



LGSETA
CREATING GREATER IMPACT

STRATEGIC PLAN **2021-25**

EXECUTIVE AUTHORITY STATEMENT

Over the last five years, the LGSETA's Strategic Plan was underpinned by the National Skills Development Strategy III (2011 – 2016) which was extended until the 31st March 2020. The introduction of the National Skills Development Plan 2030 will mean that the LGSETA's modus operandi will have to change significantly. Unlike the NSDS III that focused mainly on the quantitative aspects, the NSDP 2030 focuses more on the qualitative aspects embedded in interventions to ensure greater impact. In the light of these developments, over the next five years the LGSETA will strive for creating an impact in the local government sector through supporting responsive and strategic interventions and initiatives aimed at building a skilled and competent workforce.

The White Paper on Post-School Education and Training calls for SETAs to partner with other institutions to ensure collaboration and integration within and across the education system and 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 this, the LGSETA will focus on interventions to support the professionalization of the local government sector in realising its objectives by working closely with the Department of Cooperative Governance and Traditional Affairs (CoGTA) and the South African Local Government Association (SALGA).

This strategy document takes into account the National Development Plan by ensuring that the LGSETA's vision is aligned to the national government priorities. The Fourth Industrial Revolution as well as the green and ocean economies play an important role in helping to transform the sector and this impacts on the skills development needs. This means LGSETA and the sector will have to adopt new ways of thinking and supporting work processes. This Strategic Plan supports the need to create platforms through strategic interventions to enable the implementation of digital programmes in its operations. The LGSETA is devoted to alleviating the triple challenges (inequality, unemployment and poverty) that continue to frustrate the country through supporting relevant skills programmes aimed at transforming the sector. In addition, the LGSETA will support programmes that will contribute to addressing service delivery, local economic development, youth development and social upliftment, especially in township and rural areas.



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

ACCOUNTING AUTHORITY STATEMENT

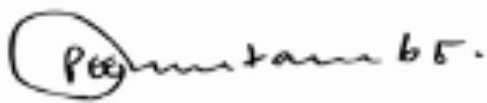
On behalf of the Board of the LGSETA, it gives me pleasure to submit this Strategic Plan to the Minister of Higher Education and Training, Science and Technology. This strategic document is a culmination of the inputs from the LGSETA's Sector Skills Plan and associated stakeholders in the local government 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 considers its strategic focus areas, key municipal performance areas and national government priorities.

This Strategic Plan is underpinned 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. Unlike the NSDS III that focused mainly on the quantitative aspects, the NSDP 2030 focuses on the qualitative aspects embedded in the impact. In the light of these developments, the LGSETA will strive to create an impact in the local government sector through responsive and strategic interventions.

The LGSETA board has reviewed the Board Strategic focus areas with the purpose of creating greater impact in the sector by identifying Discretionary Grant Strategic Priorities with focus areas and desired outcomes to be achieved during the medium term strategic framework. The following were the Discretionary Grant Strategic Priority areas identified:

- Enhancing Good Governance
- Promote Sound Financial Management
- Enhance infrastructure and service delivery
- Enhancing municipal planning
- Promote Spatial Transformation and inclusion
- Worker Development
- Ensure business continuity and eliminate disaster management impact through skills development initiatives
- Improve internal capability of the LGSETA

In submitting this revised Strategic Plan, the Board is committed to ensuring that the LGSETA achieves its mandate without failure and will accordingly provide support to the LGSETA leadership in realising the institution's obligation. In the advancement of performance culture in the organisation, the LGSETA developed a scorecard-based performance model to ensure service excellence in the institution.



Mr Phumlani Mntambo

Chairperson of the Accounting Authority: LGSETA

30 November 2020

Date

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.
- Takes into account all the relevant policies, legislation and other mandates for which the LGSETA is responsible.
- Accurately reflects the Impact, Outcomes and Outputs that the LGSETA will endeavour to achieve over the period 2020/21 – 2024/25.



Mr Khulekani Mkhize
Chief Operations Officer

30 November 2020

Date



Ms Nonhle Mashinini
Executive Manager: Strategy and Planning

30 November 2020

Date



Ms Namhla Mfuku
Acting Chief Financial Officer

30 November 2020

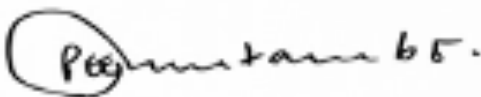
Date



Ms Conny Phalane
Acting Chief Executive Officer: LGSETA

30 November 2020

Date



Mr Phumlani Mntambo
Chairperson of the Accounting Authority: LGSETA

30 November 2020

Date

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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, Science and Technology
DG	Discretionary Grants
DWA	Department of Water Affairs
ETQA	Education and Training Quality Assurance
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 2030	National Development Plan 2030
NEDLAC	National Economic and Development Labour Council
NGO	Non-Governmental Organisation
NGP	New Growth Path
NLPE	Non-Levy Paying Employer
NQF	National Qualifications Framework Act
NSA	National Skills Authority
NSDP 2030	National Skills Development Plan 2030
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
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 LGSETA. The key aspects relating to implications for skills development in the local government sector have been considered for the purpose of aligning to the strategic focus areas of the LGSETA and corresponding priority interventions and initiatives.

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 Finance 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.

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

² Ibid

³ Ibid

⁴ Ibid

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, Science and Innovation (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 National Skills Accord is a multi-constituency agreement between business, 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.
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 2030 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 (DDM)	The DDM refer to a one joint plan that is developed through cooperative governance for the three spheres of government to work together, with communities and stakeholders to plan, budget and implement 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.

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

The LGSETA's strategic direction is informed and aligned to government legislation, regulatory framework, policies, strategic plans and initiatives. In the 2020 – 2025 five-year planning period, the LGSETA will prioritise implementation of the strategy to ensure that greater impact is achieved in support of but not limited to the following legislation, policies and strategies:

- **NDP (2030):** is the primary strategy, particularly with reference to Chapter 13 which focuses on “Building a capable state” and identifies the need “to build and professionalise the public sector and a state capable of playing a transformative and developmental role in realising the NDP 2030 vision”.
- **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.
- **PSET:** the NSDP will be implemented within the context of an integrated and differentiated PSET system.
- **DDM:** The provincial Sector Skills Plan that will identify skills gaps at district space. Skills supply will be coordinated through the DDM approach at local government level.

LGSETA STRATEGIC FOCUS AREAS ALIGNED WITH NSDP OUTCOMES AND IMPACT TO BE ACHIEVED

Through focused delivery of learning programmes, the development of required qualifications, and other skills interventions, the SETA 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
Outcome 1	Identify and increase the production of occupations in high demand
Outcome 2	Linking education and workplace
Outcome 3	Improving the level of skills in the South African workforce
Outcome 4	Increase access to occupationally directed programmes
Outcome 5	Support the growth of the public college system
Outcome 6	Skills development support for entrepreneurship and cooperative development
Outcome 7	Encourage and support worker initiated training
Outcome 8	Support career development services

Table 2: LGSETA Strategic Focus Areas

Strategic Focus Area	Strategic Skills Priorities	NSDP Outcome	Interventions	Outcomes	Impact
1. Enhancing Good Governance, Leadership and Management Capabilities	Management and leadership: Supporting customised and relevant programmes: including councillor development programme, workers leadership programme, traditional leadership and management capacity programme	2	1.1 Support targeted interventions councillor development 2020/21 and strengthen partnership with SALGA to target interventions	Improved leadership, management and governance across municipalities	Enhanced governance, engaged management and ethical leadership
		3	1.2 Prepare for Induction programmes for new councillors from 2021		
		5	1.3 Support skills programmes including governance/human capital/performance culture for municipal management linked to service delivery		
		7	1.4 Support skills programmes for traditional leaders based on identified needs		
		8	1.5 Support union leadership programme 1.6 Support targeted management training programmes including technical training, municipal financial management, municipal administration 1.7 Support skills programmes relating to engaged manager, ethical leadership, enabling governance, accountability and productivity tools 1.8 Support women in leadership and management programmes 1.9 Conduct research on HRD governance/political oversight/evidence-based research on implementing integrated management framework for HRD		
2. Promoting Sound Financial Management & Financial Viability	Finance, supply chain management and internal audit: improving financial governance in local government	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 programme	Improved compliance to applicable municipal financial legislation	Sound financial management to ensure efficient and effective use of public resource
		3	2.2 Support senior municipal management through targeting interventions focusing on municipal finance, SCM, internal audit		
		4	2.3 Support occupations relating to internal auditor, internal audit manager and chief financial officer		
		7	2.4 Conduct a tracer research study on programmes related to minimum competencies (enrolments, graduates and return on investment in the workplace)		
		8			
3. Enhancing Infrastructure and Service Delivery	Water Services, Electrical, Built Environment, and Emergency Services: Improving and supporting Infrastructure Development and Maintenance and Service Delivery	1	3.1 3.1 Support targeted skills programmes to support 4IR including data analysts, cyber security specialists, drone engineers, virtual meeting specialists, software developers	Improved service delivery and infrastructure asset management	Efficient and effective service delivery to citizens to meet basic needs
		3	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		
		4	3.3 Partner with TVET colleges as Centres of specialisation and support responsive and targeted local government programs.		
		6	3.4 Support youth interventions linked to priority occupations		
		7			
		8			

			<p>3.5 Support priority occupations and interventions 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</p> <p>3.6 Support occupations linked to infrastructure planning, maintenance and technical services, as well as occupations informed by research namely chemistry specialist, environmental healthcare specialist, energy production technologists, instrumentation controllers, horticulture specialists, water engineers, water technologists and environmental health officers</p> <p>3.7 Strengthen partnership with MISA to focus on infrastructure development and technical services for municipalities</p>	Improved skills planning and delivery	Coordination and collaboration between different departments and partners to ensure planning is aligned and integrated in municipalities
4. Enhancing Municipal Planning	Integrated development planning in relation to LED, social and spatial planning: improving integrated planning and service delivery	<div>1</div> <div>2</div> <div>3</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div>	<p>4.1 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 green economy; ocean economy occupations informed by research conducted; green economy occupations informed by research conducted; youth in local government 2020 to 2025; rural municipalities; SMME and cooperative development strategy in local government</p> <p>4.2 Skills programme relating to HR managers and HRD (professionalisation/change management/performance/accountability)</p> <p>4.3 Finalise MoUs and expired partnerships that are linked to strategic and sectoral priority areas</p> <p>4.4 Adopt the PIMI model for all interventions linked to performance and planning</p> <p>4.5 Support women in targeted programmes</p> <p>4.6 Implementation strategy on women in leadership in local government</p> <p>4.7 Implementation strategy on Batho Pele in local government</p> <p>4.8 Implementation strategy on mentoring and coaching to support scarce and critical skills in local government</p> <p>4.9 Training of skills development training committees</p> <p>4.10 Identify new occupations for development and ensure training materials are developed for new qualifications</p> <p>4.11 Ensure customisation of relevant skills programmes linked to identified skills gaps and occupations</p> <p>4.12 Conduct periodic evaluation studies aligned to strategic priority interventions for the purposes of informing impact studies</p>		

