



Education, Training and Development Practices
Sector Education and Training Authority

MID-TERM REVIEW OF THE ETDP SETA FIVE-YEAR STRATEGIC PLAN 2020-2025

Final Consolidated Report

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Name	Designation	Organisation	Date	Signature	Conditions/Comments
Sibongile Nhlabathi	Performance Monitoring & Evaluation Specialist	ETDP SETA			
Mabu Raphotle	Manager: Skills Planning and Research	ETDP SETA			
Tommy Baloyi	Manager: Performance Monitoring, Evaluation and Reporting	ETDP SETA			

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1 Introduction

This document (the Final Evaluation Report) presents the findings and recommendations of the Mid-Term Review of the ETDP SETA five-year Strategic Plan 2020-2025 (the “Evaluation”) undertaken by Redflank for the Education Training and Development Practices Sector Education and Training Authority (“ETDP SETA”).

The following sections are covered in this document.

Table 1: Document Outline

Section	Contents	Description
1	Introduction	This section provides an overview of the client and service provider and the project background and objectives.
2	Research Methodology	This section outlines the data collection activities undertaken by Redflank, including an overview of the key consultations conducted. It also presents an analysis of the Results Chain.
3	Progress on the Achievement of Outcomes	This section provides an analysis of the ETDP SETA’s achieved performance over the mid-term period for each of the outcomes of the Strategic Plan.
4	Stakeholder Profile Findings	The section presents the profile of the beneficiaries that were consulted through surveys.
5	Evaluation Findings	This section presents the evaluation findings of the study. This includes findings from desktop research, the surveys that were distributed and the interviews and focus group discussions that were conducted with the beneficiaries of the selected projects.
6	Findings and Recommendations	This section presents a summary of the key findings that emanated from the study as well as recommendations for the ETDP SETA.
7	References	This section lists the references.

1.1 Overview of ETDP SETA

The ETDP SETA is a public entity established in terms of Section 9(1) of the Skills Development Act, No. 97 of 1998 to advance skills levels in accordance with the National Skills Development Strategy III. The Mandate of the ETDP SETA is to promote and facilitate the development and improvement of the skills profile of the sector’s workforce in order to benefit employers, workers, and employees in the ETD sector.

1.2 Overview of Redflank

Redflank is a specialist management consultancy, assisting clients with the delivery of research, strategy, diagnostic, implementation, and assurance projects. The specialist nature of our consultancy relates to the inclusion of deep management consulting and sector expertise in our project teams. Our client base includes public sector organisations (e.g., JDA, SEDA, Northern Cape Provincial Government, DPW, JCPZ, DTI) and private sector companies (e.g., Absa, MTN, Bosch Engineering).

1.3 Project Background

The study assesses the progress on the implementation of the Strategic Plan after the first two and a half financial years, with particular reference to the delivery of outcomes and key priorities. The mid-term review serves as largely a management tool to provide the Accounting Authority and key

stakeholders with an account of results achieved at the time of reporting, and a guide for the remaining period of the plan.

1.4 Project Objectives

The following are the identified project objectives:

- To systematically and objectively determine the strategic plan' relevance, effectiveness, efficiency, and sustainability against the NSDP and the NDP – Vision 2030, by proposing a set of recommendations with a view to review ongoing and future actions until the end of five-year period.
- To identify significant factors that that could hinder/impede the delivery of outcomes and impacts.
- To also identify the underlying causes and issues contributing to targets that are not being adequately achieved; and
- To objectively identify strengths and weaknesses as well as opportunities and risks of the strategic plan and develop recommendations for any necessary changes in the overall design.

The following are the identified research questions to be assessed during the course of the Study:

- To what extent the SETA plans conformed to regulatory frameworks, the sustainable development priorities of the sector and/or country?
- To what extent have the expected outcomes and key focus priorities of the strategic plan have been achieved thus far?
- How has the strategic plan been implemented efficiently, cost-effectively, and has been able to adapt to any changing conditions due to various factors, including the impact of the COVID-19 pandemic?
- To what extent was the design and implementation of the strategic plan responsive to the country's transformational imperatives?

For the purposes of assessing the progress on the implementation of the Strategic Plan, the following projects have been identified for this mid-term review¹:

- Unemployed graduates placed and completed internship programmes.
- CBOs/ NGOs/ NPO supported with training.
- Candidates placed and completed RPL programme.
- Unemployed learners enrolled and completed in entrepreneurial and digital skills programmes.

¹ The evaluation of the selected projects will consider dropout rates and the causes and impacts thereof.

- Unemployed bursaries

2 Research Methodology

This section describes key aspects of the research methodology for the Evaluation. The evaluation followed a mixed-method approach of desk-based and fieldwork research. The mixed-method approach combined quantitative and qualitative research in order to answer the evaluation questions. A mixed-method approach helps gain a more complete picture than standalone quantitative or qualitative methods, as it integrates the benefits of both methods (George, 2021). Using different methods to collect data on the same subject thus adds credibility to the results. If the qualitative and quantitative data confirm the same findings, this strengthens the validity of conclusions. This process is called data triangulation, whereby the results of one data source (e.g., literature) are compared against other sources (i.e., interviews, focus groups and surveys).

