



LGSETA

CREATING GREATER IMPACT



STRATEGIC PLAN

2020/21 - 2024/25



EXECUTIVE AUTHORITY STATEMENT

It gives me pleasure to table the Strategic Plan for the Local Government Sector Education and Training Authority (LGSETA) to Parliament for the 2021/22 to 2024/25 period. This Strategic Plan responds to the National Skills Development Plan (NSDP) 2030 which derives from the broader plan of government, namely the National Development Plan (NDP), aimed at putting in place the framework to build the capabilities of the South African citizens for a prosperous future. The NDP notes that several challenges require attention, including a critical shortage of skills, a complex intergovernmental system, high levels of corruption, weak lines of accountability, inadequate legislative oversight and a long history of blurring the lines between party and state. These are difficult issues, requiring honest reflection, careful planning and decisive leadership.

Both the NDP and the New Growth Path (NGP), albeit in different ways, emphasise the importance of skills development. While the achievement of the objectives of the NDP requires progress on a broad front, three priorities stand out, notably: raising employment through faster economic growth; improving the quality of education, skills development and innovation; and building the capability of the state to play a developmental, transformative role.

The strategy outlines the strategic priorities of the LGSETA complimenting the national government imperatives. It also reflects on the Balance Scorecard Model which is aligned to the mission and strategy directives. This indeed avers that the LGSETA is determined to improve its performance in ensuring that the stakeholders in the local government sector are serviced efficiently and effectively.

In ensuring that there is quality output, the LGSETA is modifying its discretionary grants processes by taking into account of the collaborative approach, a model that seeks to augment the White Paper on Post-School Education and Training (PSET). It is against this backdrop that the LGSETA will be entering into partnerships with the professional bodies, institutions of higher learning, sector departments and other active role-players in the local government sector. The District development model will also serve as a panacea for implementation of sustainable projects and create a greater impact in our communities

This strategy document also takes into account of the National Development Plan (NDP) by ensuring that the LGSETA's vision is aligned to the national government priorities. Owing to the outbreak of COVID-19, the LGSETA has learnt a lesson that blended learning should be investigated for the sector to ensure maximum performance. Although the LGSETA is not a doyen in the modern technology, it intends to explore the Smart City Concept through conducting a study in this terrain. Without doubt, the LGSETA will be firing on all the cylinders to change its performance outlook.



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

ACCOUNTING AUTHORITY STATEMENT

On behalf of the Board of the LGSETA, it gives me pleasure to submit this Strategic Plan to the Minister of Higher Education and Training, Science and Technology. This strategic document embraces the inputs from the LGSETA's Sector Skills Plan, LGSETA Management, and allied stakeholders in the local government sector. The Strategic Plan outlines the vision of the LGSETA and mechanisms to be put in place in ensuring that the work of the SETA of facilitating the implementation of the skills development in the local government sector is not compromised. In the execution of its duties, the LGSETA takes into account of its strategic focus areas, key municipal performance areas and national government priorities.

This Strategic Plan is underpinned, inter alia, by the National Skills Development Plan 2030, a strategic skills development framework developed to respond to the policy goals of the White Paper on Post-School Education and Training to improve both the integration of the post-school education and training system and the interface between PSET institutions and the world of work. In the light of these developments, the LGSETA will strive for creating an impact in the local government sector through the responsive and strategic interventions.

This strategy document also takes into account of the National Development Plan 2030 in ensuring that the LGSETA's vision is aligned to the national government priorities. The ushering in of the Fourth Industrial Revolution within the skills development fraternity has brought a period of enlightenment in the LGSETA, as the institution will have to adopt new ways of thinking. This Strategic Plan document, therefore takes note of the emergence of Fourth Industrial Revolution, by creating platforms through the strategic intervention to enable the implementation of the digital programmes in its operations. The LGSETA is devoted in alleviating the triple challenges (inequality, unemployment and poverty) that continue to torpedo the country in its entirety.

In the carrying out of its vision, the LGSETA will be guided by the following Discretionary Grants

Priority Areas:

The first strategic area focuses on enhancing good Governance, Leadership and Management Capabilities. This relates to key programmes such as councillor development, traditional leadership; union leadership management capacity in response to the National Development Plan 2030 requirements in order to enhance service delivery and optimised performance in local government,

The second strategic area relates to promoting financial viability and management. The importance of improving financial governance in local government is noted in many key strategic documents such as the NDP. The financial management reform, which started in 2003 with the enactment of the Municipal Finance Management Act/Programme, continued with the enforcement of the minimum competencies in 2007. The recent Auditor General Report has also raised many gaps in the municipal finance ecosystem

The third strategic area focuses on enhancing infrastructure and service delivery and management. Infrastructure Development and Basic Services includes placing a focus on the hard skills related to providing improved service delivery and core services of the municipality

The fourth strategic area relates to enhancing municipal planning. This focus area includes addressing gaps in order to realise an improvement in the planning cycle and overall service delivery of the municipalities.

The fifth strategic area focuses on promoting spatial transformation and inclusion. Spatial transformation and inclusion focuses on developing communities undermined by depressed economic conditions, increasing impact of climate change, regressing social cohesion, poor coordination in planning, access to land, bulk services, limited decentralisation in housing delivery, transport challenges and safety and security. The concept of smart cities in the country wherein automation of municipal services is supported by infrastructure and planning for ease of access to basic services is critical for the sector and the country.

In the implementation of the above strategic focus areas, the LGSETA has developed a Strategic Partnership Model aimed at collaborating with reputable stakeholders in the local government sector, including the private sector to embrace the Public Private Partnership methodology. In this regard, the LGSETA has re-engineered its discretionary processes which is cemented by the establishment of the partnership strategy. The LGSETA is aware that the execution of its Strategic Plan cannot be achieved through the utilisation of its human resources only, but through the network in the sector and beyond. The White Paper on Post-School Education and Training calls for SETAs to partner with other institutions in the running of their businesses, accordingly the LGSETA will strengthen its partnerships with the professional bodies, institutions of higher learning, sector departments and other active role-players in the local government sector. In addition to the above, the LGSETA will also have flagship projects focusing on the transformational imperatives, i.e women, youth and people with disabilities. In achieving this objective, the LGSETA will be partnership with institutions such as Deaf Federation of South Africa, National Council for the Blind and National Youth Development Agency.

In submitting this revised strategic plan, the Board is committed in ensuring that the LGSETA achieve its mandate without failure and is branded as paragon of excellence. In addition to this, the LGSETA Board will accordingly buttress the LGSETA leadership in realising the institution's obligation to ensure that the LGSETA is *inter pares* within the context of performance. In the advancement of performance culture in the organisation, the LGSETA developed scorecard-based performance model to ensure that there is service excellence in the institution



Mr Phumlani Mntambo

Chairperson of Accounting Authority: LGSETA

Date: 30 November 2021

OFFICIALS SIGN OFF

It is hereby certified that this Strategic Plan:

- Was developed by the management of the Local Government Sector Education Training Authority (LGSETA) under the guidance of the Department of Higher Education, Science and Technology and Training.
- Takes into account all the relevant policies, legislation and other mandates for which the LGSETA is responsible.
- Accurately reflects the Impact, Outcomes and Outputs which the LGSETA will endeavour to achieve over the period 2022/23 – 2024/25.

Ms. Nonhle Mashinini
Executive Manager: Strategy and Planning

Signature:  _____

Date 30 November 2021

Ms. Aneeka Jacobs
Acting Executive Manager: Corporate Services

Signature:  _____

Date 30 November 2021

Ms. Namhla Mfuku
Acting Chief Financial Officer

Signature:  _____

Date 30 November 2021

Mr. Ineeleng Molete
Chief Executive Officer

Signature:  _____

Date 30 November 2021

Mr. Phumlani Mntambo
Chairperson of the Accounting Authority: LGSETA

Signature:  _____

Date 30 November 2021

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ABBREVIATIONS AND ACRONYMS

4IR	Fourth Industrial Revolution
AET	Adult Education and Training
AFS	Annual Financial Statements
APP	Annual Performance Plan
APR	Annual Performance Report
AGSA	Auditor General South Africa
ATR	Annual Training Report
B2B	Back-to-Basics Strategy
CEO	Chief Executive Officer
COGTA	Department of Co-operative Governance and Traditional Affairs
COVID 19	Corona Virus
CPD	Continuing Professional Development
DDM	District Development Model
DPSA	Department of Public Service Administration
DHET	Department of Higher Education and Training
DG	Discretionary Grants
DWA	Department of Water Affairs
ETQA	Education and Training Quality Assurance
ERRP	Economic Reconstructive and Recovery Plan
FET	Further Education and Training
GDP	Gross Domestic Product
HET	Higher Education and Training
HIV	Human Immunodeficiency virus
HR	Human Resources
HRD	Human Resource Development
HRDC	Human Resource Development Council
HRDSA	Human Resources Development Strategy
ICT	Information and Communication Technology
IDP	Integrated Development Plan
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
MSA	Municipal Systems Act
MTEF	Medium-term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NSDP	National Skills Development Plan
NCV	National Certificate (Vocational)
NDP	National Development Plan
NEDLAC	National Economic and Development Labour Council
NEET	Not in Education Employment or Training

NGO	Non-Governmental Organisation
NGP	New Growth Path
NLPE	Non-levy Paying Employer
NQF	National Qualifications Framework Act
NSA	National Skills Authority
NSA	National Skills Accord
NSDS III	National Skills Development Strategy III
PAMA	Public Administration Management Act
PFMA	Public Finance Management Act
PSET	Post-School Education and Training
QCTO	Quality Council for Trade and Occupations
RDS	Rural Development Strategy
RPL	Recognition of Prior Learning
SARS	South African Revenue Service
SALGA	South African Local Government Association
SAMWU	South African Municipal Workers' Union
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SETA	Sector Education And Training Authority
SIC	Standard Industrial Classification
SIP	Strategic Integrated Projects
SLA	Service Level Agreement
SMME	Small, Medium and Micro Enterprises
SOE	State-Owned Enterprises
SP	Strategic Plan
SPM	SETA Performance Management of the DHET
SSP	Sector Skills Plan
THRD	Tourism, Human Resource and Skills Development
TVET	Technical and Vocational Education and Training (Formerly FET Colleges)
VCET	Vocational and Continuing Education and Training
UIFW	Unauthorised, Irregular, Fruitless and Wasteful
UNDP	United Nations Development Partnership
WSP	Workplace Skills Plan
WIL	Work Integrated Learning
YEA	Youth Empowerment Accord

PART A: OUR MANDATE

1. CONSTITUTIONAL MANDATE

The South African Constitution¹ 1996², Section 152 (1), outlines the following five main objects of local government, which provides the basis for the LGSETA to support skills development in these key areas:

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

The section 29(1) (a) and (b) of Act 108 of the South African Constitution provides for the State “to take reasonable measures to make adult and further education accessible to citizens, as a human right. Another important section of the Constitution³ is Section 195(1) (a) to (i) which articulates the values and principles governing public administration which impacts on good governance and accountability within and across municipalities.

2. LEGISLATIVE AND POLICY MANDATES

The following key legislation, regulations/policies and strategies inform the mandate of the Local Government Sector Education Training Authority (LGSETA). The key aspects relating to implications for skills development in the local government sector has been considered for the purpose of aligning to the strategic focus areas of the LGSETA and corresponding priority interventions and initiatives.

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

² Ibid

³ Ibid

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

Legislative Environment	Description
Skills Development Act, No. 97 of 1998	The LGSETA mandate emanates from the Skills Development Act (SDA).
Skills Development Levies Act 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).
National Qualifications Framework of Act 2008	The Act provides for the classification, registration and publication of articulated and quality-assured national qualifications and part qualifications.
Public Finance Management Act of 1999	The Public Management Act (PFMA) regulates financial management in all spheres of government and government institutions; to ensure that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively.
Other Legislative Mandates	Description
Municipal Systems Act, No. 2 of 2000	The Municipal Systems Act (MSA) requires that municipalities comply with the Skills Development Act and the Skills Development Levies Act to develop their human resource capacity, to perform their functions and to exercise their powers in an economical, effective, efficient and accountable way.
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.
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.
Regulatory/Policy Environment	Description
White Paper on Local Government (1998)	The White Paper on Local Government describes a shift towards a developmental local government that is people-orientated and outlines the characteristics of developmental local government.
White Paper on Post-School Education and Training (2013)	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.
The New Growth Path (NGP): Framework	Government adopted the New Growth Path (NGP) as the framework for economic policy and the driver of the country’s jobs strategy.
National Skills Accord (NSA)	The (NSA) is a multi-constituency agreement between businesses, organised labour and community constituents and was signed to support the New Growth Path (NGP) target of creating five million jobs by 2020.
Youth Employment Accord	The Youth Empowerment Accord has six commitments to develop youth absorption programmes.
Green Economy Accord	The Green Economy Accord includes commitments by stakeholders toward a greener economy in South Africa. LGSETA will need to place a focus on skills interventions aimed at developing “green skills”.
National Treasury Regulations	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
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
Strategy Environment	Description
Back-To-Basics Strategy (2014)	The Back to Basics Strategy which is aimed at turning around ailing municipalities to ensure that local government better performs basic functions.