Strategic Focus Area	Strategic Skills Priorities	NSDP Outcome	Interventions	Outcomes	Impact
5. Promoting Spatial Transformation and Inclusion	Spatial planning: Supporting ecological, social services, economic and development infrastructure systems in an integrated, inclusive and transformative manner across urban and rural regions	1	5.1. Skills programmes to support local economic development occupations particularly relating to green economy, SMMEs, tourism and cooperatives including interventions such as Learnerships on LED (Levels 4 and 5)	Improved Inclusivity and Transformation through Focused and Customised Skills Development	Coordination of local economic development and spatial infrastructure development initiatives promote inclusiveness and transformation
		3	5.2. Skills programmes to support LED occupations relating to analytical skills, economics, SMME and cooperative development; sustainable development		
		4	5.3. Skills programmes relating to green skills in local government		
		5	5.4. Skills programmes linked to ocean governance and protection		
		6	5.5. Support key green economy occupations 5.6. Support key ocean economy occupations 5.7. Partnerships with TVET colleges as specialist Centres of Excellence		
		8	5.8. Support youth linked to priority occupations and interventions 5.9. Support occupations relating to town planners, urban and regional planners, civil and electrical engineers and technicians, property valuers, disaster management officers and occupations informed by research namely building surveyors, transport planners, economic modelling 5.10. Support skills development relating to spatial planning and SMART cities		

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"> • Councilor 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 to the leadership in local government
2. Promote 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. Enhance 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

Strategic Priority	Focus Areas	Desired Outcomes
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. 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
7. Ensure business continuity and eliminate disaster management impact through skills development initiatives	<ul style="list-style-type: none"> Skills development interventions to ensure business continuity on the following areas: <ul style="list-style-type: none"> Climate Change COVID 19 pandemic Droughts 	<ul style="list-style-type: none"> To eliminate negative impact due to natural disasters and ensure business continuity through the availability of skills in the sector
8. Improve internal capability of the LGSETA	<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, Science and Technology 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 affect 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 in 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 2030 and NDP 2030.

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; the Board determined that the LGSETA's vision should change to recognise the varying legislative and policy requirements such as the NDP 2030, NSDP 2030 and stakeholder interests.

The LGSETA's vision was reduced for better articulation: *"A highly-skilled and capable local government".*

"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:

"Passionate, Responsive, Ethical, Agile, Collaborative, Engaging (PREACE)".

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 summarises the main scope and description of the SIC codes as there are 57 SIC codes that fall 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 towers for electric transmission lines by Local Government
50493	Any utility or agency, wholly or partially owned by a municipality, providing Local Government services under contractors of municipality
62520	Retail trade via stalls and markets
71213	Urban, suburban and inter-urban bus and coach passenger lines operated by Local Government
71220	Other non-scheduled passenger land transport
74132	Salvaging of distressed vessels and cargoes
74133	Maintenance and operation of harbour works, pilotage, lighthouses, etc.
74134	Operation of airports, flying fields and air navigation facilities
88217	Roads
88218	Municipal public works functions (specifically assigned)
88219	Municipal fencing and fences
8821A	Municipal roads
8821B	Street lighting
88930	Building and industrial plant cleaning activities
91200	Regional services council activities
91201	All functions, services and facilities provided by a metropolitan council, as determined by 84(1), (2) and (3) of Act 117 of 1998 – Local Government Municipal Structure Act of 1998
91202	Category B Municipalities: All functions, services and facilities provided by local council, as determined by 84(1), (2) and (3) of Act 117 of 1998
91203	Category C Municipalities: All functions, services and facilities provided by a district council and district area management, as determined by 84(1), (2) and (3) of Act 117 of 1998 Local Government Municipal Structures Act 1998
91204	Organised local government – any statutory or regulatory body assigned the function as per the Constitution of the RSA, to deal with matters at the executive level within local government
91200	Regional services council activities
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 Local government activities
91300	Metro police
91301	Traffic management/ law enforcement
91302	Air pollution
91303	Municipal planning
91304	Trading regulations
91305	Billboards and the display of advertisements in public places
91306	Control of public nuisances
91307	Control of undertakings that sell liquor to the public
91308	Licensing of dogs
91309	Licensing and control of undertakings that sell food to the public
9130A	Noise pollution
9130B	Street trading
9130C	Land use planning
9130F	Pre-primary education and activities of after-school centres by local authorities
9200B	Social work in local governments
93304	Refuse and sanitation
94001	Health and community services
94002	Other community work in local governments
94005	Recreational, cultural and sporting activities by local governments
96001	

SIC CODE	SIC DESCRIPTION
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 Local Government Handbook (2020), there are 257 municipalities in South Africa as reflected in Table 4. Eight are metropolitan municipalities, 205 local municipalities, and 44 district municipalities.

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: Local Government Handbook, 2020

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 receives Workplace Skills Plan submissions from 29 organisations which include 6 municipal entities, 7 local government related entities and 16 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.

The highlights of the PESTLE analysis begin with political factors which states a stable political environment but the fact that there are upcoming local government elections in the 2021/22 financial year will have implications for skills development in the sector. The outcome of these elections will mean that new political appointees and councillors, who are placed in positions, will require induction and customised skills programmes regarding their new portfolios.

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. Restrictions on economic activity and loss of jobs, as a result of COVID-19, has affected Local Economic Development (LED) such as the Tourism Sector Human Resource Development (TSHRD) strategy which affects skills development needs at local government level. The weakness of the economy has further impacted negatively on unemployment that continues to escalate, with the youth population impacted the most and this affects the way municipalities can respond to supporting work experience opportunities for unemployed youth due to the COVID-19 pandemic.

The spill over effect has negatively impacted on the social sphere, exemplified by high crime, perpetual poverty and lack of social cohesion. The COVID-19 has further accelerated 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 to benefit the local government sector. Lastly, the effects of environmental challenges continues to affect our operational environment, including COVID 19, environmental health, climate change and droughts that have impacted skills development requirements. The LGSETA will respond to the environmental challenges by designing programmes to ensure adequate skills are supplied to address COVID 19, droughts, environmental health and climate change. More research will be conducted in this regard. There is an increased need for green skills, solutions and legal expertise and this in turn impacts on the way municipalities respond to the changing world of work.

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 	<ul style="list-style-type: none"> • The impact of COVID 19 has economic threat on local government sector and the country • 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 	<ul style="list-style-type: none"> • Social inequality very wide which present more demand for skills in the sector • Education level is generally low in the sector which has an impact on AET programme • Service delivery in general poor accompanied by protests • Infrastructure for services under pressure
Technological	Legal	Environment
<ul style="list-style-type: none"> • Technology remains critical during the COVID 19 pandemic for access, skills development, workplaces and learning purposes • Disparities in 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 	<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 	<ul style="list-style-type: none"> • Climate change, COVID 19 pandemic and Drought have impact on our operational environment • Research to enhance moving towards a 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

Table 6: Provision of Basic Services

	#	%
Provision of Water	2,8 mil	73%
Provision of Electricity	2 mil	56%
Solid and Waste Management	2,2 mil	63%
Sewerage and Sanitation	1.7 mil	49%

The high demand for free basic services, especially water, solid waste management and electricity are often the cause of violent service delivery protests when municipalities fail to deliver these services efficiently. Service delivery protests peaked at 237 in 2018 and then saw a decline in 2019 where there were 218 protests (Municipal IQ, 2020). The effect of COVID-19 on service delivery will be further hampered by municipalities whose status may be classified as dysfunctional, or whose economic state renders them unable to function optimally, or adapt to the changing circumstance associated with the virus. This means that targeted skills interventions will need to be identified and implemented to address such challenges using a District Development Model which will encourage a more sustainable model to address skills needs.

Performance Reports

Performance reports released by the Auditor General are a critical indicator to measure changes in performance. The AG reports represent an interim outcome⁵ between changes in the levels of skills and the desired changes in the above service delivery areas. According to the AG there are weaknesses in the performance reporting processes and an increase in non-compliance at the 14 SOEs audited by AGSA – 94% (6% up from 2018) had material findings in this regard (AGSA, 2019). According to the latest consolidated AG Report for the 2018/19 financial year, the quality of annual performance reports has deteriorated, with 67% of the municipalities that produced reports had material flaws and were not credible enough for the council or the public to use (AGSA, 2020). This represents a 2% increase from the 65% recorded in the 2017/18 financial year⁶.

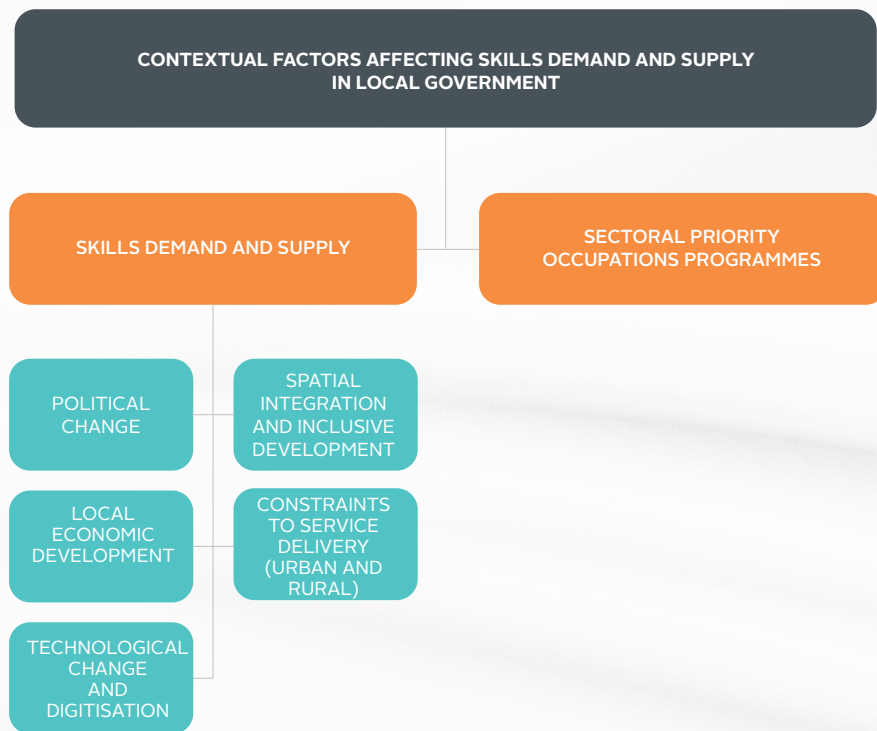
Unemployment

The unemployment rate in South Africa increased to 30, 1% in the first quarter of 2020 from 29, 1% in the fourth quarter of 2019 (StatsSA, 2020). The youth aged 15 – 24 are the most vulnerable in the South African labour market with the unemployment rate being 34, 1% in the first quarter of 2020. Municipalities contribute to employment directly and indirectly through their Local Economic Development (LED) strategies. Their ability to impact on unemployment levels locally is greatly dependent on the local context. The capacity and skills of municipal officials to effect economic change in their areas also varies widely across the country.