The fieldwork research component consisted of surveys, interviews and focus group discussions, whilst the desk-based research consisted of a document review.

2.1 Field Research Undertaken

Field research, as part of the Evaluation, included distributing electronic surveys and conducting interviews and facilitating focus groups. The stakeholders consulted included the beneficiaries, training providers and employers of selected projects implemented by the EDTP SETA (i.e., internships, bursaries, RPL programmes, skills programmes and training support provided to CBOs/NGOs/NPOs). Consultations were also conducted with a Department of Higher Education and Training (DHET) official, South African Qualifications Authority (SAQA) representatives and ETDP SETA staff.

2.1.1 Surveys

The table below provides a breakdown of the surveys which were completed as part of the data collection phase of the assessment.

Table 2: Consultations Conducted

Survey	Stakeholder Type	Number of Responses	Number of Contact Details Received
Internships	Beneficiaries	264	863
Bursaries		295	1208
RPL Programmes		88	249
CBOs/NGOs/NPOs Training Support		12	38
Digital and Entrepreneurial Skills Programmes		178	1283
ETDP SETA Internal Survey	ETDP SETA Staff	5	19
Total Surveys Completed		842	3660

Survey links were distributed to the entire database of relevant beneficiaries for whom email addresses were provided. A total population of 2 489 beneficiaries across the selected projects was identified in the contact databases received. A maximum of three reminders were issued to

beneficiaries via email, with the purpose of prompting their survey completion and bolstering the overall survey response rate. In addition, where the desired survey responses proved challenging to obtain, bulk SMSs were dispatched to beneficiaries whose contact number were provided, to prompt and encourage survey completion. A total of 837 surveys were completed by beneficiaries across the selected projects.

Similarly, survey links were distributed via email to ETDP SETA programme owners and provincial managers who were then encouraged to distribute to other employees within the ETDP SETA. A total of 5 surveys were completed by ETDP SETA employees.

Overall, a total of 842 surveys were completed during the data collection phase of the project.

It was decided to collect the bulk of the survey data through online surveys. Online surveys were chosen as they offer a number of advantages over face-to-face or telephonic surveys. These include their cost-effectiveness, convenience for respondents, and ability to reach a larger and more diverse sample of respondents. Additionally, online surveys offer greater flexibility in survey design and administration, as well as real-time access to data and analytics, making it easier for researchers to analyse results and draw conclusions quickly (Nayak & Narayan, 2019).

Surveys were designed based on the need to obtain specific information needed by the Evaluation in order to assess the impact of the selected projects. The primary goal of the survey was to gain insight into the effectiveness of programme implementation and the impact of this on stakeholders. Questions within the survey were predominantly based on a 4-point Likert scale. Likert-type or frequency scales use fixed choice response formats and are designed to measure attitudes or opinions (Willits, et al., 2016). This approach was taken in order to obtain an overall view of the programmes' implementation and their impact. In addition, a few open-ended questions were included within the survey in order to give further depth and understanding.

2.1.2 Interviews

The purpose of the interviews and focus groups that were conducted as part of this evaluation was to generate qualitative data that would lend depth to the quantitative data generated by the surveys. Interview questions were derived from preliminary research, the Project's Terms of Reference, and the Results Chain.

The table below demonstrates the number of interviews conducted with beneficiaries, training providers and employers who were identified across the projects selected for this assessment.

Table 3: Interviews Conducted

Stakeholders	Interviews Conducted
Beneficiaries: Bursaries	4
Beneficiaries: RPL Programmes	7
Beneficiaries: CBOs/NGOs/NPOs Training Support	2
Beneficiaries: Digital and Entrepreneurial Skills Programmes	8
Beneficiaries: Internships	8
Total	29

Beneficiaries were contacted telephonically to determine their availability to participate in the interview, and subsequent to their agreement, a formal invitation to the interview was sent via email. Beneficiary interviews were conducted through virtual platforms such as Zoom and MS Teams, as well as telephonically. A total of 29 beneficiary interviews were conducted.

Furthermore, interviews with training providers and employers were conducted virtually, with supplementary field visits conducted in various provinces. A total of 13 interviews were conducted.