National Development Plan (2030)	The National Development Plan (2030) aims to eliminate poverty and reduce inequality by 2030 through growing an inclusive economy, building capabilities, enhancing the capacity of the state across the education system and workplace.
National Skills Development Plan (2030)	The National Skills Development Plan is derived from the broader National Development Plan 2030. The aim of the NSDP aims to ensure that South Africa has an educated, skilled and capable workforce by 2030.
National Human Resource Development Strategy South Africa (2030)	The aim of the Human Resource Development Strategy outlines key priorities of the South African government to address poverty and unemployment and ensure that the public sector has people that are skilled through the provision and outcomes of education and skills development programmes.
Integrated Urban Development Framework	The Integrated Urban Development Framework focuses on building an integrated and efficient spatial system and is aligned to the proposals outlined in the NDP 2030. Core initiatives include planning for liveable, economically viable and sustainable towns, cities and rural areas.
District Development Model	The DDM refers to a one joint plan that is developed through cooperative governance for the three spheres of government and will function in unison. The aim of the DDM is to manage urbanisation, growth and development, determining and supporting local economic drivers, managing spatial form, land release and land development as well as determining infrastructure investment requirements to ensure long-term infrastructure adequacy and support integrated human settlements and provision of basic services to communities.
Economic Reconstruction and Recovery Plan (ERRP)	The Economic Reconstruction and Recovery Plan focuses 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 in order to boost job creation, and up-skill workers as to enhance productivity.
Economic Reconstruction and Recovery (ERR) Skills Strategy	The Economic Recovery Skills Strategy presents key interventions to support the ERRP from a skills perspective. The Strategy outlines 10 skills interventions as follows: <ol style="list-style-type: none"> 1. Embedding skills planning into sectoral processes 2. Updating or amending technical and vocational education programmes 3. Increased access to programmes resulting in qualifications in priority sectors 4. Access to targeted skills programmes 5. Access to workplace experience 6. Supporting entrepreneurship and innovation 7. Retraining/up-skilling of employees to preserve jobs 8. Meeting demand outlined in the List of Critical Occupations 9. National Pathway Management Network 10. Strengthening the post-school education and training system

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

The LGSETA’s strategic direction is informed and aligned to government legislation, regulatory framework/policies 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.

3.1 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 sustainable service delivery. 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 below, are as follows:

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

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

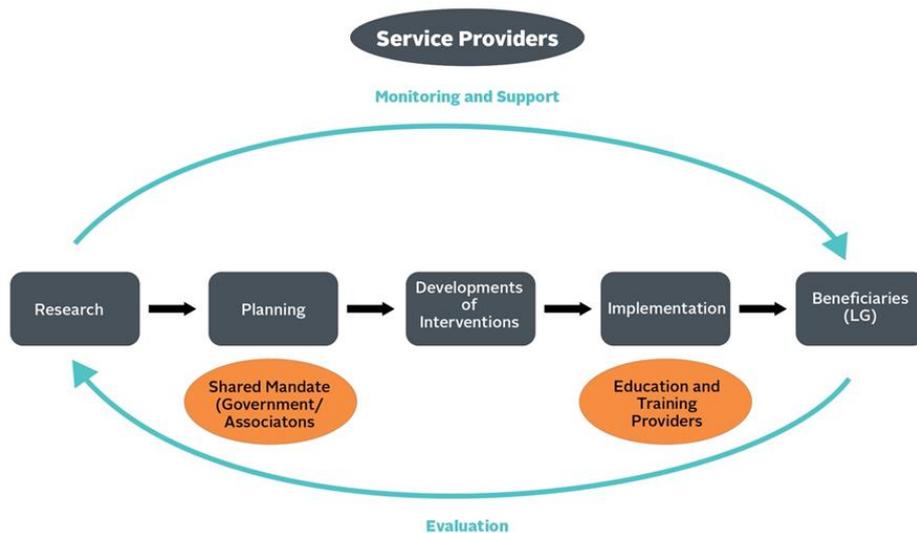
Table 3: LGSETA Response to NSDP Outcomes

NSDP Outcome	NSDP Outcome Description	LGSETA Outcome Statement	LGSETA Impact Statements
Outcome 1	Identify and increase the production of occupations in high demand	Increased the production of occupations in high demand in the local government sector	Highly skilled and professional local government workforce to ensure efficient and effective service delivery
Outcome 2	Linking education and workplace	Improved work based learning opportunities through education in the local government sector	
Outcome 3	Improving the level of skills in the South African workforce	Improved critical skills in the local government workforce in order to enhance service delivery and economic growth prospects	
Outcome 4	Increase access to occupationally directed programmes	Increased access to occupationally directed programmes in the local government sector	
Outcome 5	Support the growth of the public college system	Improved 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 workers initiated training within the local government sector	
Outcome 7	Encourage and support worker initiated training	Support worker development programmes through worker initiated training in the local government sector	

Outcome 8	Support career development services	Improved promotion of local government occupations to new graduate entrance through career development services
Internal Outcome	N/A	Effective Internal Control and Compliance monitoring system
Internal Outcome	N/A	Resilient, skilled and capable local government SETA administration
Internal Outcome	N/A	Establish a skills planning mechanism to facilitate evidence-based planning and implementation through research, monitoring and evaluation of local government learning interventions

3.2 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 included research, planning, development of interventions, implementation and beneficiaries as outline in figure 3 below.



The LGSETA value chain shows the beginning of the value chain starting with research, which then feeds into the planning component. The planning process includes the development of the Sector Skills 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 include 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 and to make meaning impactful in the delivery of the LGSETA mandate.

I. Non-Monetary Partnership

This type of partnership refers to a partnership where there is no monetary involved between LGSETA and the partner. Areas of collaboration and initiatives that consist no monetary value will be outlines in the Memorandum of Agreement to be signed by both parties.

II. Monetary Partnership

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

III. Co-Funding by Both Partners

This form of partnership relates to when the strategic projects and initiatives 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.

3.3 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.

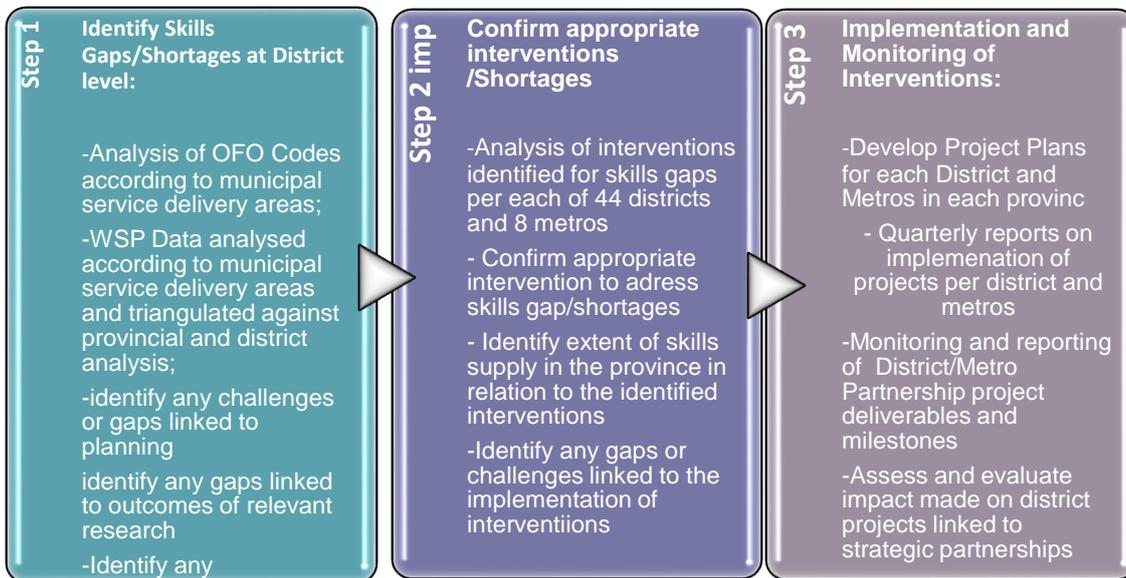
The DDM will enable the LGSETA to provide a contextual and integrated approach to addressing skills planning and development across the 44 districts and eight metropolitan levels. The DDM will provide opportunities to create strategic partnerships that lead to better coordination and integration between 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 within and across the following nine municipal-service areas namely:

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

The nine broad municipal service areas can provide opportunities to create partnerships that lead to better coordination and integration between local, provincial and national government stakeholders regarding skills planning and development. For each of the above municipal-areas, it is important for the LGSETA to know the associated relevant jobs and related occupations so that skills challenges and gap areas can be addressed utilising strategic partnerships.

The 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:

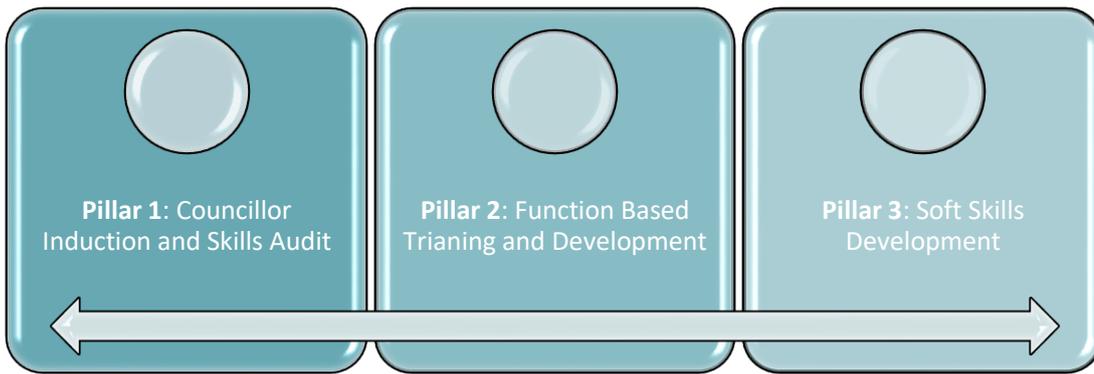


3.4 Councillor Development Strategy

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 pronunciation 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 the diagram below. Each pillar will be discussed below:



Pillar One: Councillor Development and Skills Audit

This pillar 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 Training 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 do 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
- Partnership Working

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

3.5 LGSETA Response to Economic Reconstructive and Recovery Plan

The LGSETA has developed an approach on how it will respond to the six pillars of the Economic Reconstructive and Recovery Plan through the following strategic initiatives:

- **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, Plumbing, Water plant operators, environmental scientist and water analyst. Project deliverable under this pillar relate to Infrastructure Asset Maintenance, labour Intensive Construction (CWP), Electricity Reticulation, Water Services and Roads.
- **Financial Viability of the Local government** - Ensuring that local government has capacity to manage its finances and proper accounting and auditing take place. In addition, this pillar also aim to improve on the local government audit outcomes. Key projects to be established to respond to this pillar relate to property evaluation, audit and procurement and municipal finance.
- **Community-based Participation & Planning** – this pillar will focus on municipal planning through ensuring that credible municipal integrated development plans are developed and ensure development of cities and towns through transformed spatial planning. Main projects under this pillar will include Ward Committees, Planning and Local Economic Development
- **Industrialisation through localisation** – the focus on industrialisation through localisation is grow small businesses who operates in local government through various skills development programmes to ensure sustainability and creating job opportunities in the sector
- **Green Economy Intervention** – the LGSETA is yet to explore opportunities that can be tapped through green economies in the local government sector. The focus of the LGSETA is to conduct research on green economy in order to respond adequately on the skill development interventions that will respond to the green economy skills for the sector
- **Strengthening Food Security** – through the LGSETA strategic partnership model, the focus will be forging strategic partnership with institutions to ensure with adequate food security in the local government sector. Training interventions through partnership institution on agricultural area, plant production, faming and poultry will be strategic training programmes.