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 have impacted on the demand and supply of skilled workers over time. Figure 2 encapsulates the analysis of these skills related factors to the elements of PESTLE.

Figure 2: Contextual factors affecting Skills Demand and Supply



Local government is heavily driven by its legislated mandate, therefore, some of the issues identified are factorial responses to demands of the mandate, rather than a direct response to market dynamics. The following five skills change drivers impact on skills development in the local government sector and are underpinned by the elements of the PESTLE analysis.

i. Political Change

The transformation and institutionalised upskilling within the local government workplace are reportedly undermined by electoral political leadership change, political appointments and coalition politics. This change in leadership affects the administration of local government by disrupting business continuity and institutional memory, thereby hampering the skills transfer necessary for sustained quality service delivery and internal capacity of skills development. This may contribute to the challenges relating to lack of skills and development of staff, improper management, lack of institutional controls, and fruitless and wasteful expenditure cut across all spheres of local government. This sentiment, corroborated by South African Scenarios 2030, revealed “state capacity has been systemically undermined by corruption and poor skills at critical levels.” These symptoms indicate that political change exerts a critical impact on what can be achieved regarding skills retention, sourcing of skills, internal transfer and skills development by external interventions. There have been allegations of corruption around COVID-19 funds, this fact, together with some criticism of lockdown regulations, have created an environment where political parties are not working together. This disconnect, if it starts sowing social discord, has the potential to frustrate the development of the local government sector

ii. Local Economic Development

Local Economic Development (LED) is an approach towards economic development which allows and encourages local people to work together to achieve sustainable economic growth and development, resulting in economic benefits and an improved quality of life for all residents in a local municipal area. (COGTA, 2016). LED, within the context of the local government sector, 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.

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. A 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.

SMMEs and Cooperatives are vital to facilitate economic and social development in South Africa as they make a significant contribution to GDP and employment. The NDP vision 2030 is for SMMEs and cooperatives to create 90% of new job opportunities through better: procurement, access to finance (start-ups), a simplified regulatory environment, and reduced cost of doing business. The impact of COVID 19 has affected the growth of SMME's, Cooperatives and Tourism in the local government and the LGSETA continued to provide training and developmental support through various learning interventions in order to ensure sustainability in this sector.

Tourism contributes significantly to employment and GDP growth. One of the key strategic objectives for the Tourism Sector, Human Resource and Skills Development (THRD) strategy in South Africa relates to improving local government orientation to THRD. To address this, NDT plans to work with CoGTA, SALGA and various training institutions to integrate THRD awareness into programmes offered to local government councillors. The tourism industry has suffered largely due to COVID-19, as government warns that the crisis could lead to job losses of up to 400,000 workers. While restrictions on economic and social activity relax, this industry may take years to recover.

iii. Constraints to Service Delivery (Urban and Rural)

Service delivery is reportedly hampered by context-specific financial and human capital constraints, which are aggravated by a lack of consultation and demotivation from municipal staff in 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 has been constrained by protests, thereby affecting skills planning. There is a need for municipal management to focus on developing human capital and a performance culture to ensure that key skills and personnel are available to perform at a level, which enables effective and sustainable service delivery. It also requires municipal staff to be equipped with resources to be able to operate from home due to the closure of municipality as a result of COVID-19.

The leadership and management of a municipal also affect the way service delivery is implemented. Thus it is imperative that the municipality has structures, people and processes in place to ensure that all municipal-service areas are able to delivery efficiently, effectively and sustainably. The municipal-service areas can be classified according to the following 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

Skills Development interventions need to be customised to address service delivery challenges that affected the different municipal-service areas. Skills Programmes addressing service delivery needs to be customised and targeted to meet specific skills gaps and needs. This approach also requires strategic partnerships to be in place to strengthen service delivery across the nine municipal-service areas.

According to the Local Government Budget and Expenditure Review (DPLG, 2011), rural areas have distinctly different labour markets. Of particular importance is the fact that the economically active population makes up 40% of residents in rural areas versus 60% in urban areas. Additionally, residents of rural areas are less likely to have schooling. Only 7% of the rural population aged 20 and above have a matric versus 22% in urban areas. 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. Therefore, municipal officials in these areas need to have a sound understanding of the governance frameworks relating to traditional authorities, particularly in respect of land use and management.

iv. Technological Change and Digitisation

Technology is a universal driver of change in almost every facet of the economy. In local government, the adoption of new technologies has varied across municipalities. The bigger metros have introduced new technologies in delivering 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 how communities live and work through a fusion of technologies, blurring the lines between the physical, digital and biological spheres. Key areas of the 4IR include, but are not limited to, virtual reality, robotics, big data analytics and cloud computing. The 4IR will result in new roles being assigned, which will require new, higher level skills and knowledge and this will require people to be upskilled. Key occupations identified as critical for the 4IR with regard to the local government sector include, data analysts, cyber security specialists, drone engineers, virtual meeting specialists and software programmers. The pressures that individuals, organisations, and societies face to continuing daily operations amidst COVID-19 have further accelerated the uptake of the 4IR. 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 focus on training in relation to digital and 4IR related skills such as computer skills, internet, and data analysis.

v. Spatial Integration and Inclusive Development (Urban and Rural)

Shared and transformed rural and urban areas are envisaged to create an integrated, inclusive, sustainable and competitive national economy, which is encapsulated in the National Spatial Development vision. New forms of urban living and urban spaces will become drivers for innovation, creativity and societal transformation, resulting in job creation such as opportunities for entrepreneurial endeavour and a rapid increase in the number of small-scale property developers. 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). Smart cities will therefore not only require new, higher-level skills but will also entail keeping abreast of continuously evolving technology. The SETA is exploring possible strategic partnership with the New York University to promote the implementation of smart cities.

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 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 7: Top 10 Sectoral Priority Occupations List

OFO CODE	OCCUPATION	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED Y/N	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
2019-642601	Plumber/ Water Reticulation Practitioner	RPL - Occupational Certificate in Water Reticulation Practitioner	4	Y	94	10
		Learnership – Plumbing	2	Y		20
		Learnership – Plumbing	3	Y		20
		Learnership – Plumbing	4	Y		20
		Apprenticeship-Plumber	4	Y		14
2019-121101	Finance Manager	Bursary-Bachelor of Accounting	7	Y	62	20
		Bursary-Bachelor of Accounting Hons	8	Y		20
		Learnership - Chartered Accountant - Financial Management	8	Y		20
2019-216401	Town Planner	Internship-Bachelor of Technology in Town and Regional Planning	7	N	35	5
		Internship-Bachelor of Town and Regional Planning	7	N		5
		Internship-Bachelor of Town and Regional Planning Hons	8	N		5
		Bursary-Bachelor of Technology in Town and Regional Planning	7	Y		5
		Bursary-Bachelor of Town and Regional Planning	7	Y		5
		Bursary-Bachelor of Town and Regional Planning Hons	8	Y		5
2019-121104	Internal Audit Manager	Bursary-Bachelor of Internal Auditing	7	Y	18	5
		Bursary-Bachelor of Internal Auditing Hons	8	Y		5
		Certificate in Certified Internal Auditing	8	N		5
2019-335913	Building Inspector	Learnership - Supervision of Construction	4	Y	35	10
		Short Programme-SAHITA Certificate of Competency for Home Inspectors	3	N		10
		Short Programme-SAHITA Certificate of Competency for Home Inspectors	4	N		10
2019-214201	Civil Engineer	Bursary-Bachelor of Civil Engineering	8	Y	45	20
		Candidacy-Bachelor of Civil Engineering	8	N		20
2019-215101	Electrical Engineer	Bursary-Bachelor of Electrical Engineering	8	Y	27	10
		Candidacy-Bachelor of Electrical Engineering	8	N		15
2019-671101	Electrician	Apprenticeship-Electrician	4	Y	81	20
		Learnership - Electrical Engineering	2	Y		20
		Learnership - Electrical Engineering	3	Y		20
		Learnership - Electrical Engineering	4	Y		20
2019-213302	Environmental Scientist	Bursary-Bachelor of Science in Environmental Sciences	7	Y	77	20
		Bursary-Bachelor of Science in Environmental Sciences Hons	8	Y		20
		Internship-Bachelor of Science in Environmental Sciences	7	N		20
		Internship-Bachelor of Science in Environmental Sciences Hons	8	N		10
2019-313201	Water Plant Operator	Learnership - Water and Wasteful Reticulation Services	2	Y	71	30
		Learnership - Wastewater Reticulation Services	3	Y		40

8.1.3 KEY ROLE PLAYERS IN DELIVERING LGSETA MANDATE

There are several key role players, who operate within the realm of local government. An overly narrow definition of stakeholders may cause co-operative opportunities to be missed that could have resulted in the more effective operation of the LGSETA and the sector as a whole.

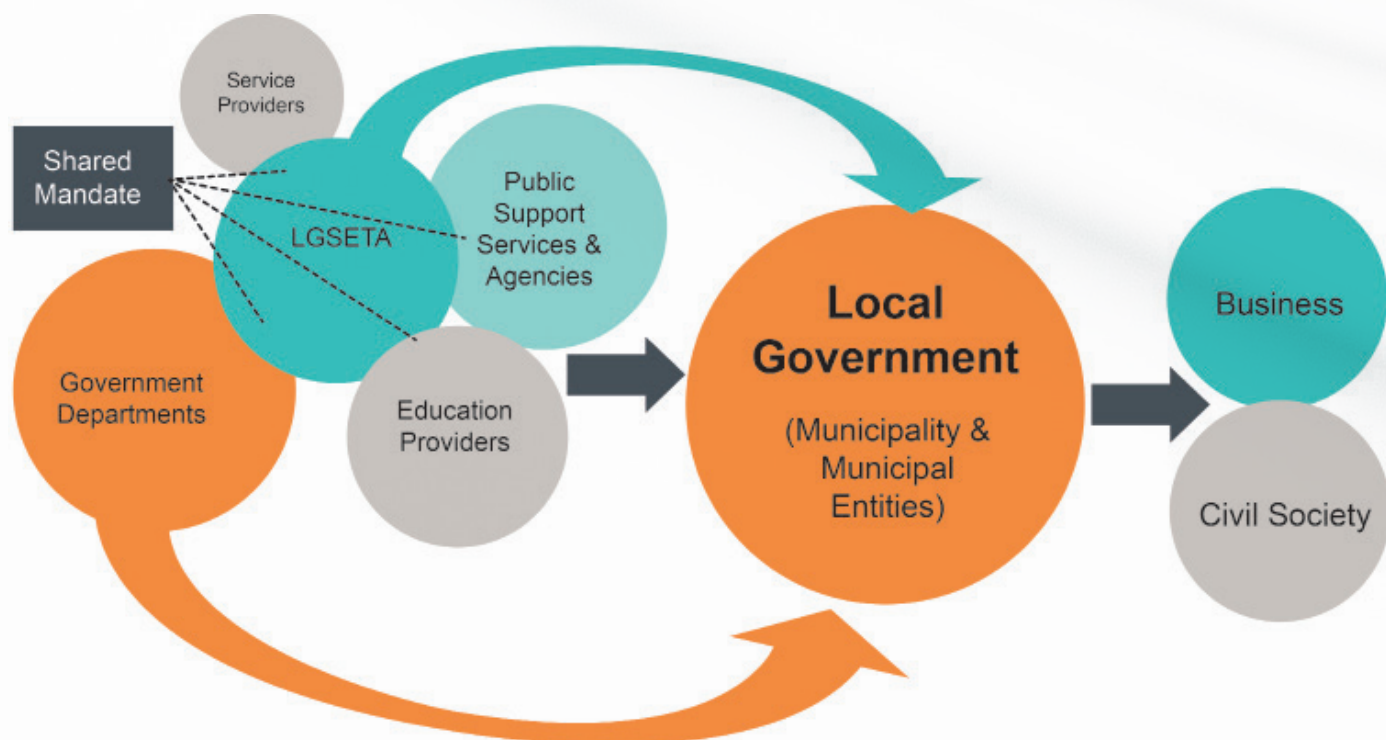
The District Development Model (DDM) which came into existence in September 2019, provides an integrated framework that embraces Intergovernmental Relations (IGR) across national provincial and local government levels. The DDM creates a framework that will advise the creation of future strategic partnerships relating to skills development in the local government sector. Where a municipal focus area is identified, and an intervention planned, consultation with the relevant stakeholder(s) would identify potential mutually beneficial partnerships. The broad categories identified are:

1. Government departments and organisations directly involved in local government (in terms of the delivery of municipal services)
2. Government departments and organisations with a shared mandate (vision/purpose) with the LGSETA
3. Implementation partners (Government departments and organisations required for the LGSETA mandate to be carried out)
4. Beneficiaries of the services of Local Government, which include local communities, businesses, and civil society

Individual government departments or organisations can be in more than one of the above-mentioned categories. The typology is articulated to provide a framework to organise stakeholders, rather than being a strict classification.

Figure 3 below illustrates the variety of organisations that engage in and with the local government sector. Since there is an overarching common goal to improve the quality of service to local government, the most optimal plans will be developed with co-operation in mind. It is also important to consider the stakeholders in terms of the DDM, LGSETA strategic areas of focus and municipal-service areas to ensure an integrated approach to skills development.

Figure 3: Stakeholder Model



The local government sphere includes municipalities and municipal-related entities and their workers, elected officials, traditional leaders, and their respective representative bodies. It has been noted in many sources (Alexander 2015, NDP 2012) that the success or failure of a municipality depends on the quality of its political leadership, sound governance of its finances, the strength of its institutions and the calibre of staff working for the municipality. A key priority for the MTSF, for example, is to ensure an efficient, effective, and development-oriented public service (DPME 2014). These representatives are key to LGSETA's mandate of supporting the development of a skilled and capable workforce at local government.

The LGSETA is not the only organisation working to support local government. There are several organisations that have a shared mandate with the SETA, where objectives and interventions are likely to align. This includes government departments, agencies, and NGOs, such as the Department of Cooperative Government and Traditional Affairs (COGTA), Department of Water and Sanitation (DWS), Department of Tourism, Department of Small Business Development, SALGA and organised labour (SAMWU, IMATU).

The LGSETA is not able to (or expected to) implement its vision on its own. Frequently, implementation partners will be required. Important amongst these partners, are education and training providers. These include all schools, higher education facilities, training providers and other bodies committed to education (SAQA, QCTO, NSA, etc.). Service providers to the SETA and other stakeholders often hold key intellectual capacity of value to the sector. Partnerships with these role players are not overlooked.

Finally, the beneficiaries of local government services are important stakeholders to consider. The current exercise, is classified in terms of 1) civil society and 2) local businesses. Civil Society includes the local citizens, NGOs, NPOs and CBOs. Section 152(1) of the Constitution (1996), states one of the objectives of local government is to encourage the involvement of communities and community organisations in the matters of local government. Local businesses are key to developing the local economy and sustaining the citizens in an area. The NDP notes as a priority: "Raising employment through faster economic growth" (National Planning Committee, 2013). Therefore, municipalities should become competent development facilitators, building partnerships and networks with local communities and the private and non-governmental sector.

8.2 SITUATIONAL ANALYSIS: INTERNAL ENVIRONMENT

A SWOT analysis was conducted to reflect on the internal and external environment as shown in Table 8. From the analysis there are clear and distinctive strengths that can be leveraged moving forward. The weaknesses highlight opportunities the organisation can proactively and timeously invest in. Changing the organisation culture towards breaking down the silos and encouraging divisions to work collaboratively could have a positive ripple effect which could potentially have a huge impact in many areas beyond organisational performance. Issues such as LGSETA being perceived as a funder for specific organisations need to be addressed with a sense of urgency as it threatens sustainability.

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 stakeholder group 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"> Lack of accountability and consequence management. Change management remain a concern in the organisation Need to improve service delivery model for the roll-out of learning interventions amid the COVID 19 pandemic 	<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 	<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.

The SWOT analysis as articulated above, outlines strengths, weaknesses, opportunities and threats that can potentially to affect the operational environment of the LGSETA. The LGSETA has a resilient workforce and through its interventions, has managed to respond adequately to the COVID-19 in the organisation. As a government relief mechanism to employers during the national state of disaster and nation-wide lock down due to the COVID 19 pandemic, the President announced a holiday levy payment of four months from employers. The LGSETA has assessed the impact of the 4 month non-payment of the skills development levy (SDL) by the municipalities and municipal entities due to the COVID-19 and this remains one of the threats that might affect our revenue streams due to the uncertainty on cash reserves for the SETA. The impact of COVID-19 in the internal environment 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. This approach will ensure that the LGSETA strategy continues to be executed efficiently despite the COVID-19 challenges. Lastly, the BUSA court judgement might have severe impact on the LGSETA operations and restructuring of funding for the future

8.2.1 ORGANISATIONAL ENVIRONMENT

A new LGSETA Board was appointed in April 2020 by the Minister of Higher Education and Training to complete any outstanding NSDS III initiatives and give direction to the NSDP 2030. This Board has been constituted by members who have been nominated by the strategic stakeholders, namely, SALGA, SAMWU, IMATU, COGTA, and independent members who are nominated by the Minister in line with the LGSETA Constitution. The first and the most pressing task for this Board has been to fill the position of the Chief Executive Officer with an incumbent capable of steering the organisation towards achieving its strategic objectives and the ultimate impact on the society it operates within.

The NSDP (2030) 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 must 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 will be necessary for LGSETA to review its organisational structure in alignment with NSDS 2030.

LGSETA currently has a total of 131 approved positions with the intention of keeping the vacancy rate below 10%. A total of 118 positions have been filled with skilled and competent employees capable of enabling the organisation to achieve its objectives. The demographic profile of the current staff of LGSETA reflects the majority of staff are African females (53%), followed by African males (34%), Coloured females (7%), Coloured males (3%), White females (3%), Indian males (1%), and Indian females (1%) (see figures in Table 9 below).

Table 9: LGSETA Staff Profile

Levels	Male				Female				Foreign Nationals	TOTALS
	African	Coloured	Indian	White	African	Coloured	Indian	White		
Top Management	2	1	0	0	2	0	0	0		5
Senior Management	10	0	0	0	9	1	0	2		22
Professionally Management	18	2	1	0	18	3	0	0		42
Skilled	10	0	0	0	20	3	1	1		35
Semi-Skilled	0	0	0	0	13	1	0	0		14
Unskilled	0	0	0	0	0	0	0	0		
TOTAL	40	3	1	0	62	8	1	3		118

Source: LGSETA, 2019&2020 financial year

The organisational structure has a team of five Executive Managers reporting to the Chief Executive Officer. There has been considerable stability at executive and middle management as there has not been any resignation at executive level and only one resignation at middle management level. The organisational structure also includes 9 Provincial Manager positions to ensure that the organisation enjoys a national footprint as our immediate stakeholders are spread throughout the country. The staff is representative of South African demographics thereby enabling the organisation to service its stakeholders and their communities effectively. The organisational structure is reflective of the executive and management positions as indicated in Figure 4 below:

Figure 4: LGSETA Organogram



Source: LGSETA, 2020

Management development programmes are being implemented to strengthen middle management. This layer of management ensures that operationally the strategic objectives of the organisation are pursued and achieved. Following the completion of the skills audit directed to all staff, a number of training programmes were identified to improve the current and future skills set. The organisation continues to ensure business continuity by retaining of the necessary skills and the continued implementation of the succession plan. To maintain 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 has embarked 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 to be equipped through appropriate training to manage this new reality.

The organisation also subscribes to the latest technology to virtually hold meetings which seems to be working very well. All Board meetings are held virtually. Through the Marketing and Communications department, the organisation participates in virtual career exhibitions. After finalising possible Head Office relocation, the organisation will be on a crusade of installing cutting-edge technology that will enable it to host virtual learning platforms, conferences, provincial stakeholder engagements and Annual General Meetings.

LGSETA has its Head Office situated in Bedfordview, Johannesburg with nine provincial offices to service stakeholders in each province. While it will be relocated from the current premises, head office will still remain in Gauteng. The provincial office in Pretoria will be relocated to Mpumalanga to service stakeholders. The provincial offices have been fully staffed and equipped for operation with full visibility and accessibility across all provinces. Due to the geographical size and the number of municipalities that are in KwaZulu-Natal and Eastern Cape provinces, an additional provincial co-ordinator was appointed for each province as a means of boosting capacity to attend to all municipalities timeously. LGSETA Management also appointed a second provincial co-ordinator for the Northern Cape to attend to the eastern part of the province. The satellite offices situated at Mopani, Umfolozi, and King Sabata Dalindyebo TVET Colleges, will be retained. It is also the intention of the organisation to establish more satellite offices in the remotely placed colleges to improve accessibility, as NSDP 2030 directs that rural areas be given more attention in terms of career development services.

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 is a strategic planning and management tool that is used to align the functions of an institution to its vision and strategy, improve internal and external communications, and monitor institutional performance against predetermined results. The Balanced Scorecard views the organisation in four perspectives, and develops metrics, collects and analyses data relative to each of these perspectives.

The Balanced Scorecard was developed by Robert Kaplan and David Norton in the early 1990's - as a globally recognised, accepted and practised strategic organisational management system that aligns resources with the organisation's strategic objectives and goals. The following are key aspects:

A tool that will assist the LGSETA translate its strategy into meaningful objectives, targets and measures at all levels and functions across the entire organisation. A process that will allow cascading of strategic objectives to ensure alignment, through involvement in the development process and buy-in from all employees across the LGSETA.