Table 4: Training Provider and Employer Interviews Conducted

Province	Project	Stakeholder Type	Name of Organisation	Mode
North West	Internships	Employer	Vuselela TVET College	In-person
	Bursaries	Training Providers	North West University	In-person
Western Cape	Internships	Employer	College of Cape Town	In-person
	Bursaries	Training Provider	Cape Peninsula University of Technology	In-person
	Internships	Employer	SADTU	Virtual
Mpumalanga	Internships	Employer	Mpumalanga Regional and Training Trust	Virtual
	RPL Programme	Training Provider	Nkangala TVET College	In-person
Gauteng	CBO/NGOs/NPOs	Training Provider	Ontoanetse Consulting	Virtual
Free State	Internships	Employer	Goldfields TVET College	Virtual
Northern Cape	Bursaries	Training Provider	Boston	Virtual
Limpopo	CBO/NGOs/NPOs	Training Provider	ATTI	Virtual
KwaZulu Natal	Skills Programme	Training Provider	Majuba TVET College	Virtual
Eastern Cape	Bursaries	Training Providers	Rhodes University	Virtual

Training providers and employers were also contacted telephonically to determine their availability to participate in the interview, and subsequent to their agreement, a formal invitation to the interview was sent via email

Several limitations were experienced during the scheduling of interviews with relevant individuals from the contact databases provided. O.

Consultations were also conducted with a Department of Higher Education and Training (DHET) official, South African Qualifications Authority (SAQA) representatives and ETDP SETA staff. The objective of the interview with the DHET official was to explore challenges in the implementation of skills programmes and monitoring and evaluation practices. The interview with the SAQA representative explored the efficiency and effectiveness of programme 4 in increasing access to occupationally directed occupations and the interviews with ETDP SETA staff sought to assess the relevance and impact of the training received by staff members.

2.1.3 Focus Groups

In addition to the interviews that were conducted, virtual focus groups were undertaken to further source inputs from beneficiaries. Similar to the interviews, the purpose of these focus groups was to gain an understanding of the beneficiaries' experiences with ETDP SETA-funded skills development

initiatives and to determine their views on the ETDP SETA's progress on the implementation of the Strategic Plan. Focus groups took the form of a facilitated sessions focused on key discussion points that allowed for better participation.

The table below provides a breakdown of the focus groups conducted for each of the selected projects.

Table 5: Focus Groups Conducted

Project	Focus Groups Conducted
Bursaries	1 with 31 participants
Skills Programmes	1 with 4 participants
Internships	1 with 14 participants
Total	3 with 49 participants

Overall, a total of 3 focus groups were conducted with 49 participants. One notable challenge encountered during the scheduling of focus group sessions with beneficiaries was the nonattendance of some participants, despite the issuance of formal invitations. A focus group with participants of RPL programmes was scheduled but was not successful due to respondents not attending.

2.2 Desktop Research

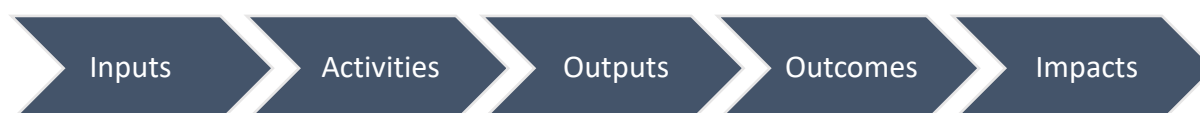
The desk-based research included an analysis of multiple sources, including:

- ETDP SETA Annual Performance Plans (2020/21 – 2022/23)
- ETDP SETA Annual Reports (2020/21 – 2022/23)
- ETDP SETA Strategic Plan 2020-2025
- ETDP SETA Sector Skills Plans (2020/21 – 2022/23)
- ETDP SETA Theory of Change & Results Chain Framework for the ETDP SETA Strategic Plan 2015 – 2019 (2023)
- DPME Revised Framework for Strategic Plans and Annual Performance Plans (2021)
- Guidelines for Reporting on the 2020-2025 Strategic Plans (2022)
- Past evaluation and research studies including but not limited to:
 - ETDP SETA Track and Trace Research Report on Labour Market Outcomes of Persons with Disabilities
 - ETDP SETA Current Practice of Work Integrated Learning at Ten Selected South African TVET Colleges
- Other research reports:
 - Learning from Results-Based Management Evaluations and Reviews (The Development Assistance Committee, 2018)
 - Four Best Practices for Strategic Planning (Kachaner, King, & Stewart, 2016)

- Organisation for Economic Co-operation and Development (OECD): Community Education and Training in South Africa (OECD, 2019)
- Organisation for Economic Co-operation and Development (OECD): Education at a Glance 2020 (OECD, 2020)
- Does Strategic Planning Improve Organisational Performance? A Meta Analysis (George , Walker, & Monster, 2019)
- Evaluation of Results Based Management in the Council of Europe (Blomeyer & Sanz, 2021)

2.3 Results Chain Analysis

The evaluation used, as its point of reference, the Results Chain, represented conceptually below, and in more detail throughout this section.



The Results Chain describes the process whereby specific activities are conducted to convert inputs into outputs which then translate into outcomes, that result in intended impacts. The Results Chain thus defines the elements that contribute to the delivery of results, in a chain of causality, from inputs to impacts.