To respond to the 9 priority interventions of the ERRP from a skills perspective, the ERRP Skills Strategy identifies the following 10 skills interventions which have been referenced in table 2 namely:

NUMBER	SKILLS INTERVENTION
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 2: LGSETA Strategic Focus Areas

Strategic Area	Focus	Outcome Desired	NSDP Outcome	ERR Skills Priority	Interventions
1	Enhancing Good Governance, Leadership and Management Capabilities	Enhanced governance, engaged management and ethical leadership	2	1	1.1 Support targeted interventions for councillor development 2021-2022 and strengthen partnership with CoGTA and SALGA to target intervention. Support COVID-19 interventions amongst locals, especially rural communities, councillors may also be trained in COVID-19 awareness, so they may propagate this information in their communities
				2	
			3	4	1.2 Approved strategy and preparation for Induction programmes for new councillors from 2022
			5	7	1.3 Support skills programmes such as governance/human capital/performance culture for municipal management linked to service delivery
			7	8	1.4 Support targeted Management training programmes including Technical training, Municipal Financial Management, Municipal Administration.
			8	10	1.5 Support skills programmes relating to engaged manager, ethical leadership, enabling governance, accountability and productivity tools.
				10	1.6 Support skills programmes for Traditional Leaders based on identified needs. Support COVID-19 interventions amongst locals, especially rural communities, Traditional Leaders may also be trained in COVID-19 awareness, so they may propagate this information in their communities
					1.7 Support Union Leadership programme
2	Promoting Sound Financial Management and Financial Viability	Sound financial management to ensure efficient and effective use of public resources	1	1	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 and increased financial strain as a result of COVID-19
				2	
			3	4	2.1 Support occupations relating to internal auditor, internal audit manager, and 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
			4	5	2.2 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
			7	8	
			8	10	

Strategic Area	Focus	Outcome Desired	NSDP Outcome	ERR Skills Priority	Interventions
					2.3 Conduct a Tracer Study research on Programmes related to minimum competencies (enrolments, graduates and Return on Investment in workplace). This too is expected to help municipalities be better equipped to deal with the pandemic and socio-economic challenges.
3	Enhancing Infrastructure and Service Delivery	Improved Service Delivery and Infrastructure Asset Management	1	1	<p>3.1 Support priority occupations in the nine municipal-service areas relating to water reticulation practitioner, water quality analysts, and water and wastewater treatment operators, technical project managers, civil engineering technician, civil engineering technologists, electrical engineering, electrical engineering technician, electrical engineering technologist, electrician, property valuer, project managers (technical) and building inspector. To curb the spread of the COVID-19 pandemic, regular hand washing is recommended, however, some areas in the country do not have adequate water supply for this to happen. As such, water related occupations will be prioritised to increase water provision in the country, especially in rural areas.</p> <p>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 to help maintain social distancing, respectively.</p> <p>3.3 Support skills programmes to support 4IR including data analysts, cyber security specialists, drone engineers, virtual platform specialists, software developers. Technological change and digitisation have been identified as a change driver and the COVID-19 pandemic 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).</p> <p>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</p> <p>3.5 Partner with TVET colleges as specialist centres of excellence informed by the Strategic Partnerships Model (See Chapter 4).</p> <p>3.6 Support youth linked to Priority occupations and interventions.</p> <p>4.1 Support occupations linked to infrastructure planning, maintenance and technical services, as well as occupations informed by research namely chemistry specialist, environmental healthcare specialist, energy</p>
				2	
				3	
				4	
				6	
				7	
				8	
				10	

LGSETA STRATEGIC PLAN 2020 -2025

PROPOSED – VERSION 2



Strategic Area	Focus	Outcome Desired	NSDP Outcome	ERR Skills Priority	Interventions
					production technologists, instrumentation controllers, horticulture specialists, water engineers, water technologists and environmental health officers. 3.7 Partner with more TVET colleges as specialist centres of excellence informed by the Strategic Partnerships Model (See Chapter 4).
4 Enhancing Municipal Planning	Improved collaboration with stakeholders for efficient and effective skills Planning and Delivery		1	1	4.2 Implement the Strategic Partnerships Model that are linked to Strategic and Sectoral Priority areas and to address. 4.3 Identify new occupations for development and ensure training materials are developed and customised for new qualifications. 4.4 Implement PIMI model for all interventions linked to performance and planning 4.5 Develop Skills Strategies to Support: Backlog of AET learners 2020-2035; Disability in Local Government 2020-2035; Spatial development in Urban and Rural municipalities 2020-2025; 4IR informed by research conducted and smart cities; Ocean economy occupations informed by research conducted; Green economy occupations informed by research conducted; Youth and Unemployment in Local Government 2020 to 2025; Rural municipalities; SMME and Cooperative Development Strategy in Local Government, Councillor Development informed by research conducted; Traditional Leadership informed by research conducted; and DDM implementation informed by research conducted.
				2	4.6 Skills programme relating to HR managers and HRD (Professionalisation/Change Management/Performance Management/Accountability).
				4	4.7 Implementation strategy on Batho Pele in Local Government.
				5	4.8 Implementation strategy on Mentoring and Coaching to support Scarce and Skills Gaps (Top-Up Skills) in LG.
				6	4.9 Supporting women in targeted programmes.
				3	4.10 Implementation strategy on Women in Leadership in Local Government.
				2	4.11 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).
				7	
				8	

LGSETA STRATEGIC PLAN 2020 -2025

PROPOSED – VERSION 2



Strategic Area	Focus	Outcome Desired	NSDP Outcome	ERR Skills Priority	Interventions
5 Promoting Spatial Transformation and Inclusion		Strengthen coordination towards local economic development and transformation		2	building surveyors, transport planners, economic modelling. These areas have proven even more important by the COVID-19 pandemic to curtail the spread of infection in the cramped conditions of many townships and informal settlements. 5.2 Skills programmes relating to green skills in local government. 5.3 Skills programmes linked to ocean governance and protection. 5.4 Skills programmes to support LED occupations relating to analytical skills, economics, SMME and Cooperative development, tourism, agriculture, food security and sustainable development. 5.5 Support targeted green economy occupations 5.6 Support targeted ocean economy occupations 5.7 Support youth linked to Priority occupations and interventions 5.8 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). 5.9 Support Skills Development relating to spatial planning and SMART cities.
				4	
			3	5	
			4	6	
			5	8	
			6	9	
			8	10	

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. In addition, the board has identified the Discretionary Grant Strategic Priority Areas that will intervene to augment skills gaps and deficiencies as identified through research and sector skills planning in the local government sector as outlined below:

Figure 1: Discretionary Grant Strategic Priority Areas

Strategic Priority	Focus Areas	Desired Outcomes
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 	<ul style="list-style-type: none"> • Improved oversight role, accountability and ethical leadership in local government • Improved leadership, management and governance across municipalities • Improved skills and capacity for Traditional Leadership to broaden their participation to economic opportunities and effective management of their areas of jurisdiction • To enhance accountability and leadership in the local government
2. Promoting Sound Financial Management & 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 	<ul style="list-style-type: none"> • Improved audit outcome for municipalities • Sound financial management to ensure efficient and effective use of public resource • Improved compliance to applicable Municipal Financial Legislation • To ensure all prior year UIFW are written-off • Improve the completeness of revenue • To ensure water losses and electricity losses are at acceptable norm • To improve the debts collections including government debts • Asset register to comply with grap17
3. Enhancing Infrastructure and Service Delivery	<ul style="list-style-type: none"> • Technical training on basic services (water, sanitation, electricity and roads) • Scarce and critical skills and occupations in high demand • 4IR 	<ul style="list-style-type: none"> • Improved provision of service delivery at local government with competent and skilled employees • Increase the supply of critical skills in the sector • Improved technology as enabler to enhance service delivery points in municipalities
4. Enhancing Municipal Planning	<ul style="list-style-type: none"> • Integrated Development and Planning • Ward Committee programme 	<ul style="list-style-type: none"> • Improve integrated development and planning in the local government sector • To strengthened ward governance and public participation at local government level
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 	<ul style="list-style-type: none"> • Improved Inclusivity and transformation through focused and customised skills development initiatives in the local government sector development initiatives in the local government sector
6. Enhancing Worker Development	<ul style="list-style-type: none"> • Capacity building programme for municipal workers in line with Local Government Key Performance Areas • Worker leadership development programme 	<ul style="list-style-type: none"> • Skilled and capacitate local government workforce • Strengthen participation and involvement of union leadership in skills development processes at municipal level

<p>7. Ensuring business continuity and eliminate disaster management impact through skills development initiatives</p>	<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 ○ Droughts 	<ul style="list-style-type: none"> • To eliminate negative impact due to natural disasters and ensure business continuity through availability of skills in the sector
<p>8. Improving internal capability of the LGSETA</p>	<ul style="list-style-type: none"> • Monitoring and Tracking of learners tool • Blended approach for delivery of skills development i.e online learning/e-learning 	<ul style="list-style-type: none"> • LGSETA performance improve • Improved learning mechanisms to ensure efficiencies and delivery of the LGSETA strategy

4. RELEVANT COURT RULINGS

The court has ruled in favour of the Business Unity South Africa (BUSA) in relation to the Mandatory Grant judgement. The Department of Higher Education and Training is still to instruct SETA’s 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

5. VISION

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

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

The **mandate** remains as:

“Facilitating skills development in the local government sector”.

An organisation’s vision paints an inspiring and ambitious picture, but one that is possible. Faced with a volatile, complex and dynamic future; it was determined by the Board that the LGSETA’s vision should change to recognise the varying legislative and policy requirements such as the NDP, NSDP and interests of stakeholders.

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

“A highly-skilled and capable local government”.

6. MISSION

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

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

“To build local governments’ ability to meet its developmental needs through innovative approaches, effective capacity building and strategic partnerships”.

7. VALUES

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

VALUE	MEANING	LGSETA way
Customer centric	A strategy and a culture of doing business that focuses on creating the best experience for the customer, and by doing so builds brand loyalty. Client-centric organisations ensure that the customer/stakeholder is at the center	We put the customers (stakeholders) first and at the centre of everything that we do

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

8. SITUATIONAL ANALYSIS

The scope of coverage of the LGSETA is defined by the primary focus of organisations demarcated, according to the Standard Industrial Classification (SIC). The LGSETA has a very clear scope of operation with a focus on municipalities and local government related entities. Table 3 depict the main scope and description of the SIC codes under the auspices of the LGSETA.

Table 3: 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.

SIC CODE	SIC DESCRIPTION
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
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
91300	Local government activities
91301	Metro police
91302	Traffic management/ law enforcement
91303	Air pollution
91304	Municipal planning
91305	Trading regulations
91306	Billboards and the display of advertisements in public places
91307	Control of public nuisances
91308	Control of undertakings that sell liquor to the public
91309	Licensing of dogs
9130A	Licensing and control of undertakings that sell food to the public
9130B	Noise pollution
9130C	Street trading
9130F	Land use planning
9200B	Pre-primary education and activities of after-school centres by local authorities
93304	Social work in local governments
94001	Refuse and sanitation
94002	Health and community services
94005	Other community work in local governments

SIC CODE	SIC DESCRIPTION
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) (2021), there are 257 municipalities in South Africa, of which eight are metropolitan municipalities, 205 are local municipalities, and 44 are district municipalities. The table below provides this overview

Table 4: 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 2021

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

Municipal Entities and Other Employers in the Local Government Sector

To assist with service delivery, some municipalities will establish municipal-related entities. These entities are accountable to the municipality that established them in terms of governance, financial accountability, and performance. There has been a consolidation in the number of municipal entities, with the total number of organisations falling from 50 in 2015 to 39 in 2018 (GovPage, 2018).

Currently, the LGSETA receive workplace skills plans submissions from 29 organisations which include municipal entities, local government related entities and private entities.

8.1 EXTERNAL ENVIRONMENTAL ANALYSIS

At a broad level, the challenges the LGSETA face are both unique to the organisation and ubiquitous to the country. An analysis of the external environment was completed using a PESTLE tool, and the outcome is captured in Table 5.

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.

However, COVID 19 has accelerated adoption of technology across different sectors including local government. The need to adopt fourth industrial (4IR) technologies in the local government as well as alignment to the district development model (DDM) have become central to strategies at local government ; 4IR presents multiple opportunities that include Development of business models – making services relevant; Re-skilling existing personnel; it's also important to measure new jobs presented by the revolution; Understanding demand response- this will increase the quality of services; Achieving reliable energy supply which can be achieved by using digital enablers.

The DDM will stimulate economic growth and benefit local entrepreneurs by developing, supporting and promoting local entrepreneurs through prioritising local procurement of services and goods. The introduction of DDM is timely given the weakness of the economy leading to persistent high unemployment, with the youth population being impacted the most. The pandemic affects the ability for the municipalities to respond to these challenges. Hence the focus on 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.

In relation to the Economic Reconstruction and Recovery Plan (ERRP) and ERR Skills Strategy, will focuses 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 in order to boost job creation, and up-skill workers as to enhance productivity. The Economic Recovery Skills Strategy presents key interventions to support the ERRP from a skills perspective. A list of targeted interventions were identified in the ERRP and Skills Strategy and these agree with the SPOI list (e.g., supporting municipal infrastructure occupations to contribute to the 25 000 jobs required by the Skills Strategy). Other ERRP and Skills Strategy interventions include the updating or amending of learning programmes, supporting skills programmes to facilitate infrastructure and supporting internships for youth graduates. Skills gaps interventions relate more to meeting municipal service area skills demands that will support the re-training of workers and unemployed learners in the local government sector.

