |
|--|--|
| Indicator Title | 1.9 Number of career development events participated in urban and rural areas on occupations in high demand |
| Definition | <p>The number of career development events including exhibitions and activities that the LGSETA initiated or attends for the purpose of providing information about priority occupations and career pathways within the local government sector as well as distributing LGSETA career handbooks.</p> <p>Career guidance events are important to facilitate access to information and the distribution of career guides to new labour market entrants and Learners pursuing a career in the local government sector</p> |
| Source of data | Invitation letters to host or to attend a career guidance event. Evidence of participation and attendance register, |
| Method of Calculation / Assessment | Total sum of number of rural and urban events in which the LGSETA hosted or attended in the financial year under review |
| Mean of verification | Invitation from the school /organisation confirming participation. A letter on the LGSETA letterhead signed by the school/organisation and attendance register |
| Assumptions | LGSETA receives sufficient invites to participate in the career awareness events and the organisers do not cancel planned career awareness events. |
| Disaggregation of Beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | <p>50 career development events participated in urban and rural areas on priority occupations and career pathways in the local government sector.</p> <p>The breakdown of the 50 career development events is: Rural - 25 events and Urban – 25 events.</p> |
| Indicator Responsibility | Executive Manager: Corporate Services |

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

| Technical Indicator Description | Programme 1: Administration (Corporate Services) |
|--|---|
| Indicator Title | 1.11 Percentage of WSP/ATR training programmes implemented |
| Definition | This refers to the training programmes or interventions within the organisational WSP/ATR that are implemented in a financial year under review |
| Source of Data | Approved LGSETA WSP/ATR |
| Method of Calculation / Assessment | Number of training programmes/interventions implemented / Total number of training programmes or interventions within a WSP/ATR of financial year * 100 |
| Mean of verification | Annual Training Report |
| Assumptions | There is budget for all the training programmes/interventions in the LGSETA WSP/ATR |
| Disaggregation of Beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | 75% of WSP/ATR training programmes implemented |
| Indicator Responsibility | Executive Manager: Corporate Services |

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

TECHNICAL INDICATOR DESCRIPTION: PROGRAMME 2 SKILLS PROGRAMME

| Technical Indicator Description | Programme 2: Skills Planning |
|--|--|
| Indicator Title | 2.1 Percentage of WSPs /ATRs submissions approved |
| Definition | The WSP/ATR submissions received from levy payers in the local government sector that are compliant with the approved SETA criteria. The WSP/ATR submissions are due by 30 April annually. A one-month extensions for submission of WSP/ATRs may be granted by the Board to those levy payers who have applied for extensions. |
| Source of Data | Levy Paying WSP and ATR submissions received annually |
| Method of Calculation / Assessment | Number of compliant WSP and ATR submissions against the total number of WSP and ATR submissions received X 100 |
| Means of Verification | Evaluation and approval report of WSP submissions |
| Assumptions | Employers will submit compliant workplace skills plans on time. WSPs will be approved on time. |
| Disaggregation of beneficiaries (where applicable) | 205 Small firms (local municipalities and/or entities below 50 employees) 44 Medium firms (District municipalities and/or entities between 50 and 150 employees) 8 Large firms (Metropolitan municipalities and/or entities with employees 150 and over) |
| Spatial Transformation (where applicable) | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Bi-annual |
| Desired Performance | 100% (273) compliant workplace skills plans and annual training reports approved for mandatory grant payments |
| Indicator Responsibility | Executive Manager: Strategy and Planning |

| Technical Indicator Description | Programme 2: Skills Planning |
|------------------------------------|--|
| Indicator Title | 2.2 Number of research projects conducted on skills development needs in the local government sector |
| Definition | This refers to sectoral research projects that the LGSETA will conduct on skills development as outlined in the approved research agenda which includes areas such as local economic development, water and waste management, blue economy (ocean economy), green economy, town planning and engineering disciplines, management, and leadership as well as occupations in high demand and skills offerings by the PSET institutions including community colleges relating to the local government sector. |
| Source of Data | Local government sector skills plan; relevant literature and databases. |
| Method of Calculation / Assessment | A total sum of research projects conducted on skills development per annum |
| Means of verification | Research reports |

| | |
|--|---|
| Assumptions | Research agenda is relevant to the skills development needs in the local government sector and to inform the sector skills plan Relevant stakeholders will participate in the research process |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Calculation Type | Non-cumulative |
| Reporting Cycle | Annually |
| Desired Performance | Seven research projects conducted on skills development needs in the local government sector |
| Indicator Responsibility | Executive Manager: Strategy and Planning |

| | |
|--|---|
| Technical Indicator Description | Programme 2: Skills Planning |
| Indicator title | 2.3 Number of evaluation studies conducted on skills development programmes |
| Definition | This indicator refers to conducting evaluations as guided by the LGSETA Evaluation plan which is inclusive of a tracer study that will specifically track GSETA supported learners who completed workplace-based learning programmes absorbed into employment or self-employment. Other evaluation studies to be conducted are based on the SETA learning interventions including learnerships, internships, skills programmes, work integrated learning, candidacy programme, bursaries, AET programmes, Artisan development programme, training on curriculum related studies, and people to be trained on entrepreneurial skills. |
| Source of Data | Relevant literature and databases informed by Evaluation Terms of Reference |
| Method of Calculation / Assessment | A total of three evaluation reports completed in a financial year. |
| Means of verification | Evaluation reports including one tracer study report |
| Assumptions | Stakeholders will participate in evaluation activities or tracer study and collaborate with appointed consultants Risk factors will be mitigated to ensure evaluation reports are delivered on time. |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial transformation (where applicable) | N/A |
| Calculation type | Non-cumulative |
| Reporting cycle | Annually |
| Desired Performance | Three evaluations studies conducted on skills development programmes |
| Indicator Responsibility | Executive Manager: Strategy and Planning |