2.3.1 Results Chain as a Point of Reference

The findings of the study are depicted in the form of heat maps, where the colours indicate the extent to which results were realised.

The rating scale below is used to assess outcomes and impacts (and those outputs without a target). Areas highlighted in dark green were assessed as **exemplary** practices, light green were assessed as **met**, areas highlighted in amber were assessed as **partially met** and areas highlighted in red were assessed as **not met**. The heat map below thus, reflects the extent to which components of the Results Chains have contributed to the relevant objective being met.

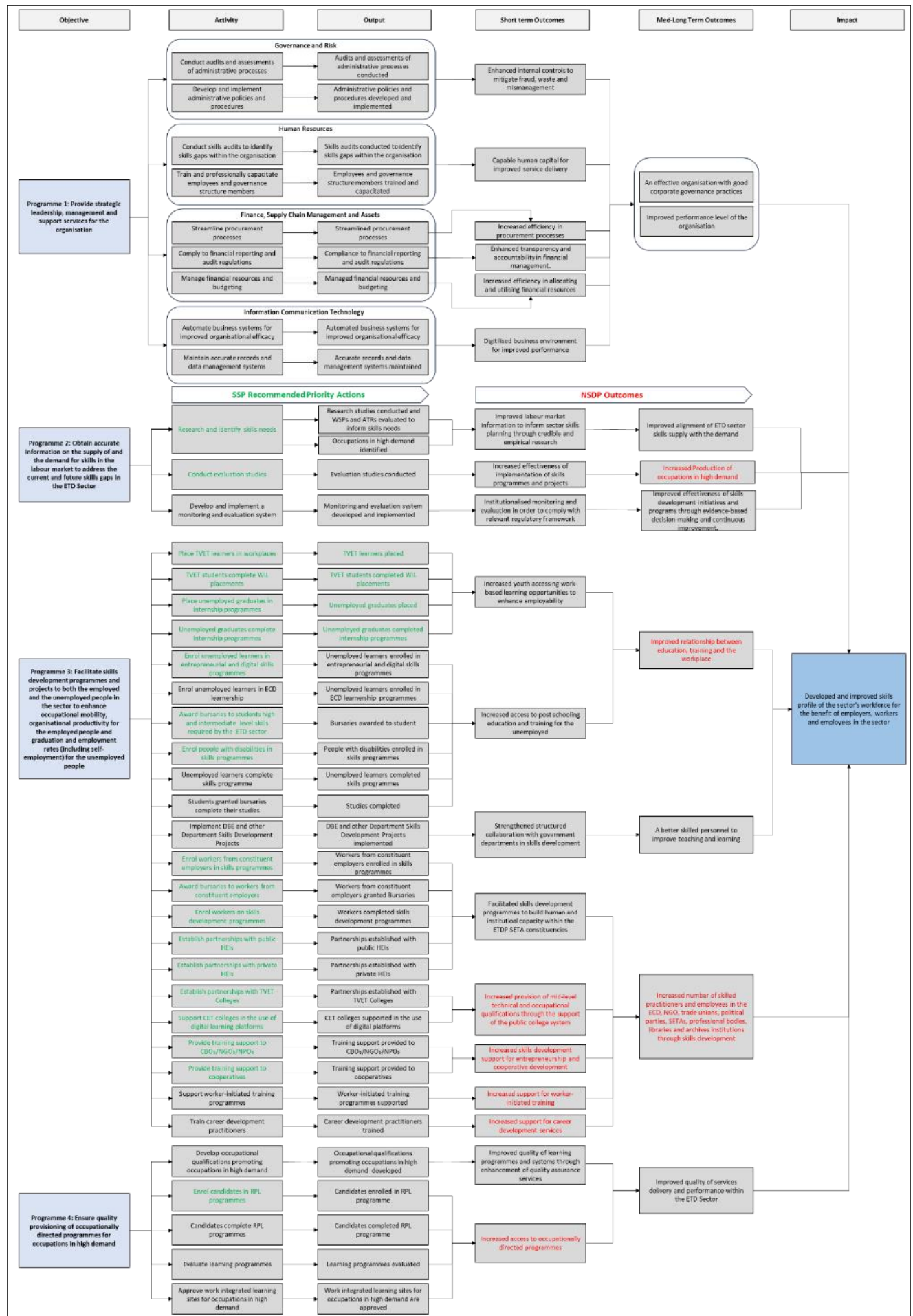
Results Chain Rating Scale: Percentage Positive Responses				
Not met (0%-32%)	Partially met (33%-65%)	met (66%-79%)	exemplary (80%-100%)	
Likert Scale of Achievement:				
1=Not at All (0%-19%)	2=Minimally (20%-39%)	3=Somewhat (40%-59%)	4=Significantly (60%-79%)	5=Completely (80%-100%)

The percentage in the scale above indicates the rating received from stakeholders for each component of the results chain. Where applicable, the scale may be presented as a 5-point Likert scale measuring the extent to which the SETAs' interventions contributed to the achievement of an outcome (causal attribution), ranging from "not at all" achieved to "completely" achieved.