Table 5: PESTLE Analysis

Political	Economic	Social
<ul style="list-style-type: none"> • A stable political environment • Upcoming local government election will impact on skills in the sector • A high number of municipalities under administration. • Some councillors not meeting minimum oversight standards and requirements • Upcoming local government elections may result to skills demand and change of skills in the sector 	<ul style="list-style-type: none"> • The impact of COVID 19 has economic threat on local government sector and the country • Persisting high unemployment rate especially to the youth • South Africa’s still has a tough economic climate • Poor audit outcomes of municipalities • Knock on effect of Eskom and municipalities into the economy • Introduction and implementation of the district development model • Implementation of Economic and Recovery Programme (ERRP) requires relevant skills 	<ul style="list-style-type: none"> • Social inequality very wide which present more demand of skills in the sector • Education level is generally low in the sector which has impact on AET programme • Service delivery is poor accompanied with protests • Infrastructure for services is under pressure
Technological	Legal	Environment
<ul style="list-style-type: none"> • Technology remain critical during the COVID 19 pandemic for access, skills development, workplaces and learning purposes • Disparities on technology between municipalities from urban and rural areas remain a concern • Need for technology for infrastructure • Smart cities and smart communities required for Municipalities • Interfacing of LGSETA systems and stakeholders • Adoption of 4IR technologies in local government • Implementation of Smart City concept in some metros 	<ul style="list-style-type: none"> • Clear mandate and regulatory environment for the LGSETA • Accountability through various mechanisms and platform on 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 and Drought have impact on our operational environment • The physical threat of crime to our stakeholders is a concern • Research to enhance moving towards green economy, green jobs and green buildings with less use and refuse approaches. • Population growth pressuring environmental borders and capability • Need for more disaster management options

Economic Performance

Municipal Revenue and Expenditure Analysis

The Financial Census of Municipalities (STATS SA, 2019) showed that municipalities across South Africa received an income of R444.5 billion in 2018 and this increased to over R490.7 billion in 2019, resulting in a 10.4% increase. Expenditure in the same years was R490.7 billion (STATS SA, 2019). The internally collected revenue accounted for 35.4% of total income made up of electricity and water sales, refuse removal, sanitation and sewerage charges, and other revenue (fresh produce market). The remaining 64.6% 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, 2019)

Revenue for local government, revenue and expenditure grew at an average of 7% over 2015/16 and 2019/20, as reflected in Table 6 below

Table 6- Projected Municipal Revenue and Expenditure

'000	2015/16	2016/17	2017/18	2018/19	2019/20 (Q2) ⁴
Revenue	R 398 216 508	R 418 920 105	R 447 499 057	R 489 707 000	R 261 609 000
Expenditure	R 398 216 508	R 418 920 105	R 447 499 057	R 489 707 000	R 115 691 000

Source: LGSETA SSP update 2019, Financial Census of Municipalities 2019 & Quarterly financial statistics June 2020

However, there are always challenges with municipal budgets for revenue and actual cash collected. Between January 2020 and June 2020, uncollected municipal revenues grew by 16.3%. The weakened financial condition of numerous municipalities was magnified owing to the consequences arising from the COVID-19 pandemic (National Treasury, 2021). On the other hand, the National Treasury's 2020 Budget Review noted that provinces have limited tax raising powers and revenue generation capabilities and therefore receive a greater share from the fiscus than municipalities. Financial pressure in provinces coupled with weak financial management are leading to accruals in provinces, which exceeded R13.3 billion on 31 March 2019, R6.7 billion of this over 30 days (National Treasury, 2020).

The COVID-19 pandemic has 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 first priority (National Treasury, 2020). Provinces and municipalities are deemed to play a vital role in assisting the public health department to combat the pandemic. During the period March 2020 to February 2021, municipalities' expenditure in response to the pandemic amounted to R4.2 billion out of the R11 billion supplement funds granted to the local government equitable share (National Treasury, 2021).

It is worth noting that this pandemic has negatively impacted the ability of local government to collect revenues raised from service delivery to households and businesses (Magubane, 2020). A significant drop in revenue collections was noted at the end of Quarter 4 in 2019/20. According to the Budget Review 2021, only 20% of billed revenue were collected in last quarter of 2019/20, as opposed to a 93% collection rate in the previous year's last quarter (National Treasury, 2021). This could have an impact on basic service delivery, such as refuse removal, and the supply of water and electricity. Furthermore, some municipalities have been forced to close due to an increased number of positive COVID-19 cases amongst staff, which impacted service delivery to surrounding communities (Nair, 2020).

In addition to COVID-19, the recent civil unrest increase expectations for efficient 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. LED can be utilised to rebuild and minimise future unrest within communities, but this is dependent on service delivery being realised so as to uplift socio-economic development.

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

⁴ The municipal revenue and expenditure for Quarters 3 and 4 of the year 2019/20 have not yet been published by STATS SA

waste due to incompetence. As municipalities' training requirements are partly driven by the budget cycle, any training related to municipal budgeting should be carefully timed as to maximise the benefits of such training to the municipalities. Ideally, skills audits should be conducted before training takes place. However, due to the budget reallocations and financial constraints as a result of COVID-19, many skills development programmes are likely to be delayed.⁵

The latest Consolidated Auditor General Report for the 2019/2020 financial year noted a continued reluctance by municipalities to implement the recommendations made by Auditor General. This results in a continued deterioration for accountability for financial and performance management. Municipal audit outcomes have been worsening over the years. According to the Integrated Annual Report (AGSA, 2020), only 20 of South Africa's 257 municipalities (8%) managed to obtain clean audits (unqualified with no findings) in the 2018/19 financial year. The audit outcomes show that 13% of the municipalities (33) received a disclaimer, the worst possible audit outcome, as compared to 31 municipalities the previous year⁶

Employment in the Local Government Sector

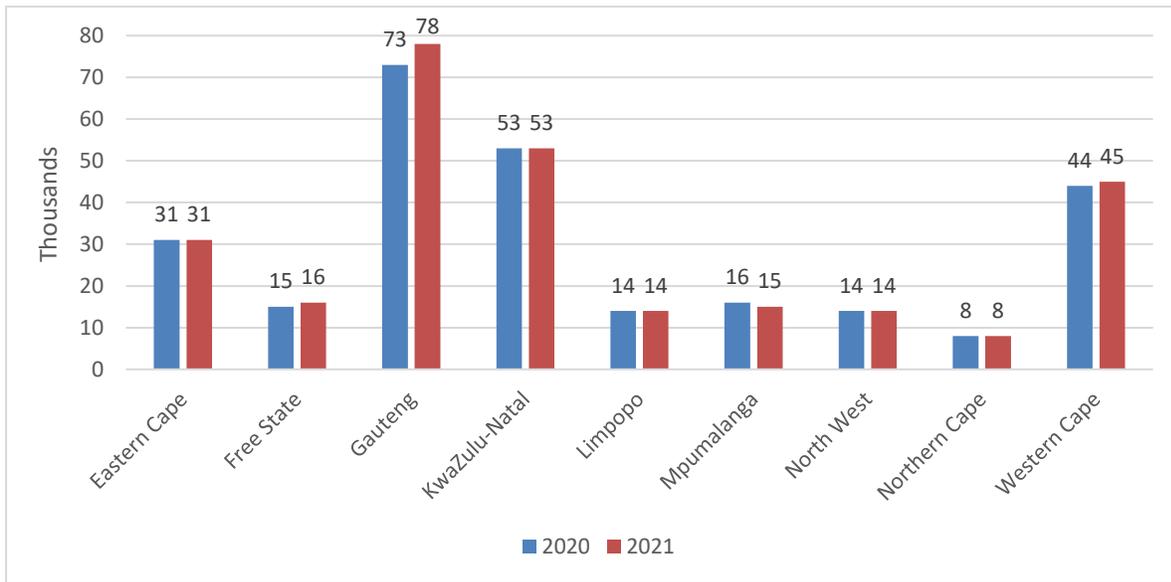
The eight Metropolitan Councils employ more people than the 205 local municipalities combined. The district municipalities are small in comparison with only 21,700 employees nationally. 9,939 workers are employed by the municipal entities or other organisations (non-municipalities). The top three employers are Gauteng, KwaZulu-Natal and Western Cape. Although Gauteng has the lowest number of municipalities, it has the greatest number of employees nationally (77,739), of which 78.9% (61,328) are concentrated in the three metros. WSP submissions show that KwaZulu-Natal employed a total of 53,232 workers in 2021, a minimal decrease from 53,254⁷ in the previous year. On the other hand, Western Cape's employment figures have increased over the past year, from 44,261 employees in 2020 to 44,511 employees in 2021. Only 3.1% (8,406) of the total employment is located in Northern Cape municipalities.

Figure 5- Provincial Employment 2020 versus 2021

⁵ <https://transformsa.co.za/2013/01/training-skills-development-in-sa-municipalities/>

⁶ <https://www.businesslive.co.za/bd/national/2020-06-24-municipal-audit-outcomes-are-deteriorating-further/>

⁷ The figures from WSP submissions differ slightly from those of Stats SA due to differences in data collection methods



Source: LGSETA WSP Submissions 2020 and 2021

The COVID-19 pandemic and recent civil unrest have put pressure on the fiscus. This may result in a decrease in employment and freezing of posts as municipalities reprioritise their budgets to address socioeconomic decline worsened by the pandemic and unrest.

The table above illustrates the change in provincial employment between 2020 and 2021. Gauteng was the only province that experienced a significant growth in this period, showing 5% employment growth. Employment in Western Cape and Free State experienced a slight improvement (1% each) from the previous year. Limpopo, North West, Eastern Cape, KwaZulu-Natal and Northern Cape showed constant employment rates over the past year. Changes that occurred in each province are reflected in Table 7 above

Basic Services and Infrastructure

There were 2.9 million indigent households in 2019, as identified by municipalities. This represents a decline of 0.7 million indigent households from 2018 across South Africa (STATS SA, 2019). The table below illustrates the number of households who benefited from the provision of basic services, according to the Non- Financial Census of Municipalities (2019)

	#	%
Provision of Water	2.2 mil	75.9%
Provision of Electricity	1.8 mil	62.0%
Solid Waste Management	2.0 mil	69.0%
Sewerage and Sanitation	1.5 mil	51.7%

Source: STATS SA 2019

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. Service delivery protests saw a decline in 2020 where there were 102 protests as opposed to 218 protests in the previous year (Municipal IQ, 2021). According to Managing Director of Municipal IQ, this overall

slump was a result of the COVID-19 national lockdown from March to August 2020. He further added that past records have indicated this is the period where the service protests are more pronounced. An economist from Municipal IQ further added that the decline in service delivery protests observed in 2020 should not be attributable to the endorsements of municipalities, as numerous consumers continuously express their dissatisfaction on social media platforms (Municipal IQ, 2021)

8.1.1 FACTORS AFFECTING SKILLS DEMAND AND SUPPLY

Local government has come under significant pressure and has been confronted with a range of contextual variables which has impacted on the demand and supply of skilled workers over time. They are five major change drivers this chapter will focus on are Constraints to Service Delivery, Technological Change and Digitisation, Local Economic Development, Spatial Integration and Inclusive Development and Political Change

i. Constraints to Service Delivery

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. Furthermore, service delivery has been constrained by periodic closures of municipalities due to the impact of COVID-19, preventing municipalities from functioning optimally. Additionally, in urban areas, service delivery is constrained by service delivery protests, thereby affecting skills planning.

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).

The District Development Model 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

ii. Technological Change and Digitisation

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.

The pandemic has increased reliance on advanced technologies for digital learning, working remotely, keeping healthy and to transform economies. 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. This is supported by the study conducted by the SETA on the Viability of e-Techniques towards Service Delivery (2021) which shows that municipalities are understaffed with personnel responsible for ICT matters. Therefore, municipalities should be capacitated with experienced and qualified people to enable them to provide e-services effectively and efficiently to community members.

iii. Local Economic Development

Local Economic Development (LED) is an approach towards economic development which allows and encourages local people to work together to achieve sustainable economic growth and development, resulting in economic benefits and an improved quality of life for all residents in a local municipal area (COGTA, 2016). Local Economic Development places a focus on interventions to improve and develop skills in a number of key areas, such as the green economy, SMMEs in both the informal (township economy) and formal economy, cooperatives and tourism

Research studies reveal that small businesses and cooperatives are catalysts for economic growth and job creation. For example, (SMMEs) sector created 2 million jobs in the year to first quarter 2019 when most economic sectors contracted during the same period (LGSETA, 2021). Tourism contributes significantly to employment and GDP growth. One of the key strategic objectives for the Tourism, Human Resource and Skills Development (THRD) strategy in South Africa relates to improving local government orientation to THRD. To address this, the National Department of Tourism (NDT) is working collaboratively with local government structures to integrate the THRD 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, with special focus on wastewater treatment facilities, found that there is a lack of green skills in local government. The majority of municipalities do not have provision for green jobs or occupations, as they are still operating with traditional technologies. 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.

iv. Spatial Integration and Inclusive Development (rural and urban)

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). Smart cities will therefore not only require new, higher-level skills but will require continuously evolving technology. The SETA is exploring possible strategic partnership with the New York University to promote the implementation of smart cities.

v. Political Change

President Cyril Ramaphosa previously announced that the local government elections will take place on Wednesday, 27 October 2021, which has since come under review by the Independent Electoral Commission. Local government elections potentially has implications for skills development in terms of new leadership. The change in leadership further affects the administration of local government by disrupting business continuity and institutional memory, thereby hampering the skills transfer necessary for sustained quality service delivery and internal capacity of skills development. This may contribute to the challenges relating to lack of skills and development of staff, improper management, lack of institutional controls, and fruitless and wasteful expenditure cut across all spheres of local government. 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. In addressing challenges of skills shortages and deficiencies from Municipal Councillors, the LGSETA has developed Councillor Development Strategy that will be implemented for the next five years of Councillors in office.