TECHNICAL INDICATOR DESCRIPTION: PROGRAMME 3 – LEARNING PROGRAMME

| Technical Indicator Description | Programme 3: Learning Programme |
|------------------------------------|--|
| Indicator Title | 3.1 Percentage of discretionary grant allocations reflective of high, intermediate, and elementary skills levels |
| Definition | <p>This refers to a percentage of discretionary grant allocated to develop, high, intermediate, and elementary skills in a financial year which will focus on the following categories:</p> <ul style="list-style-type: none"> • High Skills Level: At least 20% of the discretionary grant allocations as a percentage of high skills (NQF Level 7 to NQF Level 10) • Intermediate Skills Level: At least 60% of the discretionary grants allocations as a percentage of intermediate skills (NQF Level 4 to NQF Level 6) • Elementary Skills Level: At least 20% of the discretionary grants allocations as a percentage of elementary skills (NQF Level 1 to NQF Level 3) <p>This focuses only on indicators for entered/enrolled learners into learning programmes through discretionary grant allocations in a financial year.</p> |
| Purpose/importance | To increase access to occupationally directed qualifications and programmes |
| Source of Data | Discretionary Grant allocation report |
| Method of Calculation / Assessment | <ul style="list-style-type: none"> • Discretionary grant allocations for High skills level against total discretionary grants allocations*100 • Discretionary grant allocations for Intermediate skills level against total discretionary grants allocations *100 • Discretionary grant allocations for Elementary skills level against total discretionary grant allocations*100 |
| Means of verification | Discretionary Grant allocation report |
| Assumptions | Contribute to the improvement of skills at high, intermediate, and elementary levels |
| Disaggregation of beneficiaries | <p>20% of discretionary grant allocation developing high skills level</p> <p>60% of discretionary grant allocation at developing intermediate skills level</p> <p>20% of discretionary grant allocation at developing elementary skills level</p> |
| Spatial Transformation | N/A |
| Calculation Type | Non-cumulative |
| Reporting Cycle | Annually |
| Desired Performance | <p>20% of discretionary grant allocation to develop high skills level</p> <p>60% of discretionary grant allocation at developing intermediate skills level</p> <p>20% of discretionary grant allocation at developing elementary skills level</p> |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programme |
|------------------------------------|--|
| Indicator Title | 3.2 Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces |
| Definition | <p>Placement refers to TVET students that are placed at a workplace to gain work experience to complete their academic study requirements. This will consist of two categories i.e., entered and completed TVET student placements for an academic qualification from the TVET.</p> <p>NB: Disclaimer entered refers to new TVET student placements while completed refer to existing TVET student placements who already have a funding agreement with LGSETA.</p> |
| Source of Data | <p>For Entered: Letter of award, funding agreement, list of learners on organisation letterhead, learner registration form, certified ID copy, letter/contract of employment, highest qualification (N4/N5/N6). Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>For completion: Certified ID copy Signed letter of completion from employer</p> |
| Method of Calculation / Assessment | <p>Total Sum of 900 TVET students entered Work Integrated Learning and 300 TVET students completing work integrated learning</p> |
| Means of verification | <p>LGSETA online (LPD system)</p> <p>For Entered: Letter of award, funding agreement, list of learners on organisation letterhead, learner registration form, certified ID copy, letter/contract of employment, highest qualification (N4/N5/N6). Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>For completion: Certified ID copy Signed letter of completion from employer</p> |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | <p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | <p>900 TVET students entered Work Integrated Learning 300TVET students completed work integrated learning</p> |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Indicator Title | 3.3 Number of university students requiring Work Integrated Learning to complete their qualification placed in workplaces |
| Definition | <p>University students in a work integrated learning program refers to the date the LGSETA enters into a funding agreement with the university to place students. This will consist of two categories i.e., entered and completed university students in a work integrated learning program.</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 an organisation 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>Total Sum of 360 University students requiring work integrated learning to complete their qualifications placed in workplaces 150 University student completed their Work Integrated Learning placement)</p> |
| Means of verification | <p>LGSETA online (LPD system)</p> <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> |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | <p>Entered:(Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion: (Women, Youth (Males + Females) and People with disabilities (Males + Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | <p>360 University students requiring work integrated learning to complete their qualifications placed in workplaces 150 University student completed their Work Integrated Learning placement)</p> |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|---|
| Indicator Title | 3.4 Number of unemployed learners in internships |
| Definition | <p>Refers to</p> <ol style="list-style-type: none"> 1. Unemployed graduates (in possession of National Diploma or University degree) 2. TVET learners who are in possession of a National Certificate Vocational NCV Level 4 enrolled for internships in a workplace and unemployed Interns who have completed an internship. This will consist of two categories i.e., enrolled and completed unemployed learners enrolled for workplace experience /internship. Note: There are exclusions on special projects. <p>NB: Disclaimer entered refers to new unemployed learners enrolled for workplace experience /internship while completed refer to existing unemployed learners enrolled for workplace experience /internship who already have a funding agreement with LGSETA.</p> |
| Source of Data | <p>Entered: 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 Close-out report or Signed letter of completion of internship from employer</p> |
| Method of Calculation / Assessment | Total sum of 700 (500 Unemployed learners enrolled for internship + 200 Unemployed learners completed internship) |
| Means of verification | <p>LGSETA online (LPD system)</p> <p>Entered: 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 Close-out report or Signed letter of completion of internship from employer</p> |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | <p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | <p>500 Unemployed learners enrolled for internship</p> <p>200 Unemployed learners completed internship)</p> |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|---|
| Indicator Title | 3.5 Number of unemployed learners in skills programmes |
| Definition | <p>Skills programmes refers to unemployed learners who participate in PIVOTAL or non-PIVOTAL skills programmes for the financial year. This will consist of two categories i.e. entered and completed learners in a skills programme. Note: There are exclusions on special projects.</p> <p>NB: Disclaimer entered refers to new unemployed learners in a skills programme while completed refer to existing unemployed learners in a skills programme who already have a funding agreement with LGSETA.</p> |
| Source of Data | <p>Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion: Certificate of attendance/completion, or statement of results.</p> |
| Method of Calculation / Assessment | Total Sum of 1 200 unemployed learners enrolled for skills programmes 800 Unemployed learners completed skills programmes) |