2.3.2 Results Chain

The diagram below depicts the Results Chain against which the Evaluation was conducted. The Results Chain shows the chain of causality from activities all the way through to the impact of the ETDP SETA. In addition, the text in **green** in the diagram denotes a link with SSP priorities, while the text in **red** indicates a link with NSDP outcomes.

Figure 1: Results Chain



2.3.3 Research Challenges and Limitations

During the data collection phase of the Study, two major challenges that hampered the data collection process were encountered. Although these issues were overcome by adapting the research design, it is worth noting these to inform the research approach in future. The table below lists the identified challenges, and the approach taken to handle the challenges. Other limitations that were encountered during the evaluation are discussed in this section.

Table 6: Data Collection Challenges and Responses

#	Data Collection Challenge	Response to Challenge
1	Invalid/Outdated Stakeholder Contact Details The databases containing stakeholder contact details had invalid/outdated email addresses and phone numbers, resulting in unsuccessful attempts to contact some stakeholders. This challenge may be attributed to contact details such as email addresses and cell phone numbers being deactivated after some time, for instance, if an individual had exited a specific organisation or if their contact details had changed.	Where a stakeholder could not be reached for an interview due to invalid contact details, they were replaced with another contact from the database.
2	Stakeholder Unavailability Several stakeholders did not honour invitations to participate in interviews and focus groups, despite agreeing to participate telephonically or via email correspondence.	- In instances where stakeholders did not honour appointments, appointments were rescheduled at the convenience of stakeholders. - Up to three attempts were made, via telephone and email, to secure interviews with relevant individuals before they were considered unresponsive.

A notable limitation encountered during data collection pertained to the facilitation of focus groups with internal stakeholders of the ETDP SETA. The primary objective was to solicit their perspectives on factors contributing to the achievement of targets by the ETDP SETA. Despite diligent efforts, including rescheduling focus groups to accommodate participants, attendance remained significantly low.

This limitation poses a challenge to the comprehensive nature of the evaluation, as the insights and perspectives gathered may not fully represent the diverse perspectives and experiences amongst ETDP SETA employees and therefore limits the extent to which findings can be generalised. Findings were analysed within this context, with desktop reviews intended to mitigate this as far as is reasonably possible.

Recognising the importance of employee participation in the focus groups, the evaluation team took proactive steps to encourage attendance. Reminder emails were sent to employees in anticipation of the scheduled focus groups. Additionally, in response to employee feedback indicating scheduling conflicts with other ETDP SETA commitments, the focus groups were rescheduled to a more accommodating date. Lastly, telephone calls were initiated to provide reminders regarding the focus groups and to confirm the attendance of employees. Despite these efforts, the focus groups were not successful.

3 Progress on the Achievement of Outcomes

The following sections of the evaluation report provide a comprehensive analysis of the extent to which the expected outcomes and key focus priorities of the ETDP SETA's 5-Year Strategic Plan have been achieved thus far. Moreover, the evaluation identifies the underlying causes and issues contributing to targets that are not being adequately achieved.

3.1 Impact Statement

The Mid-Term Evaluation of the ETDP SETA's 5-Year Strategic Plan assesses the progress on the implementation of the Strategic Plan after the first two and a half financial years, with particular reference to the delivery of outcomes and key priorities. The mid-term review serves as largely a management tool to provide the Accounting Authority and key stakeholders with an account of results achieved at the time of reporting, and a guide for the remaining period of the plan.

This section outlines the progress that has been made towards the achievement of the ETDP SETA's impact statements as defined in the Strategic Plan.

The ETDP SETA's Strategic Plan defines multiple impact statements across the four programmes of the Strategic Plan. These impact statements are not at organisational level, but rather at programme level. This should be revised to one impact statement at organisational level as per the Department of Planning, Monitoring and Evaluation's Revised Framework for Strategic Plans and Annual Performance Plans (DPME, 2021). It is further recommended that the description of the impact be informed by the theory of change, or any other tools used to develop a results-based plan.

The impact statements stipulated in the Strategic Plan are as follows:

Table 7: ETDP SETA Impact Statements

Programme	Impact Statement
Programme 1	A transformed, skilled and capable workforce who are participating in the economy and contributing to society
Programme 2	Reduce occupational shortages and address skills gaps in the ETD Sector
Programme 3	- Adequate skilled youth entering the economy - Improved competencies of teachers and government officials for quality of learning and teaching - Enhancement of skills level through training with specific reference to ETD constituencies - Increased number of qualified lecturers, managers and practitioners on learning programmes and improve governance - Increased self-employment and entrepreneurship opportunities through the provisioning of business and entrepreneurial skills for the sustainability of existing and new enterprises - Worker initiated training is enhanced to improve skills levels of the workers and ensure well-being of workers especially during the disaster periods - Increased uptake of careers in the ETD Sector through career development services

Programme 4

- Quality assured learning programmes and systems to improve the general quality of education, training and development.