8.1.2 SECTORAL PRIORITY OCCUPATIONAL PROGRAMMES

The *Sectoral Priority Occupations* 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* 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 as well as separate reports generated for each province, taking

into account 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 7 lists the top ten sectoral priority occupations in the local government sector for the years 2021/2022

Table 6: Top 10 Sectoral Priority Occupations list

OFO Code	Occupation	Specialisation	INTERVENTION PLANNED BY THE SETA	ERR Skills Strategy	NQF Level	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED
2019-642605	Water Reticulation Practitioner		National Certificate: Water and Wastewater Reticulation Services, ID 60169	7	2	2000	40
			National Certificate: Water and Wastewater Reticulation Services, ID 60155	7	3		40
			Further Education and Training Certificate: Wastewater and Water Reticulation Services	7	4		60
			RPL: Occupational Certificate: Water Reticulation Practitioner, ID 102581	7	4		10
			Skills Programmes	4	2-5		200
2019-313201	Water Plant Operator	-Water Treatment Plant Technician -Water Treatment Plant Operator -Waste Water Plant Operator	National Certificate: Water and Wastewater Treatment Process Operations, ID 58951	7	2	2000	40
			Further Education and Training Certificate: Water and Wastewater Treatment Process Control Supervision, ID 61709	7	4		40
			RPL: Occupational Certificate: Water Process Controller, ID 102255	7	3		10
			Skills Programmes	4	2-5		200
2019-121101	Finance Manager	-Chief Financial Officer (CFO)	Bursary: Bachelor of Accounting	7	7	100	30
			Bursary: Bachelor of Accounting Hons	7	8		30
2019-121104	Internal Audit Manager		Bursary: Bachelor of Technology: Internal Auditing	7	7	100	20
			Bursary: Bachelor of Internal Auditing Hons	7	8		20
			Certificate: Certified Internal Auditing	7	6		10
2019-216401	Urban and Regional Planner	-Town Planner	Bursary and Internship: Bachelor of Technology in Town and Regional Planning	5	7	100	30

			Bursary and Internship-Bachelor of Town and Regional Planning Hons	5	8		30
2019-335913	Building Inspector		Bachelor of Construction: Construction Management	7	7	100	60
2019-214201	Civil Engineer	-Water and Wastewater Engineer - Construction Engineer -Transport Engineer -GIS and Landuse Management Engineer	Bursary: Bachelor of Engineering: Civil Engineering specialising in: - Environmental Engineering - Construction Management - Water - Transport - Urban Engineering	7	7	500	100
			Candidacy: Bachelor of Civil Engineering in specialisation area	5	7		50
2019-215101	Electrical Engineer	-Power Distribution Engineer	Diploma: Electrical Engineering; Bachelor: Electrical Engineering	7	7-8	100	40
			WIL - HET ND: Electrical Engineering	5	6		20
2019-671101	Electrician	- Construction Electrician -Electrician (Engineering) -Electrician (General) -Electrical Fitter	Apprenticeship: Electrician	5	2-4	200	50
			Electrical Engineering	5	2		20
			Electrical Engineering	5	3		20
			Electrical Engineering	5	4		20
2019-213302	Environmental Scientist	- Environmentalist -Water Use Specialist - Environmental Officer - Environmental Consultant/Advisor	Bursary: Bachelor of Science in Environmental Sciences	7	7	100	20
			Bursary: Bachelor of Science in Environmental Sciences Hons	7	8		10
			Occupational Certificate: Environmental Science Technician	7	6		10

8.2 SITUATIONAL ANALYSIS: INTERNAL ENVIRONMENT

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; dysfunction ward committees leading to poor oversight. However, the introduction of the Economic Recovery programme and the adoption of the District Development model present opportunities to address these challenges

Table 8: 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 Have access to funds to finance critical skills. A stable stakeholder group Capable and resilient staff Good research capability and sector skills planning Good compliant on procurement process Participation of Levy payer entities has been maximised through full submission of WSP/ATR from the sector Resilient workforce and ability to respond to COVID 19 interventions for the organisation 	<ul style="list-style-type: none"> Organisational record keeping need improvement Performance management system and tools need improvement Lack of accountability and consequence management. Change management remain a concern in the organisation Turnaround times of 48 hours not been met across the organisation on a constant basis Units still working in silos although there is a marked improvement Need to improve service delivery model for the roll out of learning interventions in the midst of COVID 19 pandemic Low adoption of technologies that drive efficiencies Weak performance management system 	<ul style="list-style-type: none"> Good collaboration with institutions in areas of learning programme and research Efficient board stakeholder engagement with the sector More research to target customer needs. Innovation and creativity Strong partnerships with institutions on the delivery of the LGSETA mandate 4IR technologies to enhance services delivery and become more efficient Implementation of Economic and Recovery Programme (ERRP) 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, & other SETAs 	<ul style="list-style-type: none"> Uncertain cash reserves due to COVID 19 pandemic Continuous negative audit outcome from Municipalities might affect LGSETA operations Municipalities that don't pay levies. Mismatch of supply and demand for learning and skills 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 & project delivery) Dysfunctional ward committees High levels of services 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. Government is implementing new relief mechanism to employers during the pandemic. The intervention that were made to achieve work continuity will remain in place and these includes (a) establishment of COVID 19 committee and strengthening the role of the Occupational Health and Safety Committee; (b) provisioning of information technology tools and resources to ensure improved service delivery; (c) rotational work of staff during lockdown restrictions as a result of COVID 19; and (d) need to improve the service delivery model for the roll out of learning interventions during the COVID 19 pandemic. All these intervention may be enhanced by adoption of technology and the new ways of working that has been accelerated by the pandemic. This approach will ensure that the LGSETA strategy continues to be executed efficiently despite the COVID-19 challenges.

8.2.1 ORGANISATIONAL ENVIRONMENT

The organisational environment of the LGSETA remain stable and governance structures ensured that accountability, monitoring and evaluation of LGSETA strategy is executed in line with the LGSETA constitution. The Board appointed the Chief Executive Officer (CEO) at the beginning of the 2021 calendar year. A Manager: Office of the CEO was appointed with the intention of co-ordinating governance resolutions into the administration and reporting thereof. The next appointment is that of a Company Secretary who will be 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 second 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. In order 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 are capable of enabling 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 the majority of 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 9 below).

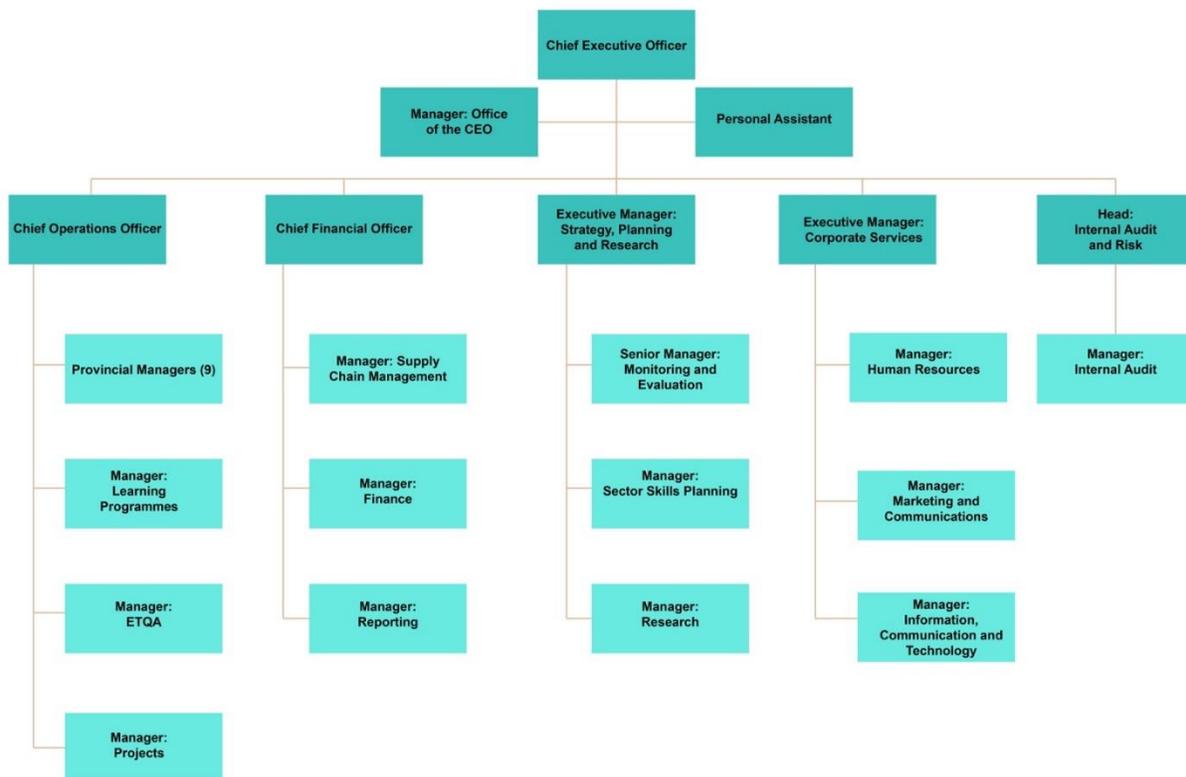
Table 7: LGSETA Staff Profile

LEVELS	MALE				FEMALE				Foreign National	TOTALS
	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE		
Top Management	3	0	0	0	2	0	0	0	0	5
Senior Management	11	1	0	0	9	1	0	2	0	22
Professionally Qualified	18	2	1	0	18	3	0	0	0	36
Skilled	10	0	0	0	20	3	1	1	0	46
Semi-skilled	0	0	0	0	13	1	0	0	0	11
Unskilled	0	0	0	0	0	0	0	0	0	
Total	42	3	1	0	62	8	1	3	0	120

Source: LGSETA, 2021

The organisational structure has a team of four 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 resignation at middle management level. The organisational structure also includes 9 Provincial Manager Positions to ensure that the organisation enjoys a national footprint as our immediate stakeholders are spread throughout the country. The staff is representative of South African demographics thereby enabling the organisation to service its stakeholders and their communities effectively. The organisational structure is reflective of the executive and management positions as indicated in Figure 4 below:

Figure 2: LGSETA Organogram



Source: LGSETA, 2021

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 that was directed to 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 that has resulted in lockdown regulations that have crippled almost all industries, LGSETA continues on a well-orchestrated effort to ensure business continuity whilst observing and complying with the Covid-19 regulations. 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 also subscribes to the latest technology to hold all meetings virtually and this seems to be working very well. All Board meetings are held virtually. Through Marketing and Communications department, the organisation participates in virtual career exhibitions. Now that the Head Office relocation has been finalised, 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. This is also a year finalising the business continuity plan and the disaster recovery plan projects that have been dependent on the conclusion of the head office relocation.

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 remains 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.

8.2.2 BALANCED SCORECARD

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

The Balanced Scorecard has emerged as a proven tool in meeting the many challenges faced by the modern organization. Although the tool was originally designed for businesses, it was later adapted for non-profit organisation that includes the public sector, where Financial perspective is a driver not the end goal. The focus is on customers and serving their needs in order to accomplish the mission or desired impact. To be effective as a measurement tool, BSC should be integrated with outcomes approach that includes non-financial measures such as improved health or security. In local government improved service delivery is at the core of performance measurement. Therefore, LGSETA, has align to the outcome-based approach which implies that the four perspectives of the BSC 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 four perspectives as per Table 10 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 score card 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. In order to ensure that the balanced scorecard is implemented correctly, the LGSETA has developed a Balanced Scorecard Model, as reflected in Figure 4, which is aligned to the mission and strategy directives. All four elements of the balanced scorecard model are interrelated namely stakeholders and clients, financial management, internal processes and organisational growth as well as learning and growth.

Table 7: Organisational Score Card

Vision	A highly skilled and capable local government				
Mission	To build local government's ability to meet its development through innovative approaches, effective capacity building and strategic partnerships				
LGSETA Outcomes	<ul style="list-style-type: none"> 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 in order 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 reserve 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
	Revenue enhancement through maximizing participation of levy paying entities	Additional local government levy paying entities increased	5		<ul style="list-style-type: none"> Revenue enhancement strategy developed and implemented
	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	Number of career development events/exhibitions participated in	30	20%	Career development exhibitions/events implemented in urban and rural areas

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	stakeholders in the local government sector	urban and rural areas on occupations in high demand			
		Number of capacity building workshops on Career Development Services conducted	9		Career capacity buildings workshops conducted with various stakeholders in the local government w
	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	100		<ul style="list-style-type: none"> Establish partnership with stakeholder to implement the High School Development Programme in order 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
<i>Internal Processes</i>	Monitoring and Tracking tool/system developed and implemented to monitor all LGSETA learning interventions	Monitoring and Tracking of Learners Tool developed	1	40%	Monitoring and Tracking tool and system developed
		Number of learners in an Artisan development programme	400		Artisan development programme rolled out in the local government sector
		Number of Centers of Specialisation supported	5		Support centers of specialization through TVET and Employers partnership model
	Increase access to intermediate and high level of skills through production of Artisan development required in the local government sector	Number of workers in skills programmes	3000		To implement the Local Government Councilor Development Programme through training Municipal councilors on various skills programmes as outlined in the strategy
	Implement e-learning mechanism for the LGSETA learning interventions	% of learning interventions delivered through online e-learning platforms	50%		Online e-learning strategy developed and implemented 60% of learning interventions are delivered through e-learning
<i>Organizational Capacity (Learning & Growth)</i>	Improve skills of the LGSETA workforce in order to enhance organisational performance	Percentage of the training programmes in the WSP/ATR implemented	70%	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
	Training interventions implemented to build capacity to the LGSETA internal staff				

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



PART C: MEASURING OUR PERFORMANCE

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9. INSTITUTIONAL PERFORMANCE INFORMATION

9.1 MEASURING THE IMPACT

The LGSETA aims to make greater impact in the local government sector over the five-year period 2020/21 – 2024/25 as indicated in the impact statement below (Table 11)

Table 8: Impact Statement

Impact Statement	Highly skilled and professional local government workforce to ensure efficient and effective service delivery
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9.2 MEASURING OUTCOMES

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

The NDP notes that several challenges require attention, including a critical shortage of skills, a complex intergovernmental system, high levels of corruption, weak lines of accountability, inadequate legislative oversight and a long history of blurring the lines between party and state. These are difficult issues, requiring honest reflection, careful planning and decisive leadership.