| Means of verification | <p>LGSETA online (LPD system)</p> <p>Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion: Certificate of attendance/completion, or statement of results.</p> |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | <p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | 1 200 unemployed learners enrolled for skills programmes 800 Unemployed learners completed skills programmes) |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|---|
| Indicator Title | 3.6 Number of unemployed learners in learnership programmes |
| Definition | <p>Learnerships programme for unemployed learners refers to a theoretical and practical workplace experiential learning over a period of at least twelve months and which leads to an occupationally related NQF qualification. This will consist of two categories i.e. entered and completed unemployed learners in a learnerships. Note: There are exclusions on special projects.</p> <p>NB: Disclaimer entered refers to new unemployed learners in learnerships programme while completed refer to existing unemployed learners in learnerships programme who already have a funding agreement with LGSETA.</p> |
| Source of Data | <p>Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion: Certificate of attendance/completion or statement of results or certificate from the entity.</p> |
| Method of Calculation / Assessment | <p>Total Sum of</p> <p>1000 Unemployed learners enrolled learnership programme</p> <p>835 Unemployed learners completed learnership programme</p> |
| Means of verification | <p>LGSETA online (LPD system)</p> <p>Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion: Certificate of attendance/completion or statement of results or certificate from the entity.</p> |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | <p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | <p>1000 Unemployed learners enrolled learnership programme</p> <p>835 Unemployed learners completed learnership programme</p> |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Indicator Title | 3.7 Number of learners in candidacy programmes |
| Definition | <p>Candidacy programme refers to both employed and unemployed individuals depending on the profession. The programme facilitate access to mentorship, training and professional registration, to build the professional skills required in certain occupations, supporting service delivery within the municipality. Candidacy programme will consist of two categories i.e. employed and unemployed individuals who enters and complete the programme.</p> <p>NB: Disclaimer entered refers to new individuals in a candidacy programme, while completed refer to existing individuals in a candidacy programme who already have a funding agreement with LGSETA.</p> |
| Source of Data | <p>Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion: Proof of registration with the professional body or a final report from a mentor which confirms readiness of candidate to register with professional body</p> |
| Method of Calculation / Assessment | <p>Total Sum of 100 learners enrolled for the candidacy programme 50 learners completed candidacy programme</p> |
| Means of verification | <p>LGSETA online (LPD system)</p> <p>Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion: Proof of registration with the professional body or a final report from a mentor which confirms readiness of candidate to register with professional body</p> |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | <p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | <p>100 learners enrolled for the candidacy programme 50 learners completed candidacy programme</p> |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Indicator Title | 3.8 Number of workers in learnership programmes |
| Definition | <p>This refers to a structured learning programme which includes theoretical and practical workplace experiential learning over a period of at least twelve months and which leads to an occupationally related NQF qualification. This will consist of two categories i.e. entered and completed workers in a learnerships programme.</p> <p>NB: Disclaimer entered refers to new workers in a learnership programme while completed refer to existing workers in a learnership programme who already have a funding agreement with LGSETA.</p> |
| Source of Data | <p>Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion: Certificate of attendance/completion or statement of results or certificate from the entity.</p> |
| Method of Calculation / Assessment | <p>Total Sum of 1300 Workers enrolled for learnership programme 1000 Workers completed learnership programme</p> |
| Means of verification | <p>LGSETA online (LPD system)</p> <p>Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion: Certificate of attendance/completion or statement of results or certificate from the entity.</p> |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | <p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | <p>1300 Workers enrolled for learnership programme 1000 Workers completed learnership programme</p> |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Indicator Title | 3.9 Number of workers awarded bursaries |
| Definition | <p>Employees awarded bursaries refers to a grant awarded to employed learners enrolled on part or full NQF qualifications. This will consist of three categories i.e. entered (new enrolments), continuing students and workers who have completed their studies. Note: There are exclusions on special projects.</p> <p>NB: Disclaimer entered refers to new workers awarded bursaries and continuing workers awarded bursaries who already have a funding agreement with LGSETA, while completed workers awarded bursaries refers to workers that have completed their studies</p> |
| Source of Data | <p>New Entry and continuing Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completions: Results from the institution or a signed letter confirming completion of study from institution</p> |
| Method of Calculation / Assessment | <p>Total Sum of</p> <p>180 workers granted bursaries (new entries)</p> <p>125 Workers granted bursaries (continuing)</p> <p>200 workers granted bursaries (completed their studies)</p> |
| Means of verification | <p>LGSETA online (LPD system)</p> <p>New Entry and continuing Learners' supporting documents (as detailed in the funding agreement under suspensive clause: Learner supporting document (Learner form, ID document); Statement of Results; and Proof of Registration returning student), and signed funding agreements from the entity</p> <p>Completions: Results from the institution or a signed letter confirming completion of study from institution</p> |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | <p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | <p>180 workers granted bursaries (new entries)</p> <p>125 Workers granted bursaries (continuing)</p> <p>200 workers granted bursaries (completed their studies)</p> |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Indicator Title | 3.10 Number of workers in skills programmes |
| Definition | Workers entered for skills programmes that can be either 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. NB: Disclaimer entered refers to new workers in a skills programme and completed refers to workers in a skills programme who already have a funding agreement with LGSETA. |
| Source of Data | Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Certified copy of ID Certificate of attendance/completion, or statement of results. |
| Method of Calculation / Assessment | Total sum of 3000 workers enrolled for skills programmes 1500 Workers completed skills programmes |
| Means of verification | LGSETA online (LPD system) Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Certified copy of ID Certificate of attendance/completion, or statement of results |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females) Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females) |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | 3000 workers enrolled for skills programmes 1500 Workers completed skills programmes |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|---------------------------------|--|
| Indicator Title | 3.11 Number of workers in AET programmes |
| Definition | AET programmes required for workers in the local government sector refers to skills programmes and qualifications at NQF level 1 and below (meaning 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 |