It is noted for completeness that impact statements per Programme are not advisable, 1 impact statement at organisation level is required.

The ETDP SETA has demonstrated commendable performance across various outcomes having met targets in several key areas, while exceeding them in some cases. However, certain outcome indicators may potentially be at risk of not being achieved. These include the following:

- Increased number of students receiving financial assistance from the ETDP SETA bursary scheme and/or ETDP SETA funded skills development initiatives
- Increased number of teachers and government officials who are competent in digital skills to facilitate digital learning, e-learning, blended learning and other new digital skills transfer to learners
- Increased number of TVET and CET College lecturers, managers, practitioners, and council members trained in specialised fields and lecturers exposed to relevant industries
- Increased number of emerging cooperatives especially in rural areas to acquire the new skills required in the 4IR
- Increased number of worker-initiated training supported
- Increase in the career development opportunities for previously disadvantaged individuals in accessing post-school education and training as a result of career guidance events organised
- Occupational qualifications that promote occupations in high demands to increase employability are developed
- Candidates are enrolled in Recognition of Prior Learning programmes to fast track the award of qualifications
- Increase the number of candidates awarded qualifications through the Recognition of Prior Learning processes
- Increase in the number of work-integrated learning sites promoted and supported for occupations in high demand to increase employability

The section that follows provides a more comprehensive explanation of the ETDP SETA's achieved performance over the mid-term period. It does so by providing a narrative on the progress made towards the five-year targets; and delving into some of the underlying causes and issues contributing to targets that are not being adequately achieved. These challenges have been identified through an analysis of the ETDP SETA's strategic documents and insights gained from stakeholders consulted during the evaluation.

It is essential to acknowledge that, as indicated in [Section 2.3.3](#), the insights and perspectives gathered during fieldwork were limited due to a lack of participation from ETDP SETA internal stakeholders. The absence of these crucial perspectives may have implications for the comprehensiveness of the evaluation findings. To address this limitation, future evaluations may benefit from a more inclusive engagement strategy to ensure a holistic understanding of the challenges and opportunities faced by the organisation.

3.2 Progress on the Achievement of Outcomes

The following sections provide an overview of the ETDP SETA's achieved performance over the mid-term period for each of the programmes of the Strategic Plan.

3.2.1 Programme 1

The table below outlines the progress that has been made towards the achievement of Programme 1's outcomes. It provides the outcomes, outcome indicators, the 5-year targets as set out in the ETDP SETA's Strategic Plan, and the progress as at 31 March 2023².

Table 8: Programme 1 - Performance Against Targets

Outcome	Outcome Indicator	2019/20 Baseline	2024/25 Target	Data Sources	Improvements required for the remainder of the planning period	Progress as at 31 March 2023	Progress as percentage of target
Capable human capital for improved service delivery	Number of employees and governance structure members trained and professionally capacitated for improved service delivery	–	All staff and governance structure members trained on relevant competencies and capabilities	Portfolio of evidence on the skills acquired	Ensure that training provided to employees is relevant to the professional needs of the employees and the goals of the organisation	163	[127 (94%) Staff members and 36 (100%) Governance Structure members]
Digitalised business environment for improved performance	Number of automated business processes implemented for improved organisational efficacy by year end	–	15	ICT systems architecture	- Identify areas within the ETDP SETA's processes where mundane tasks can be automated in order to adopt a more streamlined workflow - Develop a digital contract management system for external stakeholders	11	73%

Source: ETDP SETA Annual Report 2022/23 (2023)

² The tables in this section show the ETDP SETA's progress as of March 31, 2023, as opposed to September 30, 2022. This is because the 2022/23 Annual Report does not include quarterly performance data, and the 2023/24 Annual Performance Plan has not been published.

Progress towards the achievement of the Impact Statement and Five-Year Targets

The ETDP SETA has demonstrated commendable progress in the pursuit of its strategic objectives and toward the achievement of a *transformed, skilled and capable workforce actively participating in the economy and contributing to society*, as reflected in the provided table. Notably, the *capable human capital for improved service delivery* outcome demonstrates exceptional performance, with 94% of staff members and 100% of governance structure members trained and professionally capacitated. This accomplishment reflects the SETA's commitment to developing the skills and capabilities of its human capital.

In the fiscal year 2020/21, the ETDP SETA successfully crafted its Digital Transformation Strategy (DTS) 2020-2025, aligning it with the organisation's five-year Strategic Plan. Additionally, an implementation plan was formulated, delineating crucial ICT projects the organisation intends to undertake. The plan underscores the pivotal role of the ICT function in enhancing efficiencies within the ETDP SETA. Despite encountered challenges, the organisation, supported by the Accounting Authority, ICT Governance Committee, and key stakeholders, is committed to persistently influencing and shaping the delivery of high-quality services in the ETD sector through digital enablement (ETDP SETA, 2021).