Targets will be set for a three-year period and annually determined through the Service Level Agreements with skills levy institutions. The following strategic outcomes are tailored LGSETA responses to the NSDP outcomes, which will guide the formulation of the performance metrics for all the LGSETA programmes

Table 9: LGSETA Response to NSDP Outcomes

MTSF Priority 3: Education, Skills and Health			
NSDP Outcomes	LGSETA Outcome Indicators	Baseline	Five -Year Target
Outcome 1 Identify and increase production of occupations in high demand	1.1 National enrolment and resource ratios for the high, intermediate and elementary skills level	1% high skills	3% high skills
		78% intermediate skills	70% intermediate skills
		28% elementary skills	27% elementary skills
	1.2 Identification of interventions required to improve enrolment and completion of priority occupations	100% WSPs and ATRs approved for Small firms, Medium firms and Large firms	100% WSPs and ATRs approved for Small firms, Medium firms and Large firms
1 Sector research agreements signed for TVET growth occupationally directed programmes		1 Sector research agreements signed for TVET growth occupationally directed programmes	

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MTSF Priority 3: Education, Skills and Health			
NSDP Outcomes	LGSETA Outcome Indicators	Baseline	Five -Year Target
		50 Learners who completed workplace based learning programmes absorbed into employment or self-employment	50 Learners who completed workplace based learning programmes absorbed into employment or self-employment
		6 skills planning research, established and emergent cooperative and their skills needs	6 skills planning research, established and emergent cooperative and their skills needs
		20 people to be trained on entrepreneurial skills	30 people to be trained on entrepreneurial skills
Outcome 2 Linking education and the workplace	1.3 Opening of workplace based learning opportunities increased	700 TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	750 TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces
		200 TVET students requiring Work Integrated Learning to completed their qualifications placed in workplaces	450 TVET students requiring Work Integrated Learning to completed their qualifications placed in workplaces
		350 universities students requiring work integrated learning to complete their qualifications placed in workplaces	360 universities students requiring work integrated learning to complete their qualifications placed in workplaces
		200 university students completed their Work Integrated Learning placements	240 university students completed their Work Integrated Learning placements
		350 unemployed learners enrolled and Internships	600 unemployed learners enrolled and Internships
		150 unemployed learners completed Internship	480 unemployed learners completed Internship
		1200 unemployed learners enrolled Skills programmes	1300 unemployed learners enrolled Skills programmes
		800 unemployed learners completed Skills programmes	1050 unemployed learners completed Skills programmes
		1000 unemployed learners enrolled Learnerships programmes	1300 unemployed learners enrolled Learnerships programmes
		835 unemployed learners completed Learnerships programmes	1200 unemployed learners enrolled Learnerships programmes
		100 unemployed learners enrolled for Candidacy programmes	100 unemployed learners enrolled for Candidacy programmes
		50 unemployed learners completed Candidacy programmes	50 unemployed learners completed Candidacy programmes
Outcome 3 Improving the level of skills in the South African workforce	1.4 Increase workers participating in various learning programmes.	1500 workers enrolled in Learnerships programmes	1750 workers enrolled in Learnerships programmes
		1000 workers completed Learnerships programmes	1500 workers completed Learnerships programmes
		180 workers granted Bursaries (new entries)	180 workers granted Bursaries (new entries)

STRATEGIC PLAN 2020/21 -2024/25

PROPOSED – VERSION 2

MTSF Priority 3: Education, Skills and Health			
NSDP Outcomes	LGSETA Outcome Indicators	Baseline	Five -Year Target
		125 workers granted Bursaries (continuing)	150 workers granted Bursaries (continuing)
		200 workers granted Bursaries (completed)	390 workers granted Bursaries (completed)
		3000 workers enrolled Skills programmes	2900 workers enrolled Skills programmes
		1500 workers completed Skills programmes	2450 workers completed Skills programmes
		150 workers enrolled AET programmes	Not Applicable
		100 workers completed AET programmes	Not Applicable
Outcome 4 Increase access to occupationally directed programmes	1.5 Increase access of unemployed learners to occupationally directed programmes	400 artisan learners enrolled	400 artisan learners enrolled
		100 artisan learners completed	400 artisan learners completed
		520 unemployed learners granted Bursaries (new enrolments)	570 unemployed learners granted Bursaries (new enrolments)
		150 unemployed learners granted Bursaries (continuing)	130 unemployed learners granted Bursaries (continuing)
		150 unemployed learners granted Bursaries (completed)	400 unemployed learners granted Bursaries (completed)
		100 learners enrolled RPL/ARPL	180 learners enrolled RPL/ARPL
		80 learners completed RPL/ARPL	100 learners completed RPL/ARPL
		10 TVET partnerships established	10 TVET partnerships established
		10 HEI partnerships established	10 HEI partnerships established
10 SETA-Employer partnerships established	10 SETA-Employer partnerships established		
Outcome 5 Support the growth of the public college system	1.6 Support the TVET Colleges through skills development interventions	5 SETA offices established and maintained in TVET colleges	5 SETA offices established and maintained in TVET colleges
		5 Centres of Specialisation supported	5 Centres of Specialisation supported
		50 TVET Lecturers exposed to the industry through Skills Programmes	50 TVET Lecturers exposed to the industry through Skills Programmes
		20 Managers receiving training on curriculum related studies	20 Managers receiving training on curriculum related studies
		20 TVET colleges Lecturers awarded Bursaries	20 TVET colleges Lecturers awarded Bursaries
	1.7 Support the CET Colleges through skills development interventions	21CET colleges lecturers awarded skills development programmes	21 CET colleges lecturers awarded skills development programmes
		18 Managers receiving training on curriculum related studies	18 Managers receiving training on curriculum related studies
500 CET learners accessing AET programmes		1300 CET learners accessing AET programmes	
Outcome 6	1.8 Increase skills development support for	30 Co-Operatives supported with training interventions or funded	30 Co-Operatives supported with training interventions or funded

STRATEGIC PLAN 2020/21 -2024/25

PROPOSED – VERSION 2

MTSF Priority 3: Education, Skills and Health			
NSDP Outcomes	LGSETA Outcome Indicators	Baseline	Five -Year Target
Skills development support for entrepreneurship and cooperative development	entrepreneurial activities and the establishment of new enterprises and cooperatives	30 Small Businesses supported with training interventions or funded	30 Small Businesses supported with training interventions or funded
		30 people trained on entrepreneurships supported to start their businesses	30 people trained on entrepreneurships supported to start their businesses
		30 CBOs/ NGOs/ NPOs supported with training interventions or funded	30 CBOs/ NGOs/ NPOs supported with training interventions or funded
		5 Rural Development Projects initiated	5 Rural Development Projects initiated
Outcome 7 Encourage and support worker initiated training	1.9 Support worker development programmes through worker initiated training in the local government sector	2 Trade Unions supported through the relevant skills training interventions	2 Trade Unions supported through the relevant skills training interventions
Outcome 8 Support career development services	1.10 Increase access to career development services through career development events/exhibitions implemented on occupations in high demand	15 career Development Events in urban areas on occupations in high demand	50 career Development Events in urban areas on occupations in high demand
		15 career Development Events in rural areas on occupations in high demand	50 career Development Events in rural areas on occupations in high demand
		30 career Development Practitioners trained	100 career Development Practitioners trained
		9 capacity building workshops on Career Development Services initiated	9 capacity building workshops on Career Development Services initiated

9.3 EXPLANATION OF PLANNED PERFORMANCE OVER THE FIVE YEAR PLANNING PERIOD

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

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

The abovementioned strategic Priorities are required within and across the local government sector. All of the strategic initiatives and outcome indicators contribute to the eight outcomes of the NSDP (2020-2030).

9.3.1 CONTRIBUTION OF STRATEGIC OUTCOMES TO FIVE YEAR IMPLEMENTATION

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

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

Outcome 2: Linking education and the workplace

The LGSETA will ensure that learners are linked to workplaces through ensuring workplace based learning opportunities are provided towards the achievement of qualifications through internships, bursaries and learnerships as well as for work experience through graduate internship programmes to enable experience to be gained for employability. Such opportunities also require workplace mentors and coaches to be available and trained adequately to provide the necessary support to learners and candidate. Such

initiatives can be strengthened through partnerships with professional bodies in order to assist with supporting graduates as well as identifying appropriate workplaces to gain best practices.

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

South Africa is challenged by low productivity in the workplace, as well as slow transformation of the labour market and a lack of mobility of the workforce, largely as a result of inadequate, quality assured training for those already in the labour market.

The LGSETAs will support the training of employed workers and encourage employers to expand such training in order to improve the overall productivity of the economy, achieve transformation and address skills imbalances in our workforce in particular and the labour market in general.

Outcome 4: Increase access to occupationally directed programmes

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

Outcome 5: Support the growth of the public college system

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

Outcome 6: Skills development support for entrepreneurship and cooperative development

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

initiatives and programmes are aimed at enhancing local economic development and improving service delivery as key objectives of local government.

Outcome 7: Encourage and support worker initiated training

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

Outcome 8: Support career development services

The strategic focus is to improve the promotion of local government occupations to new graduate entrance through effective career development services. In particular, the LGSETA aims to improve the content of the career guidance booklets to include learning pathways of strategic occupations in the local government sector are better understood as well as assist different categories of learners including new entrants to be able to choose key occupations that suit their interest and passion.

Career guidance services are key and the LGSETA will conduct career guidance sessions to provide meaningful career guidance to both urban and rural municipal areas. The LGSETA aims to be impactful during career exhibitions by ensuring that new graduates and learners are being attracted into local government in pursuing their career pathways.

10. KEY RISKS

Table 10: LGSETA Strategic Risks

Strategic Outcome/ Priority	Risk statement	Risk Mitigating Strategies
Linked to multiple strategic outcomes	Financial sustainability and resource constraints	<ul style="list-style-type: none"> • Contingency plan: Resource optimisation and re-prioritisation for the new financial year. • Explore value adding partnerships with existing entities within Government to enhance skills development. • Enhanced monitoring and evaluation with corrective actions.
Linked to multiple strategic outcomes.	Inadequate management of business continuity and resilience	<ul style="list-style-type: none"> • Revised BCP policy approval and implementation. • Revision and implementation of Business continuity strategy. Link BCP to other plans, e.g. Communication strategy, etc. • Awareness programme. • Conduct continuous BIAs. • Development of a comprehensive business continuity plan. • Development of an integrated records management plan to manage information availability. • Contingency process formalisation: e.g. SCM. • Revised technology disaster recovery plan. • Information security policy to be responsive to enhanced risks arising from remote working. • Implement disaster recovery testing.
Linked to multiple strategic outcomes	Inadequate resource and business process integration to enable efficiency and business resilience	<ul style="list-style-type: none"> • Definition and re-branding of LGSETA organisational culture. • Business process formalisation and review where relevant. • Business process mapping to employee responsibilities & performance expectations. • Standardise business processes, performance standards and technical standards between Provinces and Head Office (there must be a consistent standard of work). • Evolving from an office driven strategy vs. service centre model which promotes consistent service standards in all Provinces.

Strategic Outcome/ Priority	Risk statement	Risk Mitigating Strategies
Linked to multiple strategic outcomes	Ineffective organizational reputation management	<ul style="list-style-type: none"> • Social media management tool (to control access and usage). • Intranet system (To support document management, knowledge management, and content management). • Structured relationships with key partners (planning, ongoing collaboration, programme delivery, feedback channels). • Customer relationship management tool rollout completion. • Case management system implementation (works together with CRM). • Brand charter (values, conduct, ethics).
Linked to multiple strategic outcomes	Inadequate organizational impact and effectiveness in meeting its mandate	<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 of intent and project implementation. • Review of monitoring and evaluation process including standardisation of processes and extended monitoring processes; profile successful projects and create a database of completions.
Linked to multiple strategic outcomes	Pandemic exposure/ effects (e.g. COVID-19)	<ul style="list-style-type: none"> • Budgetary re-alignment to consider the impact of the pandemic on ways of work and related cost. • 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. • Development of a future-fit strategy to enhance the use of technology and automation in service delivery. • Board approval for Pandemic Plan. • Development of clear operational guidelines for working from the office during COVID-19 pandemic for formal acknowledgment by staff and visitors. • Re-prioritisation of projects. • Development and enhancements of methods of work, as well as related monitoring under a remote-working plan.