| | |
|------------------------------------|--|
| | <p>to the NSC. The AET programmes will consist of two categories i.e. entered and completed workers in an AET programmes.</p> <p>NB: Disclaimer entered refers to new AET workers and completed refers to AET workers who already have a funding agreement with LGSETA. In addition, GETC/NSC and NSCA qualifications are all new offerings and therefore will not have completions.</p> |
| Source of Data | <p>Entered:</p> <p>GETC Qualifications/NSC/NSCA/ABET Levels 1,2, 3 and 4 programmes: Letter of award, funding agreement, list of learners in organisation, letter confirming employment, learner registration form, certified ID copy. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreement from the entity.</p> <p>Completion (ABET Levels 1,2, 3 and 4 skills programmes):</p> <p>Certified copy of ID</p> <p>Certificate of attendance/completion or statement of results.</p> |
| Method of Calculation / Assessment | Total sum of 220 (150 workers enrolled for AET programmes and 70 workers completed AET programmes) |
| Means of verification | <p>LGSETA online (LPD system)</p> <p>Entered:</p> <p>GETC Qualifications/NSC/NSCA/ABET Levels 1,2, 3 and 4 programmes: Letter of award, funding agreement, list of learners in organisation, letter confirming employment, learner registration form, certified ID copy, learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion (ABET Levels 1,2, 3 and 4 skills programmes):</p> <p>Certified copy of ID</p> <p>Certificate of attendance/completion or statement of results</p> |
| Assumptions | Contribution towards the improvement of local government skills through adult education and training qualifications/NSC and related skills programmes that seek to build a foundation for learning pathways and lifelong learning. |
| Disaggregation of beneficiaries | <p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Bi-annually |
| Desired Performance | Total sum of 150 workers enrolled for AET programmes and 70 workers completed AET programmes |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Indicator Title | 3.12 Number of learners in an artisan development programme |
| Definition | <p>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>NB: Disclaimer entered refers to new apprentices in an artisan development program and completed refers to apprentices in an artisan development program who already have a funding agreement with LGSETA.</p> |
| Source of Data | <p>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> |
| Method of Calculation / Assessment | <p>Total Sum of 200 artisan learners enrolled 100 Artisan learners completed</p> |
| Means of verification | <p>LGSETA online (LPD system)</p> <p>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> |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | <p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | <p>200 artisan learners enrolled 100 artisan learners completed</p> |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Indicator Title | 3.13 Number of unemployed learners awarded bursaries |
| Definition | <p>Unemployed learners awarded bursaries to pursue their studies refers to a monetary award that is given to learners, this intervention is a grant awarded to unemployed learners enrolled on a partial or full NQF qualification. This will consist of three categories i.e. entered, continuing and completed unemployed awarded bursaries. Note: There are exclusions on special projects.</p> <p>Disclaimer entered refers to new unemployed awarded bursaries, continuing and completed refers to unemployed awarded bursaries who already have a funding agreement with LGSETA.</p> |
| Source of Data | <p>New Entry and continuing Learners' supporting documents (as detailed in the funding agreement under suspensive clause: Learner supporting document (Learner form, ID document); Statement of Results; and Proof of Registration returning student) and signed funding agreements from the entity.</p> <p>Completions: Results from the institution or a signed letter confirming completion of study from institution</p> |
| Method of Calculation / Assessment | <p>Total Sum of 350 Unemployed learners awarded bursaries -new entries 140 unemployed learners granted bursaries –continuing 150 Unemployed learners granted bursaries completed their study in a financial year)</p> |
| Means of verification | <p>LGSETA online (LPD system)</p> <p>New Entry and continuing Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Continuing: Learner supporting document (Learner form, ID document), Statement of Results and Proof of Registration returning student Completions: Results from the institution or a signed letter from institution confirming completion of study</p> |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | <p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | <p>350 Unemployed learners awarded bursaries -new entries 140 unemployed learners granted bursaries –continuing 150 Unemployed learners granted bursaries completed their study in a financial year)</p> |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Program |
|------------------------------------|---|
| Indicator Title | 3.14 Number of learners in RPL/ ARPL |
| Definition | <p>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>Disclaimer entered refers to new learners in RPL/ ARPL while completed refers to learners who already have a funding agreement with LGSETA assessed and/or declared competent and/or passed trade test for RPL/ ARPL.</p> |
| Source of Data | <p>Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.</p> <p>Completion: RPL: Assessment reports and/or statement of results and learner ID ARPL: Trade test reports and learner ID</p> |
| Method of Calculation / Assessment | Total Sum of 600 (400 learners entered for RPL/ ARPL programme + 200 learners completed for RPL/ ARPL) |
| Means of verification | <p>LGSETA online (LPD system)</p> <p>Entered: Service letter, employment contract and ID.</p> <p>Completion: RPL: Assessment reports and/or statement of results and learner ID ARPL: Trade test reports and learner ID</p> |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | <p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | <p>400 learners entered for RPL/ ARPL programme</p> <p>200 learners completed RPL/ ARPL</p> |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|---|
| Indicator Title | 3.15 Number of partnerships established |
| Definition | <p>Partnerships established refers to Partnership agreement /Memorandum of Understanding setting out co-operation between the TVET colleges, Universities and CET colleges and the LGSETA on skills development.</p> <p>A partnership agreement /memorandum of understanding will be signed on year 1 of the partnership and the Funding agreements will be applicable for the outer years in line with the agreed commitments listed in the partnership agreement /MOU</p> |
| Source of Data | Signed partnership agreement/Memorandum of Understanding (MoU's) with TVET colleges, HET, CET Colleges in Year 1 , Funding agreement /s in year 2 and year 3 |
| Method of Calculation / Assessment | Total Sum of 10 TVET partnership established 10 HEI partnerships established 3 CET partnership established |
| Means of verification | LGSETA online (LPD system) Signed partnership agreement /Memorandum of Understanding (MoU's) with TVET colleges, HET, CET Colleges on year 1 Signed funding agreement in line with agreed programs as listed in the partnership agreement /MoU for the following years |
| Assumptions | Contribution towards the improvement of the South African education college education system |
| Disaggregation of beneficiaries | The output of this indicator is the partnership agreement/MoU signed with either HET/CET/TVET college, therefore disaggregation of beneficiaries is not applicable (N/A) |
| Spatial Transformation | N/A |
| Calculation Type | Output |
| Reporting Cycle | Annually |
| Desired Performance | 10 TVET partnership established 10 HEI partnerships established 3 CET partnership established |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Performance indicator | 3.16 Number of SETA - Employer partnerships established |
| Definition | Employer refers to signed funding agreement and partnerships between SETA and Municipalities or Municipal entity on any learning intervention funded by the SETA. |
| Purpose/importance | To increase access to occupationally directed qualifications and programmes |
| Source of Data | Partnership agreement /Memorandum of Agreement (MoU) in year 1 Signed funding agreement for the following years |
| Method of Calculation / Assessment | Simple count of 10 partnership agreement/Memorandum of understanding for year 1 signed between SETA and employer municipalities and municipal entities. 10 signed Funding agreement |