In its efforts to achieve a *digitalised business environment for improved performance*, the ETDP SETA has made substantial strides, achieving 73% progress (11 automated business processes) toward the target of implementing 15 automated business processes. This underscores the ETDP SETA's dedication to organisational efficiency through digitalisation. The following businesses process were automated by the ETDP SETA (ETDP SETA , 2023):

- Assessor and Moderation Registration
- Digital Contract Management
- Quality Assurance – Learner Enrolments
- Quality Assurance – Learner Assessments
- Performance Information Management – Learner Processing

Other processes that have been automated during the period under review (during the 2021/22 financial year) include (ETDP SETA , 2022):

- Purchase orders approval processes
- Implementation of virtual platforms to enhance communication and collaboration amongst employees and stakeholders
- Employee performance management
- Enterprise risk management
- Strategy management

Challenges Affecting Performance of the Institution

In addition to assessing progress against set targets, an important aspect of the evaluation was to identify underlying causes and issues that may impede achieving certain targets and hinder future success. Despite notable achievements, the evaluation assessed the relevance of training provided to employees and the effectiveness of automated business processes in meeting the organisation and external stakeholders needs. The findings are presented below.

Inadequate training budget

According to ETDP SETA internal stakeholders, one of the factors identified as a potential threat to the ETDP SETA's success in developing capable human capital for improved service delivery is a perceived

lack of an adequate training budget. ETDP SETA internal stakeholders expressed concerns regarding the adequacy of the training budget, stating that it poses limitations on the training that can be provided. Additionally, consultations with internal stakeholders uncovered the perception that the budget allocated for training appears to be better; which suggests a misalignment between budget allocation and the aspirations of employees seeking professional qualifications. For employees aspiring to attain qualifications they consider crucial for their roles, the allocated budget is deemed insufficient. This then necessitates financial contributions from employees themselves, potentially creating a financial barrier that may discourage individuals from actively pursuing training and qualifications beyond what the organisation prescribes. In essence, the lack of an ample training budget not only hinders the organisation's capacity to provide diverse and comprehensive training but also creates disparities in access to professional development opportunities. This could, in turn, impact the overall capability of the human capital within the ETDP SETA, hindering the organisation's ability to meet its service delivery objectives effectively.

Automation of business processes

While significant strides have been made in embracing automation within the organisation, consultations with internal stakeholders have uncovered notable limitations, indicating areas where further automation could enhance overall effectiveness. Suggestions to automate mundane tasks have been put forward, reflecting a desire for a more streamlined and optimised workflow. Interestingly, some employees have noted the absence of any automated tasks within their departments, signalling a potential gap in leveraging automation to its full potential. Furthermore, external stakeholders voiced concerns about instances of misplaced student documentation by the ETDP SETA. To address this issue, training providers in the sector have recommended the implementation of a digital platform where contracts and supporting documents can be securely uploaded. This proposed solution aims to mitigate the risk of document loss and eliminates the need for resubmission, thereby enhancing efficiency and ensuring a smoother process for all stakeholders involved.

Other challenges

In the financial year 2021/22, the ETDP SETA encountered various challenges that it has since planned to rectify for the remaining duration of the five-year period. These challenges included (ETDP SETA, 2021):

- Critical job vacancies that could not be promptly filled.
- Several identified weaknesses in the organisation's internal controls, as highlighted by auditors. Management sought to take measures to address these issues, closely monitoring the implementation of those that are partially resolved.
- Procurement delays attributable to COVID-19 restrictions, leading to the majority of procurement activities concluding towards the end of the financial year.
- A decline in the accomplishment of predetermined objectives compared to the performance in previous financial years

Strategies to Overcome Areas of Underperformance

In addressing these observations, the ETDP SETA has an opportunity to not only continue its momentum in automating processes but to also strategically assess and prioritise areas for further automation. Aligning automation efforts with the specific needs and challenges identified by employees can significantly contribute to creating a more efficient and streamlined operational environment. The continuous dialogue between management and employees will play a crucial role in identifying opportunities for automation that enhance relevance and directly impact organisational effectiveness.

Furthermore, the 2021/22 Annual Report outlined some strategies that the ETDP SETA would undertake to address the challenges faced during that financial year. These are presented below (ETDP SETA, 2022):

- Most of the crucial job positions were filled towards the conclusion of the fiscal year, with a commitment to expedite the filling of vacancies in the 2022/23 financial year. It was added that the prioritisation of staff training and development will focus on equipping personnel with essential digital skills to enhance efficiency.
- To address challenges identified in quarterly reports where goals were not met as outlined in the Annual Performance Plan, it was noted that an improvement strategy for implementation would be devised.
- The funding for ETDP SETA's operations heavily relies on revenue from Provincial Departments of Education. Currently, not all departments contribute the anticipated revenue, leading to a shortfall. The Annual Report states that the ETDP SETA is actively engaging with the respective Departments of Education to ensure that expected contributions are made in full and within the stipulated timeframe.