Introduction and development of a Balanced Scorecard lexicon and culture that enhances performance management processes A platform for improved communication on individual contributions to the overall LGSETA strategy. 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 9 namely:

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

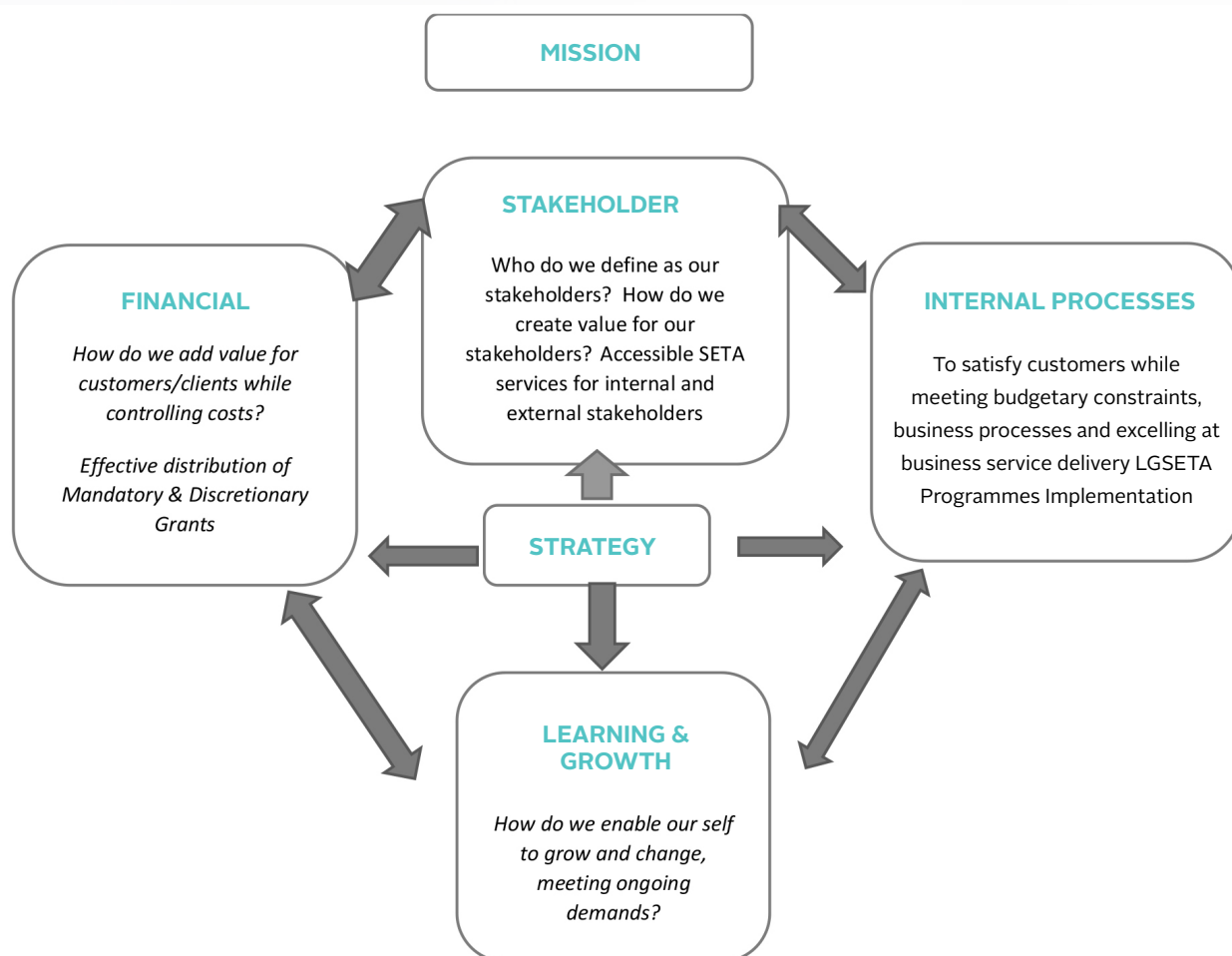
Table 9: Organisational Balanced Scorecard for the Five Year Period 2020/21-2024

FINANCIAL MANAGEMENT PERSPECTIVE	STAKEHOLDER AND CLIENT PERSPECTIVE
Unqualified Audit Outcome 100 % of Discretionary grant budget allocated for developing skills (elementary, intermediate and high level skills) 100% of suppliers paid within 30 days of compliant grants documents 100% of corporate suppliers paid within 30 days of invoice 90% of audit finding resolved 50% of risk mitigation measures implemented	30 of career development events/exhibitions participated in urban and rural areas on occupations in high demand 5 Career Development and Advice Practitioners trained
LEARNING & GROWTH PERSPECTIVE	ORGANISATIONAL PERFORMANCE & INTERNAL PROCESSES PERSPECTIVE
5% of vacant positions maintained Nine capacity building workshops on Career Development Services conducted	100% of WSP/ATR approved 2 Evaluation Studies conducted on skills development programmes/projects One Sector research agreements signed for TVET growth occupationally-directed programmes 2 research reports that identifies skills needs for established and emergent co-operatives and small and emerging enterprises through SETA's skills planning research conducted 1000 TVET students on Work Integrated Learning to complete their qualifications 150 of unemployed learners in a Candidacy Programme 2500 workers in skills programmes 50 learners completed learning interventions and placed in employment 20 TVET Lecturers exposed to the industry through Skills Programme 5 Centres of Specialisation supported 700 learners in an Artisan development programme: 10 000 Learners certificated against Unit Standards/Qualifications

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 10, 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.

Figure 5: LGSETA Balanced Score Card Model





PART C: **MEASURING OUR PERFORMANCE**

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 10: 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 following strategic outcomes are aimed at contributing to the local government sector. Table 12 details a tailored responses to the NSDP outcomes, which will guide the formulation of the performance metrics for all the LGSETA programmes.

Table 11: LGSETA Response to NSDP Outcomes

NSDP Outcome	NSDP Outcome Description	LGSETA Outcomes	Outcome Indicator	Baseline	Five Year Target
Outcome 1	Identify and increase the production of occupations in high demand	Increase the production of occupations in high demand in the local government sector	1. Percentage of discretionary grant budget allocated for developing skills levels	100% of Discretionary grant budget allocated for developing skills levels (high, Intermediate and elementary skills)	100% of Discretionary grant budget allocated for developing skills gaps (high, intermediate and elementary skills)
Outcome 2	Linking education and workplace	Improved workplace based learning opportunities through linking education to the local government sector	2. Number of learners that completed learning interventions and paced in employment 3. Number of TVET students on Work Integrated Learning to complete their qualifications 4. Number of university students on Work Integrated Learning to complete their qualification 5. Number of learners in candidacy programmes	1000 TVET and University students requiring WIL completed qualifications placed in workplace 500 University students requiring Work Integrated Learning to complete their qualification placed in workplaces 900 unemployed learners enrolled and completed internship programme 150 unemployed learners entered and completed candidacy programme	3541 TVET and University students complete their Work Integrated Learning placements 2370 unemployed learners' complete workplace/ internship experience 5940 unemployed learners enrolled and completed internship programme 750 unemployed learners entered and completed candidacy programme

NSDP Outcome	NSDP Outcome Description	LGSETA Outcomes	Outcome Indicator	Baseline	Five Year Target
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	6. Number of workers in a learnership programmes 7. Number of workers awarded bursaries 8. Number of workers in skills programmes 9. Number of workers in AET programmes	2 700 workers enrolled and completed learnership programme 580 workers granted and completed bursaries 3000 workers enrolled and completed skills programmes 700 workers enrolled and completed AET programmes	7360 workers enrolled and completed learnership programmes 3 245 workers granted and completed bursaries 14 140 workers enrolled and completed skills programmes 14 670 workers enrolled and completed AET programme
Outcome 4	Increase access to occupationally directed programmes	Increased access to occupationally directed programmes in the local government sector	10. Number of learners in Artisanal development programme	700 Artisans learners enrolled and completed Artisan development programme	3000 Artisans learners enrolled and completed artisan development programme
Outcome 5	Support the growth of the public college system	Improved delivery of quality occupational directed programmes and the growth of public and Community Education & Training Colleges	11. Number of partnerships established with TVET, HET and CET 12. Number of TVET lecturers exposed to the industry through skills programmes 13. Number of CET lecturers exposed to the industry through skills programmes 14. Number of managers receiving training on curriculum related studies	15 Partnerships established with TVET, HET and CET. 20 TVET lectures exposed to industry through skill programmes 20 CET lectures exposed to the industry through skills programmes 38 managers received training on curriculum related studies	75 Partnerships established with TVET, HET and CET 100 TVET lectures exposed to the industry through skills programmes 100 CET lectures exposed to the industry through skills programmes 200 managers received training on curriculum related studies

Outcome 6	Skills development support for entrepreneurship and cooperative development	Improved skills of entrepreneurship, cooperatives and workers initiated training within the local government sector	<p>15. Number of cooperatives and small businesses supported with training interventions or funded</p> <p>16. Number of people to be trained on entrepreneurial skills</p> <p>17. Number of CBOs/NGOs/NPOs supported with training interventions or funded</p>	<p>40 Co-operatives and Small Businesses supported with training interventions or funded</p> <p>20 people trained on entrepreneurial skills</p> <p>20 CBOs/NGOs/NPOs supported with training interventions or funded</p>	<p>200 small businesses/cooperatives supported with training interventions or funded</p> <p>180 people trained on entrepreneurial skills</p> <p>100 CBOs/NGOs/NPOs supported with training interventions or funded</p>
Outcome 7	Encourage and support worker initiated training	Increased production of occupations in high demand in the local government sector	18. Number of trade union supported through relevant skills training interventions	2 Trade unions supported through relevant skills interventions	2 Trade unions supported through relevant skills interventions
Outcome 8	Support career development services	Improved promotion of local government occupations to new graduate entrance through career development services	19. Number of career development events/exhibitions participated in urban and rural areas on occupations in high demand	30 career development events/exhibitions participated in urban and rural areas on occupations in high demand	290 career development events/exhibitions participated in urban and rural areas on occupations in high demand
Internal Outcome	N/A	Effective Internal Control and Compliance monitoring system	20. Unqualified Audit Outcome Achieved	Unqualified Audit Opinion	Clean Audit Outcome
Internal Outcome	N/A	Resilient, skilled and capable local government SETA administration	21. Percentage of vacant positions maintained	10% of vacant funded positions maintained	5% of vacant funded position maintained
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	<p>22. Percentage of WSPs /ATRs approved.</p> <p>23. Identify skills needs for established and emergent co-operatives and small and emerging enterprises through SETA's skills planning research</p>	<p>99% of WSP/ATR submissions approved</p> <p>2 research report identifying skills needs for small and emerging enterprises through SETA's skills planning</p> <p>2 research report identifying skills needs for established and emergent co-operatives through SETA's skills planning</p>	<p>100% of WSP/ATR approved</p> <p>10 research reports identifying skills needs for small and emerging enterprises through SETA's skills planning</p> <p>10 research reports identifying skills needs for established and emergent co-operatives through SETA's skills planning</p>

9.3 EXPLANATION OF PLANNED PERFORMANCE OVER THE FIVE YEAR PLANNING PERIOD

The LGSETA's delivery of programmes and initiatives are linked to the following five strategic focus areas which have also been aligned to the Municipal Performance Indicators, Municipal Systems Act, 2000 (no. 32 of 2000) and the National Skills Development Plan (NSDP) 2030:

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

The strategic direction of the LGSETA is also informed and aligned to key government legislation, regulatory framework/policies and strategic plans and initiatives. Over the five-year period 2020 – 2025 improving implementation of skills development is vital towards developing better competencies aimed at contributing towards achieving the five key objectives of local government as enshrined in Chapter 7 of the Constitution of South Africa:

- Provide democratic and accountable government for local communities;
- Ensure the provision of services to communities in a sustainable manner;
- Promote social and economic development;
- Promote a safe and healthy environment
- Encourage the involvement of communities and community organisations in the matters of local government (RSA, 1996)

9.3.1 CONTRIBUTION OF STRATEGIC OUTCOMES TO FIVE YEAR IMPLEMENTATION

The eight outcomes of the National Skills Development Plan 2030 have been aligned to the twelve LGSETA Strategic Outcomes below. These outcomes speak to five strategic intervention priorities required within and across the local government sector. The Learning Programmes component is the core programme whereby the delivery of skills development interventions takes place. All of the strategic initiatives and outcome indicators contribute to the eight outcomes of the NSDP (2020-2030).