| | |
|---------------------------------|--|
| Means of verification | signed partnership agreement /MOU in year 1 Signed funding agreement for outer years |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | The output of this indicator is the partnership agreement /MoU; therefore, disaggregation of beneficiaries is not applicable (N/A) |
| Spatial Transformation | N/A |
| Calculation Type | Output |
| Reporting Cycle | Annually |
| Desired Performance | 10 partnerships established between SETA and employer municipalities or municipal entities. |
| Indicator Responsibility | Chief Operations Officer |

| | |
|------------------------------------|---|
| Technical Indicator Description | Programme 3: Learning Programmes |
| Indicator Title | 3.17 Number of SETA offices maintained in TVET Colleges |
| Definition | This refers to maintaining the existing SETA TVET offices through a partnership agreement/memorandum of understanding (MoUs) signed between LGSETA and the TVET college in a financial year |
| Purpose/importance | Support the growth of the public college system |
| Source of Data | Copy of Signed a partnership agreement/ memorandum of understanding (MoUs) signed between LGSETA and the TVET college. |
| Method of Calculation / Assessment | Simple Count of 3 SETA offices maintained in TVET colleges |
| Means of verification | Signed Funding agreement of the current financial year commitment Valid partnership agreement /memorandum of understanding (MoUs) signed between LGSETA and the TVET college |
| Assumptions | Contribution towards the improvement of the South African education college education system |
| Disaggregation of beneficiaries | The output of this indicator is the signed partnership agreement/MoU, therefore disaggregation of beneficiaries is not applicable (N/A) |
| Spatial Transformation | N/A |
| Calculation Type | Output |
| Reporting Cycle | Annually |
| Desired Performance | 3 SETA offices maintained in TVET colleges |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|---|
| Indicator Title | 3.18 Number of Centres of Specialisation supported |
| Definition | Refers to a number of centres of specialisation supported. Note: There are exclusions on special projects |
| Source of Data | Signed partnership agreement /MoU's between LGSETA and the Centres of Specialisation |
| Method of Calculation / Assessment | Simple count of 5 Centres of Specialisation supported |
| Means of verification | Signed partnership agreement/MoU's between LGSETA and the Centres of Specialisation |
| Assumptions | Contribution towards the improvement of the South African education college education system |
| Disaggregation of beneficiaries | The output of this indicator is TVET colleges supported that aspire to be/or are a centre of specialisation for a particular trade, therefore disaggregation of beneficiaries is not applicable (N/A) |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Annually |
| Desired Performance | 5 Centres of Specialisation supported per annum |
| Indicator Responsibility | Chief Operations Officer |

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

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|---|
| Indicator Title | 3.20 Number of managers receiving training on curriculum related studies |
| Definition | 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 Note: There are exclusions on special projects. |
| Purpose/importance | The implementation of this indicator is in support of NSDP 2030 outcome 5 which state that we should support the growth of the public college system |
| Source of Data | Learners (lecturers) supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity |
| Method of Calculation / Assessment | Total Sum of 18 CET Managers receiving training on curriculum related studies 20 TVET Managers receiving training on curriculum related studies |
| Means of verification | LGSETA online (LPD system) |
| Assumptions | Contribution towards the improvement of the South African education college education system |
| Disaggregation of beneficiaries | Women Youth (Males +Females) People with disabilities (Males +Females) |
| Spatial Transformation | N/A |
| Calculation Type | Non- Cumulative |
| Reporting Cycle | Annually |
| Desired Performance | 18 CET Managers received training on curriculum related studies 20 TVET Managers received training on curriculum related studies |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|---|
| Indicator Title | 3.21 Number of TVET College lecturers awarded bursaries |
| Definition | TVET college Lecturers awarded bursaries refers to bursary support given to TVET lecturers who are enrolled 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. |
| Source of Data | Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity e.g., Certified copy of ID Bursary agreement, Acceptance letter or proof of registration from the institution |
| Method of Calculation / Assessment | Total sum of the number of TVET college Lecturers awarded a bursary during the financial year under review |
| Means of verification | LGSETA online (LPD system) |
| | Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity e.g., Certified copy of ID Bursary agreement, Acceptance letter or proof of registration from the institution. |
| Assumptions | Contribution towards the improvement of the South African education college education system |

| | |
|---------------------------------|--|
| Disaggregation of beneficiaries | Women Youth (Males +Females) People with disabilities (Males +Females) |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Annually |
| Desired Performance | 20 TVET College Lecturers awarded bursaries |
| Indicator Responsibility | Chief Operations Officer |