Strategic Outcome/ Priority	Risk statement	Risk Mitigating Strategies
Linked to multiple strategic outcomes	Impaired quality service provision	<ul style="list-style-type: none"> • Develop the integrated quality management plan and system. • Partner-centric projects to drive quality improvement jointly for the benefit of beneficiaries. • Enhanced quality assessment, verification and on-the-ground observation to inform improvement. • Develop a data destruction/disposal policy and procedure manual which outlines the protocol to follow in each subject (computers, phones, external driver and other storage devices).
Linked to multiple strategic outcomes	Ineffective stakeholder relations and partnerships	<ul style="list-style-type: none"> • Partnerships impact assessment. • Identification of key stakeholders who are in vulnerable groups and provide outcomes-linked interventions (skills, sponsorship) to build pre-requisite skills e.g. Maths as a requirement for higher learning. • Partnership strategy (based on end to end business model). • Partnerships impact assessment.
Linked to multiple strategic outcomes	Inadequate readiness and capability for Municipalities to receive blended learning.	<ul style="list-style-type: none"> • 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. • Identification of issues and exceptions in e-Learning initiatives. • Assessment of reach and success rate of current e-Learning initiatives.

Strategic Outcome/ Priority	Risk statement	Risk Mitigating Strategies
Linked to multiple strategic outcomes	Ineffective governance, risk and compliance management and oversight	<ul style="list-style-type: none"> • Compliance checklist implementation. • Driving an ethical culture through a leadership driven model. • Assessment of values alignment at recruitment stage. • Ongoing re-emphasis of organisational values - Formalisation of ethics as part of all key staff engagements/ interactions. • LGSETA's commitment and pledge against corruption and unethical acts (zero-tolerance). • Periodic capacity building on Oversight Body and Executive Management on Governance, Risk and Compliance concepts and applications. • Improved consistency and quality standards in policy application. • Business process formalisation and review where relevant. • Review and enhancement of contract management. • Prioritisation and implementation of a formal leadership driven risk culture. • Organisational integration between strategy, performance, risk and resilience.
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 approval of both the LGSETA POPIA Compliance Framework. • Development and execution of POPIA compliance implementation plan. • POPI training and refresher training. • Development of LGSETA Information Governance Framework. • Information/ records management strategy and plan. • 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.

Strategic Outcome/ Priority	Risk statement	Risk Mitigating Strategies
		<ul style="list-style-type: none"> Review of current Information and security related policies to ensure compliance of information management processes with legislation
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. 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.



PART D: TECHNICAL INDICATOR DESCRIPTIONS

TECHNICAL INDICATOR DESCRIPTIONS

Technical Indicator Description	Outcome Indicator
Indicator Title	1.1 National enrolment and resource ratios for the high, intermediate and elementary skills level
Definition	<p>This refers to enrolment and resource ratios in relation to the 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"> • Skills at high level : At least 3% of the discretionary grant allocations as a percentage of high skills (NQF8 and beyond) • Skills at intermediate level : At least 70% of the discretionary grants allocations as a percentage of intermediate skills (NQF4 to NQF7) • Skills at elementary level : At least 27% of the discretionary grants allocations as a percentage of elementary skills (NQF 1 to NQF 3)
Purpose/importance	To increase access to occupationally-directed qualifications and programmes
Source of Data	Discretionary Grants applications by the sector.
Method of Calculation / Assessment	<ul style="list-style-type: none"> • Skills at high level : at least 3% of the discretionary grant allocations as a percentage of high skills (NQF8 and beyond) • Skills at intermediate level : at least 70% of the discretionary grants allocations as a percentage of intermediate skills (NQF4 to NQF7) • Skills at elementary level : at least 27% of the discretionary grants allocations as a percentage of elementary skills (NQF 1 to NQF3)
Assumptions	Contribution towards the improvement of the local government skills development agenda
Disaggregation of beneficiaries	<p>3 % of discretionary grant budget allocated at developing high level skills 70% of discretionary grant budget allocated at developing intermediate skills 27% of discretionary grant budget allocated at developing elementary skills</p>
Spatial Transformation	N/A
Desired Performance	100 % (3% of discretionary grant budget for high level skills, 70% of discretionary grant budget for intermediary skills and 27% discretionary grant budget for elementary skills) of discretionary grant allocated to developing skills levels
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	1.2 Identification of interventions required to improve enrolment and completion of priority occupations
Definition	<p>This refer to the identification of intervention required to improve enrolment and completion of priority occupations through research agreements, WSP/ATR approved, tracer study on learners who completed workplace based learning programmes absorbed into employment or self-employment</p> <p>The WSP/ATR submissions received from local government sector that are compliant with the SETA Grant regulations. The WSP/ATR submissions are due by 30 April 2022. Extensions for WSP/ATRs may be granted up until 31 May 2022 to those municipalities/entities who have applied for extensions.</p>
Source of Data	<ul style="list-style-type: none"> -Research agreements signed between the LGSETA and Universities -Employee Data -Tracer study report that indicate the number of learners who completed qualification and absorbed in workplace into employment or self-employment
Method of Calculation / Assessment	<p>Total Sum of 1 research agreement signed between LGSETA and University</p> <p>Total sum of 1 tracer study report conducted</p> <p><u>Number of compliant WSP and ATR submissions</u> * 100</p> <p>Total WSP and ATR submissions</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
Desired Performance	<ul style="list-style-type: none"> 1 Research agreement signed 1 tracer study report 100% (268) compliant workplace skills plans and annual training reports approved for payment of the mandatory grant
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	1.3 Opening of workplace based learning opportunities increased
Definition	<p>The opening of workplace based learning opportunities refer to TVET and University students, Internship, Skills Programme, Learnership and Candidacy programme as detailed below:</p> <p><u>University and TVET WIL Programme</u></p> <p>This refer to University and TVET 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><u>Learnership</u></p>

	<p>This also refer 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, internship programme.</p> <p><u>Skills Programme</u> This also refer to unemployed learners 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 unemployed learners in a skills programmes. Note: There are exclusions on special projects.</p> <p><u>Candidacy</u> This also include candidacy programme where it refer 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 makes reference to new university students in a work integrated learning program while completed refer to existing university students in a work integrated learning program who already have a funding agreement with LGSETA.</p>
Source of Data	<p>Entered: Letter of award, funding agreement, list of learners in organisation on letterhead, learner registration form, certified ID copy, letter/contract of employment, highest qualification. Learners’ supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion: Certified ID copy Signed letter of completion from the employer</p>
Method of Calculation / Assessment	<p><u>University and TVET Students for WIL</u> Total Sum of 500 (300 University and TVET students requiring work integrated learning to complete their qualifications placed in workplaces + 200 University student completed their Work Integrated Learning placement)</p> <p><u>Candidacy</u> Total Sum of (100 employees and unemployed learners enrolled for the candidacy programme + 50 Employees and unemployed learners completed candidacy programme)</p> <p><u>Learnership</u> Total Sum of (875 Unemployed learners enrolled learnership programme + 700 Unemployed learners completed learnership programme)</p> <p><u>Skills Programme</u> Total Sum of (1 000 unemployed learners enrolled for skills programmes + 700 Unemployed learners completed skills programmes)</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

Desired Performance	<p>-500 (300 University and TVET students requiring work integrated learning to complete their qualifications placed in workplaces + 200 University and TVET student completed their Work Integrated Learning placement)</p> <p>-150 (100 employees and unemployed learners enrolled for the candidacy programme + 50 Employees and unemployed learners completed candidacy programme)</p> <p>-1700 (1 000 unemployed learners enrolled for skills programmes + 700 Unemployed learners completed skills programmes)</p> <p>-1 575 (875 Unemployed learners enrolled learnership programme + 700 Unemployed learners completed learnership programme)</p>
Indicator Responsibility	Chief Operations Officer

Technical Indicator	Outcome Indicator
Indicator Title	1.4 Increase workers participating in various learning programmes
Definition	<p>The increase of workers participating in various learning programmes refer to workers enrolled and completing Learnership, workers granted and completing Bursaries, workers enrolled and completing skills programmes and workers enrolled and completing AET programme</p> <p><u>Learnership</u> 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><u>Skills Programmes</u> Workers entered for skills programmes that can be either PIVOTAL or non-PIVOTAL for the financial year. This will consist of two categories i.e. entered and completed workers in a skills programmes. Note: There are exclusions on special projects.</p> <p><u>Bursaries</u> Employees awarded bursaries refers to a grant awarded to employed learners enrolled on part or full NQF qualifications. This will consist of two categories i.e. entered and completed workers awarded bursaries. Note: There are exclusions on special projects</p> <p><u>AET</u> AET programmes refers to level 1 to 4 for workers receiving AET training (all levels) during the financial year under review. The aim is to build a foundation for lifelong learning for literacy, numeracy and basic (general) education that is sustainable. This will consist of two categories i.e. entered and completed workers in an AET programme</p> <p>NB: Disclaimer entered makes reference to new workers in learnerships programme while completed refer to existing workers 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><u>Learnership</u> Total Sum of (1 150 Workers enrolled for learnership programme + 800 Workers completed learnership programme)</p> <p><u>AET</u> Total sum of (1 000 Workers enrolled for AET programme +500 Workers completed AET programme)</p> <p>Skills Programmes</p> <p><u>Bursaries</u> Total Sum of 200 workers granted bursaries (new entries)+ 125 Workers granted bursaries (continuing)+ 350 workers granted bursaries and completed their studies)</p> <p><u>Skills Programmes</u> Total sum of 2500 (1 500 workers enrolled for skills programmes + 1 000 Workers completed skills programmes).</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
Desired Performance	<p>-1 950 (1 150 Workers enrolled for learnership programme + 800 Workers completed learnership programme)</p> <p>-2500 (1500 workers enrolled for skills programmes + 1 000 Workers completed skills programmes)</p> <p>-1 500 (1 000 Workers enrolled for AET programme + 500 Workers completed AET programme)</p> <p>-975 (500 Unemployed learners awarded bursaries -new entries +125 Workers granted bursaries -continuing + 350 Unemployed learners granted bursaries completed their study in a financial year)</p>
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	1.5 Increase access of unemployed learners to occupationally directed programmes within the local government sector
Definition	<p>Increase access of unemployed learners to occupationally directed programmes refer to artisan development programme, ARPL/RPL, unemployed learners accessing and completing Bursaries</p> <p><u>Artisan Development</u> Apprentices in an artisan development programme refers to a non-unit, standard-based registered qualification, which is governed by the Skills Development Act. An apprenticeship comprises the integration of workplace and institutional learning. This will</p>

	<p>consist of two categories i.e. entered and completed apprentices in an artisan development program.</p> <p><u>ARPL/RPL</u> This refers to a structured learning programme which includes theoretical and practical workplace experiential learning for vocational, occupational programmes and artisanal RPL/ ARPL over a period of at least twelve months and which leads to an occupationally related NQF qualification/ unit standard/ skills programmes/ certification of good standing/ trades. This will consist of two categories i.e. entered, and completed RPL/ ARPL.</p> <p><u>Bursaries</u> Unemployed awarded bursaries to pursue their studies refers to a monetary award that is given to learners, this intervention is a grant awarded to employed learners enrolled on a partial or full NQF qualification. This will consist of three categories i.e. entered, continuing and completed unemployed awarded bursaries. Note: There are exclusions on special projects.</p> <p>NB: Disclaimer entered makes reference to new apprentices in an artisan development program and completed makes reference to apprentices in an artisan development program who already have a funding agreement with LGSETA.</p>
<p>Source of Data</p>	<p><u>Artisan Development</u> Entered: Learners’ supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completion: Trade test certificate</p> <p><u>RPL/ARPL</u> Entered: Service letter, employment contract and ID. Completion: RPL: Assessment reports and/or statement of results and learner ID ARPL: Trade test reports and learner ID</p> <p><u>Bursaries</u> New Entry and continuing Learners’ supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>Completions: Results from the institution Results from the institution or a signed letter confirming completion of study from institution</p>
<p>Method of Calculation / Assessment</p>	<p><u>Artisan Development</u> Total Sum of (400 artisan learner enrolled+300 Artisan learners completed)</p> <p><u>ARPL/RPL</u> Total Sum of (100 employees learners entered for RPL/ ARPL programme + 80 employees learners completed for RPL/ ARPL)</p> <p><u>Bursaries</u> Total Sum of (500 Unemployed learners awarded bursaries -new entries +125 Workers granted bursaries -continuing + 350 Unemployed learners granted bursaries)</p>