Outcome 1: Increased production of occupations in high demand in the local government sector

In order for LGSETA to address occupations in high demand it will require greater collaboration and partnerships with key role-players and stakeholders in the sector. The LGSETA will be implementing a rigorous stakeholder engagement strategy to ensure efficient and effective stakeholder management through exploring various mechanisms for engagement. This stakeholder engagement strategy requires that the LGSETA collaborate with strategic stakeholders to have a meaningful engagement and cement the relations in the sector and help contribute to achieving mutually beneficial outcomes. Strengthening the role of partnerships in delivery of our learning interventions remains critical especially with professional bodies, higher education institutions, TVETs, private training institutions, NGOs/CBOs/NPOs, research organisations, government departments, and other SETAs.

In addition, the LGSETA will be reviewing the discretionary grant policy with a focus of increasing the amount of funding to support funding requests and ensure that proper planning for infrastructure support is adequately provided.

Outcome 2: Improved work based learning opportunities through education in the local government sector

The LGSETA will ensure that learners are linked to workplaces by 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 candidates. Such initiatives can be strengthened through partnerships with professional bodies to assist with supporting graduates as well as identifying appropriate workplaces to gain best practices.

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 partner with institutions such as the Deaf Federation of South Africa (Deaf SA), the South African National Council for the Blind (SANCB) and the National Youth Development Agency (NYDA).

Outcome 3: Improved critical skills in the local government workforce in order to enhance service delivery and economic growth opportunities.

An integrated skills planning system is key to ensure responsiveness to meet current and future local government skills development needs. Such a system is dependent on quality skills planning data so that it can be used to inform decision making focusing on improving support for critical skills interventions to address the skills gaps of the local government workforce aimed at enhancing service delivery and economic prospects.

Through focused delivery of learning programmes including learnerships, skills programmes, bursaries and Adult Education and Training (AET) programmes, the SETA will continue to invest in strategic skills development priorities in the local government sector to support and contribute towards enhancing sustainable service delivery. The increase of workers participating in various learning programmes in order to address critical skills required by the local government sector and the economy also contributes to improving productivity, transforming workplaces and economic growth prospects. This will be a continuation of previous skills development initiatives and learning programmes that the LGSETA implemented during the NSDS III period. In addition, this outcome will improve the professionalization of the sector and will ensure improve service delivery provision in alignment with the requirements set out in Chapter 13 of the NDP.

Outcome 4: Increased access to occupationally directed programmes in the local government sector.

The LGSETA will be focussing on the implementation of occupationally directed programmes relating to occupations in high demand aimed at addressing the unemployment rate and capacitating municipalities in upskilling their employees especially in the rural communities. This will require providers to be accredited and monitored to ensure quality of training as well as ensuring workplaces are vetted to ensure best practices and mentoring can be observed and learned.

Outcome 5: Improved delivery of quality occupations directed programmes and the growth of the public college sector

The growth of the TVET and CET colleges remain strategic priority areas for the LGSETA. The support from the LGSETA to TVET colleges and CET Colleges includes bursaries awarded to lecturers, infrastructure support such as equipment, tools, and workshops.

The LGSETA will continue to support the Centres of Specialisation programme to develop specific trades and artisan development that the local government sector requires. The Centres of Specialisation link learners with employers from the sector and private sector to ensure adequate training is provided.

Outcome 6: Improved skills of entrepreneurship, cooperatives, and worker initiated training within the local government sector

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

Outcome 7: Increased production of occupations in high demand in the local government sector

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 to support training programmes and initiatives linked to identified occupations in high demand in the local government sector.

Outcome 8: Improved promotion of local government occupations to new graduate entrance through 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 booklet 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.

Outcome 9: Effective internal control and compliance monitoring system

The outcome will require systems and processes that ensure all relevant information and data and/or evidence is collected and validated to ensure accuracy and contribute to research and reporting outputs to monitor trends and inform better planning and decision making. The main aim is to ensure that the monitoring and validation processes and system lead to a clean audit over the five-year period. This will also ensure that the SETA can track and trace learners who participated in learning interventions in the local government sector and enable the LGSETA to extract labour market data for skills demand and supply for the sector.

Outcome 10: Resilient, skilled and capable local government SETA administration

The focus of the Administration programme is to ensure a resilient, skilled and capable Local Government SETA through ensuring a competent workforce, good corporate governance and leadership. In addition, this programme has put strategic initiatives that respond to the above outcome such as attracting employee proposition, ensuring sound industrial relations and continuous improvement of learning and growth of internal staff.

Outcome 11: Establish a skills planning mechanism to facilitate evidence-based planning and implementation through research, monitoring and evaluation of local government learning interventions

The outcome speaks to establishing a skills planning mechanism to ensure credible information through research that identifies the demand and supply of skills to improve skills planning in the local government sector. This outcome also focus on performance information system to ensure that centralisation and storage of reported information is kept adequately. The LGSETA will focus on conducting impact studies and mid-year assessment studies in order to report the impact made on the implementation of the learning interventions and policies.

9.3.2 CONTRIBUTION OF STRATEGIC OUTCOMES TO THE ACHIEVEMENT OF THE IMPACT

The LGSETA aims to make greater impact in the local government sector through achieving the strategic outcomes that will contribute to “building a capable state” as stipulated in Chapter 13 of the National Development Plan. Each of the strategic outcomes are aligned to the NSDP Outcomes and through the identified programmes and initiatives seek to achieve the following impact in the local government sector:

Highly **skilled and professional local government workforce to ensure efficient and effective service delivery**

The impact statement is also in alignment with the vision of the LGSETA which aims to contribute to *“A highly-skilled and capable local government”*.

In addition, all skills development interventions and initiatives that support the municipalities and local government are aimed at supporting the five strategic focus areas which seek to enhance skills development aimed at achieving good governance, sound financial management, local economic development and effective service delivery.

10. KEY RISKS

Table 13: LGSETA Strategic Risks

LGSETA Outcomes	Key Risk	Risk Mitigation
Increased the production of occupations in high demand in the local government sector	<ul style="list-style-type: none"> -Inability to identify and design appropriate occupations in high demand in line with NSDP -Limited accredited SDPs to deliver occupations in high demand -Lack of uptake on skills initiatives offered by LGSETA to the sector 	<ul style="list-style-type: none"> -Increase capacity internally to manage research services and strengthening the role played by research partners in providing capacity within the LGSETA -Increase the pool of SDPs to deliver occupations in high demand -Increase awareness in Human Resources Development (HRD) Structures on LGSETA skills development initiatives
Improved work based learning opportunities through education in the local government sector	<ul style="list-style-type: none"> -Lack of compliant work places -Limited availability and competent mentors (candidacy) 	<ul style="list-style-type: none"> -Increase awareness in Human Resources Development (HRD) Structures on LGSETA skills development initiatives -Increase partnership with professional bodies to address shortage of mentors in the sector -Increase capacity of work place mentors
Improved critical skills in the local government workforce to enhance service delivery and economic growth prospects	<ul style="list-style-type: none"> -Inability to identify and design appropriate LGSETA learning interventions in line with NSDP -Limited accredited SDPs to deliver critical skills -Lack of uptake on skills initiatives offered by LGSETA to the sector 	<ul style="list-style-type: none"> -Increase capacity internally to manage research services and strengthening the role played by research partners in providing capacity within the LGSETA -Increase the pool of SDPs to deliver critical skills -Increase awareness in Human Resources Development (HRD) Structures on LGSETA skills development initiatives
Increased access to occupationally directed programmes in the local government sector	<ul style="list-style-type: none"> -Inability to develop appropriate qualifications to match occupationally directed programmes in the local government sector -Limited compliant accredited trade test centres -Limited availability and qualified artisans - Lack of appropriate facilities in TVET colleges to deliver quality occupational directed programmes Non-compliant work places for artisans 	<ul style="list-style-type: none"> -Increase development of occupationally directed programmes -Support non-compliant trade test centres to attain accreditation -Recruit qualified artisans -Increase partnership with private or public entities -Advocate for the use of district technical shared services

LGSETA Outcomes	Key Risk	Risk Mitigation
Improved delivery of quality occupational directed programmes and the growth of public college system	-Lack of uptake and high drop-out rate	-Design a learning pathway framework
Improved skills of entrepreneurship, cooperatives and workers initiated training within the local government sector	<ul style="list-style-type: none"> -Lack of coordinated strategy to address support targets -Lack of coordinated strategy to address worker leadership support -Lack of coordinated strategy to address skills development support for rural development projects 	<ul style="list-style-type: none"> -Develop an integrated strategy to address support targets -Develop an integrated strategy to address coordinated worker leadership support -Develop an integrated strategy to address skills development support for rural development projects
Increased the production of occupations in high demand in the local government sector	<ul style="list-style-type: none"> -Inability to identify and design appropriate occupations in high demand in line with NSDP -Limited accredited SDPs to deliver occupations in high demand -Lack of uptake on skills initiatives offered by LGSETA to the sector 	<ul style="list-style-type: none"> -Increase capacity internally in order to manage research services and strengthening the role played by research partners in providing capacity within the LGSETA -Increase the pool of SDPs to deliver occupations in high demand -Increase awareness in Human Resources Development (HRD) Structures on LGSETA skills development initiatives
Improved promotion of local government occupations to new graduate entrance through career development services	-There is a lack of guidance to direct young people to programmes for which they have an aptitude, and which will provide training in areas needed in the economy.	-Provide tailor made career advice services to students early on, based on better skills needs information.
Facilitate Effective Internal Control and Compliance monitoring system	-Inability to implement effective controls and compliance monitoring leading a collapse of operations which could threaten the going concern of the SETA.	Clean Audit outcomes
Resilient, skilled and capable local government SETA administration	-Low staff morale	-Personal development through the application of training and learning.
Improved results-based Monitoring & Evaluation system to improve the delivery of skills development programmes and projects	<ul style="list-style-type: none"> -Multiple points of entry for data over which M&E has not control. -Questionable reliability and validity of data. 	-Integrated performance information to improve data integrity and quality.