| | |
|------------------------------------|--|
| Technical Indicator Description | Programme 3: Learning Programmes |
| Indicator Title | 3.22 Number of CET College lecturers awarded skills development programmes |
| Definition | Skills program as a short intervention allows for an individual to do more than 1 skills program in a financial year. These individuals will be reported for each skills program 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. Note: There are exclusions on special projects. |
| Source of Data | Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity |
| Method of Calculation / Assessment | Total sum of 21 CET College lecturers entered for skills programmes |
| Means of verification | LGSETA online (LPD system) Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity |
| Assumptions | Contribution towards the improvement of the South African education college education system |
| Disaggregation of beneficiaries | Women Youth (Males +Females) People with disabilities (Males +Females) |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Annually |
| Desired Performance | 21 CET College Lecturers entered for skills programmes |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Indicator Title | 3.23 Number of CET learners accessing AET programmes |
| Definition | <p>CET College unemployed learners entered refers to 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.</p> <p>NB: Disclaimer entered refers to new CET College unemployed learners in AET program while completed refers to CET College unemployed learners in AET programme who already have a funding agreement with LGSETA.</p> |
| Source of Data | <p>Entered: Letter of award, funding agreement, list of learners in organisation, letter confirming employment, learner registration form, certified ID copy. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion: Certified copy of ID Certificate of attendance/completion or statement of results</p> |
| Method of Calculation / Assessment | <p>Total Sum of 300 Unemployed learners from CET entering AET programme 100 Unemployed learners from CET completed AET programme</p> |
| Means of verification | <p>LGSETA online (LPD system)</p> <p>Entered: Letter of award, funding agreement, list of learners in organisation, letter confirming employment, learner registration form, certified ID copy. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion: Certified copy of ID Certificate of attendance/completion or statement of results</p> |
| Assumptions | Contribution towards the improvement of the local government skills development agenda |
| Disaggregation of beneficiaries | <p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | <p>300 Unemployed learners from CET entering AET programme 100 Unemployed learners from CET completed AET programme</p> |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Indicator Title | 3.24 Number co-operatives and small and emerging enterprises supported with training interventions |
| Definition | Support for Co-operatives and Small and Emerging enterprises refers to training interventions which is a short intervention that allows for an individual to do more than one skills program in a financial year. This will be done through SPOI list /PIVOTAL or non-PIVOTAL skills development programme. This will include two categories for Co-operatives and Small and Emerging Enterprises supported with training interventions or funded. Note: There are exclusions on special projects. |
| Source of Data | Co-operative and Small and Emerging Enterprise registration form, funding agreement from the entity, Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Registration forms refers to the registration document that are issued to the entities by the Companies and Intellectual Property Registration Office |
| Method of Calculation / Assessment | Total Sum of 30 co-operatives supported through skills development programmes 30 small and emerging enterprises supported through skills development programmes |
| Means of verification | LGSETA online (LPD system) Co-operative and Small and Emerging Enterprises registration form, funding agreement from the entity. |
| Assumptions | Contribution to local government economic development agenda |
| Disaggregation of beneficiaries | The output of the indicator are entities (Co-operatives and Small and Emerging Enterprises) that will be supported and not individuals, therefore disaggregation of beneficiaries is not applicable (N/A) |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Annually |
| Desired Performance | 30 co-operatives supported through skills development programmes 30 small and emerging enterprises supported through skills development programmes |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|---|
| Indicator Title | 3.25 Number of people trained on entrepreneurial skills |
| Definition | 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 programme during the financial year. Note: There are exclusions on special projects. |
| Source of Data | funding agreement from the SDP 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 40 people trained on entrepreneurial skills |
| Means of verification | LGSETA online (LPD system) |

| | |
|---------------------------------|---|
| | funding agreement from the SDP entity. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity. |
| Assumptions | Contribution to local government economic development agenda |
| Disaggregation of beneficiaries | Women Youth (Males +Females) People with disabilities (Males +Females) |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Annually |
| Desired Performance | 40 people trained on entrepreneurial skills |
| Indicator Responsibility | Chief Operations Officer |

| | |
|------------------------------------|--|
| Technical Indicator Description | Programme 3: Learning Programmes |
| Indicator Title | 3.26 Number of CBO's /NGOs /NPOs supported with training interventions |
| Definition | CBO's /NGO's /NPO's supported through skills development programme training per annum 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 programme Note: There are exclusions on special projects. |
| Source of Data | 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. |
| Method of Calculation / Assessment | A total of 30 CBOs /NPOs /NGOs supported with training interventions. |
| Means of verification | LGSETA online (LPD system) Not-for-profit registration form; funding agreement from the entity. |
| Assumptions | Contribution towards socio- economic development agenda |
| Disaggregation of beneficiaries | N/A |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Annually |
| New Indicator | No |
| Desired Performance | 30 CBOs /NPOs /NGOs supported through skills development programmes |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Indicator Title | 3.27 Number of Trade Unions supported through the relevant skills training interventions |
| Definition | 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 that operates within the Local government Sector supported through skills development programmes |
| Means of verification | Signed funding agreement |
| Assumptions | Contribute toward leadership development with a view to strengthen local government sector |
| Disaggregation of beneficiaries | The output of the indicator are trade unions supported; therefore, disaggregation of beneficiaries is not applicable (N/A) |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Annually |
| Desired Performance | 2 Trade unions supported through skills development programmes |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|---|
| Indicator Title | 3.28 Number of rural development projects initiated |
| Definition | Rural projects supported: refer to rural municipalities awarded Discretionary Grants (DGs) and enter into a funding agreement with the LGSETA through skills development programme training per annum 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 programme during the financial year. |
| 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 | A total of 5 rural projects supported on skills development programmes |
| Means of verification | LGSETA online (LPD system) Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity. |
| Assumptions | Contribution toward rural development initiatives |
| Disaggregation of beneficiaries | N/A |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Annually |
| Desired Performance | 5 rural projects supported on skills development programmes |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|---|
| Indicator Title | 3.29 Number of career development practitioners trained |
| Definition | The number of personnel trained as career development practitioners. This includes (but not limited to) all stakeholder personnel example Life Orientation Teachers and Youth Development Practitioners within the local government sector that participate and engage with Learners at schools, career development exhibitions, events and activities. |
| 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 | A total sum of career development practitioners trained per annum |
| Means of verification | Attendance registers or letter/copy of certificate of attendance or copy of certificate of completion of the training. |
| Assumptions | There is adequate capacity to train career development and advice practitioners. |
| Disaggregation of beneficiaries | Target for Women Target for Youth Target for People with Disabilities (PWD) |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | 30 career development and advice practitioners trained |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Indicator Title | 3.30 Number of high school learners supported on career development initiatives |
| Definition | The number of high school learners supported towards career development within the local government sector. |
| Source of Data | Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity. |
| Method of Calculation / Assessment | A total sum of high school learners supported towards career development per annum. |
| Means of verification | Attendance register or copy of certificate of attendance or participation and School confirming participation |
| Assumptions | There is adequate capacity to support high school learners' development within the local government sector. |
| Disaggregation of beneficiaries | Target for Youth Target for People with Disabilities (PWD) |
| Spatial Transformation | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Annually |
| Desired Performance | 150 learners in high school development programme supported on career development initiatives |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 3: Learning Programmes |
|------------------------------------|--|
| Indicator Title | 3.31 Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment |
| Definition | This refers to number of learners who completed LGSETA funded workplace-based learning programmes absorbed into employment or self-employment. |
| Source of Data | Register with details of learners (full names, Identity number, contact details, email address) who confirmed that they are either in employment or self-employment as per results the tracer and impact evaluation study. |
| Method of Calculation / Assessment | Simple count of learners absorbed into employment or self-employment |
| Means of verification | Proof of employment or self-employment letter |
| Assumptions | Contribution towards improving socioeconomic agenda within the local government sector |
| Disaggregation of beneficiaries | (Women, Youth (Males +Females) and People with disabilities (Males +Females) |
| Spatial Transformation | N/A |
| Calculation Type | Non-cumulative |
| Reporting Cycle | Annually |
| Desired Performance | 70 learners absorbed into employment or self-employment |
| Indicator Responsibility | Chief Operations Officer |