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
Desired Performance	- 700 (400 artisan learner enrolled+300 Artisan learners completed) -180 (100 employees learners entered for RPL/ ARPL programme + 80 employees learners completed for RPL/ ARPL) -975 (500 Unemployed learners awarded bursaries -new entries +125 Workers granted bursaries -continuing + 350 Unemployed learners granted bursaries completed their study in a financial year)
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	1.6 Support the TVET Colleges through skills development interventions
Definition	<p>The support of TVET colleges through skills development interventions refer to centres of specialisation, TVET lecture exposed to industry, managers receiving training of curriculum and TVET lectures awarded Bursaries</p> <p><u>TVET Lectures exposed to industry</u> TVET lecturers exposed to the industry through skills programme refers to TVET lecturers who are funded by LGSETA who entered into a development programme for the financial year under review</p> <p><u>Centres of Specialisation</u> Refers to learners in a centre of specialisation supported through an apprenticeship training. The number of individuals who entered the programme: refer to the date of commencement on the funding agreement between the entity and the LGSETA.</p> <p><u>Managers receiving training on curriculum</u> Managers receiving Training on curriculum related studies for the financial year under review the date of commencement on the funding agreement between the entity and the LGSETA will be considered as a start for training. This will consist of two categories i.e. CET and TVET Managers receiving training on curriculum related studies per annum</p> <p><u>TVET lectures awarded Bursaries</u> TVET college Lecturers awarded bursaries refers to a monetary award is given to learners, as a grant awarded to employed learners enrolled on partial or fulltime NQF qualifications. The date of commencement on the funding agreement between the entity and the LGSETA</p> <p>Note: There are exclusions on special projects.</p>
Source of Data	<ul style="list-style-type: none"> -Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity. -Signed MoU's between LGSETA and the Centres of Specialisation -Bursary agreement, Acceptance letter or proof of registration from the institution
Method of Calculation / Assessment	<p><u>TVET lectures exposed to industry</u> Simple Count of 20 TVET Lecturers exposed to the industry through skills programme</p>

	<p><u>Centres of Specialisation</u> Simple count of 5 Centres of Specialisation supported</p> <p><u>Managers receiving training on curriculum</u> Total Sum of (20 CET Managers receiving training on curriculum related studies + 22 TVET Managers receiving training on curriculum related studies)</p> <p><u>TVET lectures awarded Bursaries</u> - Simple Count of TVET college Lecturers awarded a bursary during the financial year under review</p>
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
Desired Performance	-20 TVET Lecturers exposed to the industry through skills programme -5 Centres of Specialisation supported per annum -42 (20 CET Managers receiving training on curriculum related studies +22 TVET Managers receiving training on curriculum related studies) -20 TVET College Lecturers awarded bursaries
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	1.7 Support the CET Colleges through skills development interventions
Definition	<p>The support to CET colleges through skills development interventions includes CET lectures awarded skills development programmes and CET learners accessing AET programmes</p> <p><u>CET Lectures awarded skills programmes</u> 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.</p> <p><u>CET Learners accessing programmes</u> CET College unemployed learners entered refers to for AET training for all levels to sustain the foundation for lifelong learning in literacy, numeracy and basic (general) education. This will consist of two categories i.e. entered and completed CET College unemployed learners.</p> <p>NB: Disclaimer entered makes reference 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 Note: There are exclusions on special projects.</p>

Source of Data	Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity
Method of Calculation / Assessment	-A total of CET College Lecturers entered for skills programmes - Total Sum of (700 Unemployed learners from CET entering AET programme + 600 Unemployed learners from CET completed AET programme)
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
Desired Performance	-20 CET College Lecturers entered for skills programmes - 1 300 (700 Unemployed learners from CET entering AET programme + 600 Unemployed learners from CET completed AET programme)
Indicator Responsibility	Chief Operations Officer
Technical Indicator Description	Outcome Indicator
Indicator Title	1.8 Increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives in the local government sector
Definition	<p>The increase of skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives in the local government sector includes Co-operatives and small business, CBO's/NGO's/NPO's supported on training initiatives and people trained on entrepreneurship</p> <p><u>Co-operatives and Small Business supported on training interventions</u> Support for Co-operatives and Small Businesses refers to training interventions which is a short intervention that allows for an individual to do more than 1 skills program in a financial year. This will be done through PIVOTAL or non-PIVOTAL skills development programme. This will include two categories for Co-operatives and Small Businesses supported with training interventions or funded.</p> <p><u>CBO's/NGO's/NPO's supported on training initiatives</u> 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</p> <p><u>People trained on entrepreneurial skills</u> People to trained on entrepreneurial skills refers to training interventions or funded is a short intervention allows for an individual to do more than 1 skills program in a financial year. This will be done through PIVOTAL or non-PIVOTAL skills development programme during the financial year</p> <p>Note: There are exclusions on special projects.</p>
Source of Data	<p>-Co-operative and Small business registration form, funding agreement from the entity, Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>-Not-for-profit registration form; funding agreement from the entity. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.</p>

Method of Calculation / Assessment	-Total Sum of (20 Co-operative + 20 Small business supported with training interventions or funded) -Simple count of 40 people trained on entrepreneurial skills - A total of CBO's /NPO's /NGO's supported with training interventions
Assumptions	When these programmes are successfully completed, they will contribute credits towards an NQF qualification
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Desired Performance	-40 (20 Co-operatives and +20 Small Businesses supported through skills development programmes) -Simple count of 40 people trained on entrepreneurial skills -20 CBO's /NPO's /NGO's supported through skills development programmes
Indicator Responsibility	Chief Operations Officer

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



Technical Indicator Description	Outcome Indicator
Indicator Title	1.10 Increase access to career development services through career development events/exhibitions implemented on occupations in high demand
Definition	The number of career development events and activities that the LGSETA initiated or attends - to provide information about occupations in high demand within the local government sector and distributing LGSETA career handbooks. 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
Source of data	Invitation letters to host or to attend a career guidance event and attendance registers
Method of Calculation / Assessment	Simple count of rural and urban areas events in which the LGSETA hosted or attended in the financial year under review
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)	Target for Rural: 15 events Target for Urban: 15 events
Spatial Transformation (where applicable)	N/A
Desired Performance	30 career development events/exhibitions participated in urban and rural areas on occupations in high demand
Indicator Responsibility	Executive Manager: Corporate Services





ANNEXURE A: DISRICT DEVELOPMENT MODEL

Annexure A: District Development Model

Areas of intervention (examples)	Medium Term (3 years - MTEF)				
	Project description	District Municipality	Location: GPS coordinates	Project leader	Social Partners
Water	Learnership/Skills Programme /RPL National Certificate: Water and Wastewater Reticulation Services, ID 60169 – NQF Level 2	1 District per province	TBC	TBC	Institution of Higher Learning/Dept. of Water and Sanitation/COGTA/EWSETA
	National Certificate: Water and Wastewater Reticulation Services, ID 60155 - NQF Level 3	1 District per province	TBC	TBC	Institution of Higher Learning/Dept. of Water and Sanitation/COGTA/EWSETA
	Further Education and Training Certificate: Wastewater and Water Reticulation Services - NQF Level 4	1 District per province	TBC	TBC	Institution of Higher Learning/Dept. of Water and Sanitation/COGTA/EWSETA
	Occupational Certificate: Water Reticulation Practitioner, ID 102581 - NQF Level 4	1 District per province	TBC	TBC	Institution of Higher Learning/Dept. of Water and Sanitation/COGTA/EWSETA
	Apprenticeship: Plumbing	1 District per province	TBC	TBC	Institution of Higher Learning/Dept. of Water and Sanitation/COGTA/EWSETA
	Occupational Certificate Plumber	1 District per province	TBC	TBC	Institution of Higher Learning/Dept. of Water and Sanitation/COGTA/EWSETA
	Bursaries: Hydrology/Geohydrology	1 District per province	TBC	TBC	Institution of Higher Learning/Dept. of Water and Sanitation/Dept. of Environmental Affairs
Sanitation	Learnership/Skills Programme /RPL National Certificate: Water and Wastewater Reticulation Services, ID 60169 - NQF Level 2	1 District per province	TBC	TBC	Municipalities/Dept. of Water and Sanitation CoGTA/ EWSETA
	National Certificate: Water and Wastewater Reticulation Services, ID 60155 NQF Level 3	1 District per province	TBC	TBC	Municipalities/Dept. of Water and Sanitation CoGTA/ EWSETA
	Further Education and Training Certificate: Wastewater and Water Reticulation Services - NQF Level 4	1 District per province	TBC	TBC	Municipalities/Dept. of Water and Sanitation CoGTA/ EWSETA
	Occupational Certificate: Water Reticulation Practitioner, ID 102581 - NQF Level 4	1 District per province	TBC	TBC	Municipalities/Dept. of Water and Sanitation CoGTA/ EWSETA

Areas of intervention (examples)	Medium Term (3 years - MTEF)				
	Project description	District Municipality	Location: GPS coordinates	Project leader	Social Partners
Roads	Bursary: Bachelor of Engineering: Civil Engineering specialising in: - Environmental Engineering - Construction Management - Water - Transport - Urban Engineering	1 District per province	TBC	TBC	Municipalities/Dept. of Water and Sanitation/CoGTA/Dept. of Roads and Transport Institutions of Higher Learning/CETA/TETA/SALGA
	Candidacy: Bachelor of Civil Engineering in specialisation area	1 District per province	TBC	TBC	Municipalities/Dept. of Water and Sanitation/CoGTA/ECSA/SAIMECHE/SALGA
	Learnership/Skills Programme /RPL: NC Construction roadworks NQF Level 2	1 District per province	TBC	TBC	Dept. of Roads and Transport/Municipalities/CoGTA/SALGA/CETA
	NC Construction roadworks NQF Level 3	1 District per province	TBC	TBC	Dept. of Roads and Transport/Municipalities CoGTA/SALGA/CETA
	FETC Supervision of Construction Processes NQF Level 4	1 District per province	TBC	TBC	Dept. of Roads and Transport/Municipalities CoGTA/SALGA/CETA
	WIL:	1 District per province	TBC	TBC	Dept. of Roads and Transport/Municipalities CoGTA/SALGA/CETA
	Bursary: Diploma in Construction Technology Civil Engineering – NQF Level 5	1 District per province	TBC	TBC	Dept. of Roads and Transport/Municipalities CoGTA/SALGA/Institutions of Higher Learning
Stormwater	Bursary: Bachelor of Engineering: Civil Engineering specialising in: - Environmental Engineering - Construction Management - Water - Transport - Urban Engineering	1 District per province	TBC	TBC	Municipalities/Dept. of Water and Sanitation/CoGTA/Institutions of Higher Learning/ECSA/SAIMECHE/ SALGA
	Candidacy: Bachelor of Civil Engineering in specialisation area	1 District per province	TBC	TBC	Municipalities/Dept. of Water and Sanitation/CoGTA/ECSA/SAIMECHE
	Candidacy: Bachelor of Electrical Engineering	1 District per province	TBC	TBC	Dept. of Minerals and Energy/CoGTA/Municipalities/EWSETA, ECSA, SAIMECHE
	Apprenticeship: Electrician NQF Level 2-4	1 District per province	TBC	TBC	Dept. of Minerals and Energy/COGTA/Municipalities/EWSETA/ECSA,/SAIMECHE/TVET

Areas of intervention (examples)	Medium Term (3 years - MTEF)				
	Project description	District Municipality	Location: GPS coordinates	Project leader	Social Partners
	Electrical Engineering NQF Level 2	1 District per province	TBC	TBC	Dept. of Minerals and Energy/CoGTA/Municipalities/EWSETA, ECSA, SAIMECHE/TVET
	Electrical Engineering NQF Level 3	1 District per province	TBC	TBC	Dept. of Minerals and Energy/CoGTA/Municipalities/EWSETA, TVET
	Electrical Engineering NQF Level 4	1 District per province	TBC	TBC	Dept. of Minerals and Energy/CoGTA/Municipalities/EWSETA, TVET
	Renewable Energy Skills: Occupational Certificate Wind Turbine Service Technician NQF Level 5	1 District per province	TBC	TBC	Dept. of Minerals and Energy /CoGTA/Municipalities/EWSETA, TVET
Environmental management	Bursary: Bachelor of Science in Environmental Sciences NQF 7	1 District per province	TBC	TBC	Institutions of Higher Learning/Dept. of Minerals and Energy/CoGTA/Municipalities/EWSETA
	Bursary: Bachelor of Science in Environmental Sciences Hons NQF 8	1 District per province	TBC	TBC	Institutions of Higher Learning/CoGTA/Municipalities/Dept. of Environmental Affairs
	Bursary: Bachelor of Environmental Health NQF Level 8	TBC	TBC	TBC	TBC
	Occupational Certificate: Environmental Science Technician NQF 6	1 District per province	TBC	TBC	Institutions of Higher Learning/CoGTA/Municipalities/Dept. of Environmental Affairs
	Learnership, Skills Programme and/or RPL NC Environmental Practice NQF Level 2	1 District per province	TBC	TBC	TVET/ CoGTA, SALGA/Municipalities Dept. of Environmental Affairs
	NC Environmental Practice NQF Level 3	1 District per province	TBC	TBC	TVET/CoGTA/SALGA/Municipalities/Dept. of Environmental Affairs
	WIL and Internship	1 District per province	TBC	TBC	TVET/CoGTA,/SALGA/Municipalities/Dept. of Environmental Affairs
	Bursary: Bachelor of Commerce NQF 7	1 District per province	TBC	TBC	Institutions of Higher Learning/SAICA,/FASSET/National Treasury,/AGSA