PART D:
TECHNICAL
INDICATOR
DESCRIPTIONS
(TID)

TECHNICAL INDICATOR DESCRIPTIONS

Technical Indicator Description		Programme 3: Learning Programme
Indicator Title	1. Percentage of discretionary grant budget allocated at developing skills levels	
Definition	<p>This refers to a percentage of discretionary grant allocated to develop, high, intermediate and elementary skills in a financial year, which will focus on the following categories:</p> <ul style="list-style-type: none"> • Skills at high level • Skills at intermediate level • Skills at elementary level 	
Purpose/importance	To increase access to occupationally-directed qualifications and programmes	
Source of Data	Annual commitment schedule of discretionary grant	
Method of Calculation / Assessment	Percentage of grant budget allocated for high, intermediate and elementary levels	
Means of verification	Great Plains System	
Assumptions	Contribution towards the improvement of the local government skills development agenda	
Disaggregation of beneficiaries	<p>1 % of discretionary grant budget allocated at developing high level skills 71% of discretionary grant budget allocated at developing intermediate skills 28% of discretionary grant budget allocated at developing elementary skills</p>	
Spatial Transformation	N/A	
Calculation Type	Cumulative	
Reporting Cycle	Annually	
Desired Performance	100 % (1% of discretionary grant budget for high level skills, 71% of discretionary grant budget for intermediary skills and 28% discretionary grant budget for elementary skills) of discretionary grant budget allocated to developing skills levels	
Indicator Responsibility	Chief Operations Officer	

Technical Indicator Description		Outcome Indicator
Indicator Title		2. Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces
Definition		<p>Placement refers to TVET students placed at a workplace to gain work experience in order to complete their academic study requirements. This will consist of two categories i.e. entered and completed TVET student placements for an academic qualification from the TVET.</p> <p>NB Disclaimer: entered refers to new TVET student placements while completed refer to existing TVET student placements who already have a funding agreement with LGSETA.</p>
Source of Data		<p>For Entered: Letter of award, funding agreement, list of learners on organisation letterhead, learner registration form, certified ID copy, letter/contract of employment, highest qualification (N4/N5/N6). Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>For completion: Certified ID copy Signed letter of completion from employer</p>
Method of Calculation / Assessment		Total Sum of (600 TVET students entered into Work Integrated Learning + 400 TVET students completing work integrated learning)
Means of verification		<p>LGSETA online (LPD system)</p> <p>For Entered: Letter of award, funding agreement, list of learners on organisation letterhead, learner registration form, certified ID copy, letter/contract of employment, highest qualification (N4/N5/N6). Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity</p> <p>For completion: Certified ID copy Signed letter of completion from employer</p>
Assumptions		Contribution towards the improvement of the local government skills development agenda
Disaggregation of beneficiaries		<p>Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p> <p>Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)</p>
Spatial Transformation		N/A
Reporting Cycle		Bi-Annually
Desired Performance		1000 (600 TVET students entered into Work Integrated Learning 400 TVET students completing work integrated learning)
Indicator Responsibility		Chief Operations Officer

Technical Indicator Description		Outcome Indicator
Indicator Title		3. Number of university students requiring Work Integrated Learning to complete their qualification placed in workplaces
Definition		University students in a work integrated learning program refers to the date the LGSETA enters into a funding agreement with the university to place students. This will consist of two categories i.e. entered and completed university students in a work integrated learning programme. NB Disclaimer: entered refers to new university students in a work integrated learning program while completed refer to existing university students in a work integrated learning program who already have a funding agreement with LGSETA.
Source of Data		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 Completion: Certified ID copy Signed letter of completion from the employer
Method of Calculation / Assessment		Total Sum of 500 (300 University students requiring work integrated learning to complete their qualifications placed in workplaces + 200 University student completed their Work Integrated Learning placement)
Means of verification		LGSETA online (LPD system) 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 Completion: Certified ID copy Signed letter of completion from the employer
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: (Women, Youth (Males + Females) and People with disabilities (Males + Females)
Spatial Transformation		N/A
Calculation Type		Cumulative
Reporting Cycle		Annually
Desired Performance		500 (300 University students requiring work integrated learning to complete their qualifications placed in workplaces + 200 University student completed their Work Integrated Learning placement)
Indicator Responsibility		Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	4. Number of unemployed learners in an internship
Definition	Refers to unemployed graduates enrolled for internships in a workplace and unemployed graduates who have completed an internship. This will consist of two categories i.e. enrolled and completed unemployed learners enrolled for workplace experience/internship. NB Disclaimer: There are exclusions on special projects.
Source of Data	Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Certified ID copy Close-out report or Signed letter of completion of internship from employer
Method of Calculation / Assessment	Total sum of (500 Unemployed learners enrolled for internship + 400 Unemployed learners completed internship)
Means of verification	LGSETA online (LPD system) Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Certified ID copy Close-out report or Signed letter of completion of internship from employer
Assumptions	Contribution towards the improvement of the local government skills development agenda
Disaggregation of beneficiaries	Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females) Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting Cycle	Bi-annually
Desired Performance	1000 (500 Unemployed learners enrolled for internship + 500 Unemployed learners completed internship)
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description		Outcome Indicator	
Indicator Title		5 Number of unemployed learners in a Candidacy programme	
Definition		Candidacy programme refers to both employed and unemployed individuals depending on the profession. The programme facilitate access to mentorship, training and professional registration, to build the professional skills required in certain occupations, supporting service delivery within the municipality. Candidacy programme will consist of two categories i.e. employed and unemployed individuals who enters and complete the programme. NB: Disclaimer entered refers to new individuals in a candidacy programme, while completed refer to existing individuals in a candidacy programme who already have a funding agreement with LGSETA.	
Source of Data		Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Proof of registration with the professional body or a final report from a mentor which confirms readiness of candidate to register with professional body	
Method of Calculation / Assessment		Total Sum of (100 employees and unemployed learners enrolled for the candidacy programme + 50 Employees and unemployed learners completed candidacy programme)	
Means of verification		LGSETA online (LPD system) Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Proof of registration with the professional body or a final report from a mentor which confirms readiness of candidate to register with professional body	
Assumptions		Contribution towards the improvement of the local government skills development agenda	
Disaggregation of beneficiaries		Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females) Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)	
Spatial Transformation		N/A	
Calculation Type		Cumulative	
Reporting Cycle		Bi-annually	
Desired Performance		150 (100 employees and unemployed learners enrolled for the candidacy programme + 50 Employees and unemployed learners completed candidacy programme)	
Indicator Responsibility		Chief Operations Officer	

Technical Indicator Description	Outcome Indicator
Indicator Title	6. Number of workers in learnerships programme
Definition	This refers to a structured learning programme that includes theoretical and practical workplace experiential learning over at least twelve months leading to an occupationally-related NQF qualification. This will consist of two categories i.e. entered and completed workers in a learnerships programme. NB: Disclaimer entered refers to new workers in learnerships programme while completed refer to existing workers in learnerships programme who already have a funding agreement with LGSETA.
Source of Data	Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Certificate of attendance/ completion or statement of results or certificate from the entity.
Method of Calculation / Assessment	Total Sum of (1 500 Workers enrolled for learnership programme + 1 200 Workers completed learnership programme)
Means of verification	LGSETA online (LPD system) Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Certificate of attendance/completion or statement of results or certificate from the entity.
Assumptions	Contribution towards the improvement of the local government skills development agenda
Disaggregation of beneficiaries	Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females) Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting Cycle	Tri-annually
Desired Performance	1 950 (1 150 Workers enrolled for learnership programme + 800 Workers completed learnership programme)
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	7. Number of workers awarded bursaries
Definition	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, NB Disclaimer: entered refers to new workers awarded bursaries and continuing workers awarded bursaries who already have a funding agreement with LGSETA , while completed workers awarded bursaries refers to workers have completed their studies
Source of Data	New Entry and continuing Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completions: Results from the institution results from the institution or a signed letter confirming completion of study from institution
Method of Calculation / Assessment	Total Sum of 200 workers granted bursaries (new entries)+ 125 Workers granted bursaries (continuing)+ 350 workers granted bursaries and completed their studies)
Means of verification	LGSETA online (LPD system) New Entry and continuing Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completions: Results from the institution Results from the institution or a signed letter confirming completion of study from institution
Assumptions	Contribution towards the improvement of the local government skills development agenda
Disaggregation of beneficiaries	Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females) Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting Cycle	Annually
Desired Performance	575 (200 workers granted bursaries (new entries) + 25 Workers granted bursaries (continuing)+ 350 workers granted bursaries and completed their studies in a financial year)
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Programme 3: Learning Programme
Indicator Title	8. Number of workers in skills programmes
Definition	<p>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>NB: Disclaimer entered refers to new workers in a skills programmes and completed makes reference to workers in a skills programmes who already have a funding agreement with LGSETA.</p>
Source of Data	Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Certified copy of ID Certificate of attendance/completion, or statement of results.
Method of Calculation / Assessment	Total sum of 2500 (1 500 workers enrolled for skills programmes + 1 000 Workers completed skills programmes).
Means of verification	LGSETA online (LPD system) Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Certified copy of ID Certificate of attendance/completion, or statement of results
Assumptions	Contribution towards the improvement of the local government skills development agenda
Disaggregation of beneficiaries	Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females) Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting Cycle	Tri-annually
Desired Performance	2500 (1 500 workers enrolled for skills programmes + 1 000 Workers completed skills programmes)
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	g. Number of workers in AET programmes
Definition	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 NB: Disclaimer entered refers to new AET workers and completed refers to AET workers who already have a funding agreement with LGSETA.
Source of Data	Entered: Letter of award, funding agreement, list of learners in organisation, letter confirming employment, learner registration form, certified ID copy, DHET Quarterly Monitoring Report. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Certified copy of ID Certificate of attendance/completion or statement of results
Method of Calculation / Assessment	Total sum of (1 000 Workers enrolled for AET programme +1 400 Workers completed AET programme)
Means of verification	LGSETA online (LPD system) Entered: Letter of award, funding agreement, list of learners in organisation, letter confirming employment, learner registration form, certified ID copy, DHET Quarterly Monitoring Report. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Certified copy of ID Certificate of attendance/completion or statement of results
Assumptions	Contribution towards the improvement of the local government skills development agenda
Disaggregation of beneficiaries	Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females) Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting Cycle	Bi-Annually
Desired Performance	1 500 (1 000 Workers enrolled for AET programme + 500 Workers completed AET programme)
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	10. Number of learners in an Artisan development programme
Definition	Apprentices in an artisan development programme refers to a non-unit, standard-based registered qualification, which is governed by the Skills Development Act. An apprenticeship comprises the integration of workplace and institutional learning. This will consist of two categories i.e. entered and completed apprentices in an artisan development program. NB: Disclaimer entered refers to new apprentices in an artisan development program and completed refers to apprentices in an artisan development program who already have a funding agreement with LGSETA.
Source of Data	Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Trade test certificate
Method of Calculation / Assessment	Total Sum of (400 artisan learner enrolled+300 Artisan learners completed)
Means of verification	LGSETA online (LPD system) Entered: Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity Completion: Trade test certificate
Assumptions	Contribution towards the improvement of the local government skills development agenda
Disaggregation of beneficiaries	Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females) Completion Entered (Women, Youth (Males +Females) and People with disabilities (Males +Females)
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting Cycle	Tri-Annually
Desired Performance	700 (400 artisan learner enrolled +300 Artisan learners completed)
Indicator Responsibility	Chief Operations Officer