Technical Indicator Description: Programme 4 – Quality Assurance

| Technical Indicator Description | | Programme 4: Quality Assurance |
|--|--|---|
| Indicator Title | | 4.1 Number of QCTO qualification(s) reviewed or developed |
| Definition | | This refers to the occupational qualifications that the LGSETA developed as informed by the sector needs and priorities. This includes developing qualifications in line with the Schedule 4B requirements of the Constitution. |
| Source of Data | | Sector Needs and Schedule 4B requirements of the Constitution |
| Method of Calculation / Assessment | | Total Sum of One qualification developed in line with the QCTO guidelines. |
| Means of Verification | | Qualification Development Reports and list of priority occupations |
| Assumptions | | Contribution towards the QCTO qualifications development |
| Disaggregation of beneficiaries (where applicable) | | N/A |
| Spatial Transformation (where applicable) | | N/A |
| Calculation Type | | Non-Cumulative |
| Reporting Cycle | | Annually |
| Desired Performance | | One qualification developed in line with the sector requirements and Schedule 4B of the Constitution, one learning material and one RPL Toolkit developed) |
| Indicator Responsibility | | Chief Operations Officer |

| Technical Indicator Description | | Programme 4: Quality Assurance |
|------------------------------------|--|---|
| Indicator Title | | 4.2 Number of learning materials and/or RPL toolkits are developed or reviewed for registered occupational qualifications |
| Definition | | <p>This refers to developing learning material and/or RPL toolkits for registered occupational qualifications to expedite the accreditation of training providers and to standardise provision of learning.</p> <p>Learning material and/or RPL toolkits are developed in line with qualification specifications.</p> |
| Source of Data | | RPL Toolkits and/or Learning material developed |
| Method of Calculation / Assessment | | Total Sum of two learning materials and/or RPL toolkits developed |

| | |
|--|--|
| Means of Verification | RPL Toolkits and/or Learning material developed |
| Assumptions | Contribution towards the QTCO qualifications development |
| Disaggregation of beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Calculation Type | Non-Cumulative |
| Reporting Cycle | Annually |
| Desired Performance | 2 RPL Toolkits developed for registration. |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 4: Quality Assurance |
|--|--|
| Indicator Title | 4.3 Number of Quality Assessment Specifications addendums and assessment tools developed or reviewed. |
| Definition | This refers to the development/review of qualification assessment specifications and Assessment tools for registered occupational qualifications for the External Integrated Summative Assessments (EISA). |
| Source of Data | QAS Addendum and an Exemplar |
| Method of Calculation / Assessment | One QAS Addendum and one set of Assessment tools reviewed /developed per annum. |
| Means of Verification | QAS Addendum and an Exemplar |
| Assumptions | A QAS addendum and a set of assessment tools to be used for EISA |
| Disaggregation of Beneficiaries (where applicable) | N/A |
| Spatial Transformation (where applicable) | N/A |
| Calculation Type | Non-Cumulative |
| Reporting Cycle | Annually |
| Desired Performance | One Quality Assessment Specifications (QAS) addendum and one set of Assessment tools |
| Indicator Responsibility | Chief Operations Officer |

| Programme 4: Quality Assurance | |
|--|--|
| Technical Indicator Description | |
| Indicator Title | 4.4 Percentage of SDP recommended for accreditation. |
| Definition | <p>This refers to the percentage of skills development providers who have applied for accreditation at QCTO and are allocated to the LGSETA to evaluate and recommend training for learners on the LGSETA registered occupational qualifications.</p> <p>Re-accreditation refers to the percentage of skills development providers issued with re-accreditation to train learners on legacy qualifications. This refers to the renewing of the accreditation period of accredited LGSETA training providers whose accreditation has expired.</p> <p>Disclaimer: 100% refer to the total number of applications that will be received from the QCTO and total number of online applications received from skills development providers to be issued with re-accreditation for both primary and secondary providers.</p> |
| Source of Data | QCTO List of Skills Development Providers allocated to the LGSETA and online Re-accreditation applications |
| Method of Calculation / Assessment | $\frac{\text{Total number of online applications for re-accreditation processed}}{\text{Total number of SDP received from QCTO are evaluated}} * 100$ |
| Means of Verification | SDP re-accreditation Letters and QCTO accreditation evaluation reports |
| Assumptions | A pool of accredited training providers who can facilitate training in the local government space. |
| Disaggregation of beneficiaries (where applicable) | The output of this indicator is re-accreditation letter/s and accreditation evaluation reports; therefore, disaggregation of beneficiaries is not applicable (N/A) |
| Spatial Transformation (where applicable) | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | 100% accreditation issued to skills development providers |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 4: Quality Assurance |
|--|---|
| Indicator Title | 4.5 Number of learners certificated against Unit Standards/Qualifications |
| Definition | <p>This means certification of learners against unit standards. This refers to certification of learners against qualifications.</p> <p>Disclaimer this will consist of two categories for certifying learners i.e. Learners certificated against unit standards and full qualifications.</p> |
| Source of Data | Skills Development Provider Database and learner statement of results |
| Method of Calculation / Assessment | Total Sum of 25000 learners certified against unit standards + 1500 learners certified against full qualifications) |
| Means of Verification | Statement of Results and certification of unit standards or qualifications |
| Assumptions | Qualified learners for the local government sector |
| Disaggregation of Beneficiaries (where applicable) | <p>Women, Youth (Males +Females)</p> <p>People with disabilities (Males +Females)</p> |
| Spatial Transformation (where applicable) | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Quarterly |
| Desired Performance | 25000 learners certified against unit standards + 1500 learners certified against full qualifications) |
| Indicator Responsibility | Chief Operations Officer |

| Technical Indicator Description | Programme 4: Quality Assurance |
|------------------------------------|---|
| Indicator Title | 4.6 Number of assessment centres established for quality assurance of occupational qualifications |
| Definition | This refers to number of centres established in the financial year to quality assure occupational programmes allocated to the LGSETA. |
| Source of Data | Skills Development Provider applications |
| Method of Calculation / Assessment | A total sum of assessment centres established for quality assurance of occupational qualification per annum |

| | |
|--|---|
| Means of Verification | Accreditation Report |
| Assumptions | A pool of centres who can conduct assessment (EISA) |
| Disaggregation of Beneficiaries (where applicable) | The output of this indicator is the assessment centre; therefore, disaggregation of beneficiaries is not applicable (N/A) |
| Spatial Transformation (where applicable) | N/A |
| Calculation Type | Cumulative |
| Reporting Cycle | Annually |
| Desired Performance | Six assessment centres established |
| Indicator Responsibility | Chief Operations Officer |

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

ANNEXURE A: DISTRICT DEVELOPMENT MODEL

ANNEXURE D: DISTRICT DEVELOPMENT MODEL

Table 32: DDM Municipal Service Priority Areas

| Areas of intervention (examples) | Medium Term (3 years - MTEF) | | | | |
|----------------------------------|--|---|---------------------------|----------------|--|
| | Project description | District Municipality | Location: GPS coordinates | Project Leader | Social Partners |
| Water and Sanitation | Learnership/Skills Programme/RPL Water Process Controllers: Water and Wastewater Treatment Process Operations, NQF Levels 2-4 | Namakwa District Municipality (NC) Gert Sibande (MP) Sekhukhune District Municipality (LP) | TBC | COO | Dept. of Water and Sanitation COGTA EWSETA TVET Colleges/Skills Providers Institutions of Higher Learning/ |
| | Water Reticulation Practitioners: Wastewater and Water Reticulation Services, NQF Level 2-4 | Vhembe District Municipality (LP) City of Ekurhuleni Metropolitan (GP) OR Tambo District Municipality (EC) Nelson Mandela Bay Metro (EC) Mangaung Metropolitan Municipality (FS) Other Districts to be approved from DG applications | | | |
| | Apprenticeship: Plumbing | Sekhukhune District Municipality (LP) Vhembe District Municipality (LP) Nelson Mandela Bay Metro (EC) Buffalo City Metro (EC) | TBC | | |
| | Bursaries: National Diploma/Bachelor: Engineering: Civil specialising in Water | Districts to confirmed based on approval of bursary applications | TBC | | |

| Areas of intervention (examples) | Medium Term (3 years - MTEF) | | | | |
|----------------------------------|---|---|---------------------------|----------------|--|
| | Project description | District Municipality | Location: GPS coordinates | Project Leader | Social Partners |
| Roads, Transport and Stormwater | Learnership/Skills Programme /WIL/RPL: Construction Roadworks NQF Level 2-3 Supervision of Construction Processes NQF Level 4 | eThekweni Metropolitan (KZN) Mangaung Metropolitan Municipality (FS) | TBC | COO | Dept. of Roads and Transport Municipalities CoGTA SALGA CETA |
| | Bursary: Diploma/Bachelor in Construction Technology /Civil Engineering specializing in - Construction Management - Urban Planning - Environmental Engineering | Districts to confirmed based on approval of bursary applications | TBC | COO | Dept. of Roads and Transport Municipalities CoGTA SALGA Institutions of Higher Learning |
| Energy and Electricity | Candidacy: Bachelor of Civil Engineering/Electrical Engineering | Nelson Mandela Metropolitan (EC) | TBC | COO | Municipalities Dept. of Water and Sanitation CoGTA ECSA/SAIMECHE |
| | Apprenticeship: Electrician NQF Level 2-4 | Nelson Mandela Metropolitan (EC) | TBC | COO | Dept. of Minerals and Energy COGTA Municipalities EWSETA |
| | Learnership/Skills Programme/WIL/ARPL: Electrical Engineering NQF Level 2-5 : | Sekhukhune District Municipality (LP) Namakwa District Municipality (NC) Nelson Mandela Metropolitan (EC) | TBC | COO | ECSA/SAIMECHE TVET Colleges |
| | Renewable Energy Skills: Electrical/Wind/Solar | eThekweni Metropolitan (KZN) Namakwa District Municipality (NC) | TBC | COO | Dept. of Minerals and Energy CoGTA Municipalities EWSETA TVET Colleges |
| Local Economic Development | Learnership/Skills Programme | Ehlanzeni District Municipality (MP) | TBC | COO | Municipalities Services SETA CBOs/NGOs/Cooperatives |

LGSETA ANNUAL PERFORMANCE PLAN 2023/24



| Areas of intervention (examples) | Medium Term (3 years - MTEF) | | | | |
|----------------------------------|------------------------------|--|---------------------------|----------------|-----------------|
| | Project description | District Municipality | Location: GPS coordinates | Project Leader | Social Partners |
| | | eThekweni Metropolitan (KZN) Namakwa District Municipality (NC) | | | TVET Colleges |