Technical Description	Outcome Indicator
Indicator Title	11. Number of partnerships established
Definition	Partnerships established refers to Memorandum of Understanding setting out co-operation between the TVET colleges, Universities and CET colleges and the LGSETA on skills development.
Source of Data	Signed Memorandum of Understanding (MoU's) with TVET colleges, HET, CET Colleges
Method of Calculation / Assessment	Total Sum of (5 TVET partnership established +5 HEI partnerships established + 5 CET partnership established)
Method of Calculation / Assessment	LGSETA online (LPD system) Signed Memorandum of Understanding (MoU's) with TVET colleges, HET, CET Colleges
Assumptions	Contribution towards the improvement of the South African education college education system
Disaggregation of beneficiaries	By type of institution e.g. TVET colleges, HET, CET colleges
Spatial Transformation	N/A
Reporting Cycle	Annually
Desired Performance	15 (5 TVET partnership established + 5 HEI partnerships established+ 5 CET partnership established)
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	12. Number of TVET lecturers exposed to the industry through skills programme
Definition	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 Note: There are exclusions on special projects.
Source of Data	Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity
Method of Calculation / Assessment	Simple Count of 20 TVET Lecturers exposed to the industry through skills programme
Means of verification	LGSETA online (LPD system) Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.
Assumptions	Contribution towards the improvement of the South African education college system
Disaggregation of beneficiaries	Women Youth (Males +Females) People with disabilities (Males +Females)
Spatial Transformation	N/A
Reporting Cycle	Annually
Desired Performance	20 TVET Lecturers exposed to the industry through skills programme
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	13. Number of CET College Lecturers awarded Skills Development Programmes
Definition	Skills program as a short intervention allows for an individual to do more than 1 skills program in a financial year. These individuals will be reported for each skills program done. PIVOTAL Skills Programmes are learning interventions, which have been designed and intended to be occupationally-based, short-term learning programmes. When these programmes are successfully completed, they will contribute credits towards an NQF qualification. Note: There are exclusions on special projects.
Source of Data	Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity
Method of Calculation / Assessment	A total of CET College Lecturers entered for skills programmes
Means of verification	LGSETA online (LPD system) Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity
Assumptions	Contribution towards the improvement of the South African education college system
Disaggregation of beneficiaries	Women Youth (Males +Females) People with disabilities (Males +Females)
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting Cycle	Annually
Desired Performance	20 CET College Lecturers entered for skills programmes
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	14. Number of Managers receiving training on curriculum related studies per annum
Definition	Managers receiving Training on curriculum related studies for the financial year under review the date of commencement on the funding agreement between the entity and the LGSETA will be considered as a start for training. This will consist of two categories i.e. CET and TVET Managers receiving training on curriculum related studies per annum Note: There are exclusions on special projects.
Purpose/importance	The implementation of this indicator is in support of NSDP 2030 outcome 5 which state that we should support the growth of the public college system
Source of Data	Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity
Method of Calculation / Assessment	Total Sum of (20 CET Managers receiving training on curriculum related studies + 22 TVET Managers receiving training on curriculum related studies)
Means of verification	LGSETA online (LPD system)
Assumptions	Contribution towards the improvement of the South African education college system
Disaggregation of beneficiaries	Women Youth (Males +Females) People with disabilities (Males +Females)
Spatial Transformation	N/A
Calculation Type	Non- Cumulative
Reporting Cycle	Annually
Desired Performance	42 (20 CET Managers receiving training on curriculum related studies +22 TVET Managers receiving training on curriculum related studies)
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Indicator	Outcome Indicator
Indicator Title		15. Number Co-operatives and Small Businesses supported with training interventions or funded
Definition		Support for Co-operatives and Small Businesses refers to training interventions or funded 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. Note: There are exclusions on special projects
Source of Data		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
Method of Calculation / Assessment		Total Sum of (20 Co-operative + 20 Small business supported with training interventions or funded)
Assumptions		When these programmes are successfully completed, they will contribute credits towards an NQF qualification
Disaggregation of beneficiaries		N/A
Spatial Transformation		N/A
Reporting Cycle		Annually
Desired Performance		40 (20 Co-operatives and +20 Small Businesses supported through skills development programmes)
Indicator Responsibility		Chief Operations Officer

Technical Description	Indicator	Outcome Indicator
Indicator Title		16. Number of people to be trained on entrepreneurial skills
Definition		People to trained on entrepreneurial skills refers to training interventions or funded is a short intervention allows for an individual to do more than 1 skills program in a financial year. This will be done through PIVOTAL or non-PIVOTAL skills development programme during the financial year. Note: There are exclusions on special projects.
Source of Data		Company registration form; funding agreement from the SDP entity. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity
Method of Calculation / Assessment		Simple count of 100 people trained on entrepreneurial skills
Means of verification		LGSETA online (LPD system) Company registration form; funding agreement from the SDP entity. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.
Assumptions		Contribution to local government economic development agenda
Disaggregation of beneficiaries		Women Youth (Males +Females) People with disabilities (Males +Females)
Spatial Transformation		N/A
Reporting Cycle		Annually
Desired Performance		40 people trained on entrepreneurial skills
Indicator Responsibility		Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	17. Number of CBO's /NGO's /NPO's supported with training interventions or funded
Definition	CBO's /NGO's /NPO's supported through skills development programme training per annum is a short intervention allows for an individual to do more than 1 skills program in a financial year, this will be done through PIVOTAL or non-PIVOTAL skills development programme Note: There are exclusions on special projects.
Source of Data	Not-for-profit registration form; funding agreement from the entity. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity.
Method of Calculation / Assessment	A total of CBO's /NPO's /NGO's supported with training interventions.
Means of verification	LGSETA online (LPD system) 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.
Assumptions	Contribution towards socio- economic development agenda
Disaggregation of beneficiaries	By type of institution e.g. CBO/NPO/NGO
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	20 CBO's /NPO's /NGO's supported through skills development programmes
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	18. Number of Trade Unions supported through the relevant skills training interventions
Definition	Refers to worker initiated training (trade unions) interventions supported through capacity building. Note: There are exclusions on special projects.
Source of Data	Funding agreement from the entity. Learners' supporting documents (as detailed in the funding agreement under suspensive clause) and signed funding agreements from the entity
Method of Calculation / Assessment	A total of two Trade unions supported through skills development programmes
Means of verification	Signed funding agreement
Assumptions	Contribute toward leadership development with a view to strengthen local government sector
Disaggregation of beneficiaries	Women Youth (Males +Females) People with disabilities (Males +Females)
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting Cycle	Annually
Desired Performance	Two Trade unions supported through skills development programmes
Indicator Responsibility	Chief Operations Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	19. Number of career development events/exhibitions participated in urban and rural areas 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
Means of verification	Invitation from the school /organisation confirming participation /A letter on the LGSETA letterhead signed by the school/organisation.
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	Target for Rural: 15 events Target for Urban: 15 events
Spatial Transformation	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	30 career development events/exhibitions participated in urban and rural areas on occupations in high demand
Indicator Responsibility	Executive Manager: Corporate Services

Technical Indicator Description	Programme 1: Administration (Finance, Internal Audit and Risk Management)
Indicator Title	20. Unqualified Audit Opinion achieved
Definition	Financial and non-financial information contains no material misstatements. Audit Opinion at the end of the external audit review by Auditor General
Source of Data	Annual Financial statement and Annual Performance Report
Method of Calculation / Assessment	The final unqualified audit opinion
Means of verification	AGSA audit report issued as at 31 st July of each year
Assumptions	Financial and Non-financial Reports are accurate
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Unqualified Audit Opinion achieved
Indicator Responsibility	Chief Financial Officer

Technical Indicator Description	Outcome Indicator
Indicator Title	21. Percentage of vacant positions maintained
Definition	This refers to the vacant positions (that are not on hold or frozen) within the organisational structure and total staff complement within a financial year
Source of Data	Approved organizational structure and Premier HR
Method of Calculation / Assessment	$(\text{Number of vacant jobs [that are not on hold and/or frozen]} / \text{Total Approved Positions at the start of financial year}) * 100$
Means of verification	HR Report/s
Assumptions	The structure is not reviewed during the financial year
Disaggregation of beneficiaries	N/A
Spatial Transformation	N/A
Reporting Cycle	Annually
Desired Performance	5% employee vacant positions maintained
Indicator Responsibility	Executive Manager: Corporate Services

Technical Indicator Description	Outcome Indicator
Indicator Title	22. Percentage of WSP/ATR submissions approved
Definition	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 2021. Extensions for WSP/ATRs will be granted up until 31 May 2021 to those municipalities/entities who have applied for extensions.
Source of Data	Employers data
Method of Calculation / Assessment	Number of compliant WSP and ATR submissions * 100 Total WSP and ATR submissions
Means of verification	Approved workplace skills plans
Assumptions	Employers will submit compliant workplace skills plans on time. WSPs will be approved on time.
Disaggregation of beneficiaries (Where Applicable)	Small firms (local municipalities and entities below 50 employees) Medium firms (district municipalities and entities with employees between 50 and 150 employees) Large firms (metropolitan municipalities and entities with employees 150 and over)
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	100% (268) compliant workplace skills plans and annual training reports approved for payment of the mandatory grant
Indicator Responsibility	Executive Manager: Strategy and Planning

Technical Indicator Description	Outcome Indicator
Indicator Title	23. Identify skills needs for established, emergent co-operatives, small and emerging enterprises through SETA skills planning research
Definition	This refers to identifying of the skills needs for established emergent cooperatives, small enterprises in the local government sector.
Source of Data	National/Local Government Database (s)
Method of Calculation / Assessment	Total number of reports on skills needs for established and emergent cooperatives, small and emerging enterprises
Means of verification	A research report on the skills needs for established and emergent co-operatives and small enterprises in the local government sector
Assumptions	Access to an accurate database on established and emergent cooperatives and small enterprises in the local government sector
Disaggregation of beneficiaries (Where Applicable)	Established and emergent cooperatives Small and emerging enterprises
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Two reports that identify skills needs for established and emergent co-operatives and small and emerging enterprises in the local government sector
Indicator Responsibility	Executive Manager: Strategy and Planning

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