3.2.2 Programme 2

The table below outlines the progress that has been made towards the achievement of Programme 2's outcomes. It provides the outcomes, outcome indicators, the 5-year targets as set out in the ETDP SETA's strategic plan, and the progress as at 31 March 2023.

Table 9: Programme 2 – Performance Against Targets

Outcome	Outcome Indicator	2019/20 Baseline	2024/25 Target	Data Sources	Improvements required for the remainder of the planning period	Progress as at 31 March 2023	Progress as percentage of target
Increased production of occupations in high demand	Number of occupations in high demand identified and reported through Sector Skills Plans process	20	30	SSP and the national list of occupations in high demand	-	24	80%
	Number of research studies conducted to inform skills planning	—	15	Commissioned research reports	-	11	73%
	Percentage of WSPs and ATRs evaluated and feedback provided to employers	1000	100%	Evaluated WSP Register, electronic or otherwise	-	100%	100%
Effectiveness of implementation of skills programmes and projects	Number of evaluation studies conducted	6	5	Evaluations repository	-	3	60%

Source: ETDP SETA Annual Report 2022/23 (2023)

Progress towards the achievement of the Impact Statement and Five-Year Targets

As can be seen in the table above, the ETDP SETA has made significant progress in achieving the outcomes for Programme 2. Notably, the achievement of 80% progress in identifying and reporting occupations in high demand through the Sector Skills Plans process is a noteworthy accomplishment, with 24 out of the targeted 30 occupations being identified and reported through the sector skills plans process.

Furthermore, the completion of 11 studies out of the planned 15 (73% progress) reflects the ETDP SETA's commitment to informed skills development initiatives. In relation to the outcome of evaluating Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs), the ETDP SETA has excelled, achieving 100% progress against the target. Furthermore, in the area of the effectiveness of implementing skills programs and projects, the SETA has achieved 60% progress in the number of evaluation studies (3) conducted against the targeted 5 studies. Overall, progress as it relates to the achievement of the impact of reducing occupational shortages and addressing skills gaps in the ETD Sector has been positive.

Challenges Affecting Performance of the Institution

No challenges were identified.

3.2.3 Programme 3

The table below outlines the progress that has been made towards the achievement of Programme 3's outcomes. It provides the outcomes, outcome indicators, the 5-year targets as set out in the ETDP SETA's Strategic Plan, and the progress as at 31 March 2023.

Table 10: Programme 3 - Performance Against Targets

Outcome	Outcome Indicator	2019/20 Baseline	2024/ 25 Target	Data Sources	Improvements required for the remainder of the planning period	Progress as at 31 March 2023	Progress as percentage of target
Linking education and the workplace	Number of youth accessing work-based learning opportunities to enhance employability	15566	20205	Performance reports	-	11900	59%
	Increased number of students receiving financial assistance from the ETDP SETA bursary scheme and/or ETDP SETA funded skills development initiatives	13837	20105	A register of the ETDP SETA bursary recipients and/or ETDP SETA funded skills development initiatives (electronic and manual)	Revise bursary amounts and agreements to provide students with more substantial financial assistance.	2317	12%
Improving the level of skills in the South African workforce	Increased number of teachers and government officials who are competent in digital skills to facilitate digital learning, e-learning, blended	48700	51844	Register of teachers and government officials who enrolled in and	Ensure timely sourcing of service providers for entrepreneurial and digital skills programmes.	14856	29%

Outcome	Outcome Indicator	2019/20 Baseline	2024/ 25 Target	Data Sources	Improvements required for the remainder of the planning period	Progress as at 31 March 2023	Progress as percentage of target
	learning and other new digital skills transfer to learners			completed the identified programmes (electronic and/or manual)			
	Constituent organisations supported, through skills development, to enhance employees' capabilities on digital skills	–	14	Register of ETD constituency employees trained in various skills development programmes	-	44	314%
Support the growth of the public college system	CET Colleges funded to implement digital learning platforms	–	9	Register of digital learning platform initiatives for CET Colleges	-	9	100%
	Increased number of TVET and CET College lecturers, managers, practitioners, and council members trained in specialised fields and lecturers exposed to relevant industries	4039	5000	Database of TVET and CET College lecturers, managers, practitioners, and council members	Ensure diligent monitoring of the SETA's programmes to ensure that targets are on track to be met.	190	4%
Skills development support for entrepreneurship and cooperative development³	Increased number of emerging cooperatives especially in rural areas to acquire the new skills required in the 4IR	42	100	A register of small emerging providers and co-operatives supported	- Implement targeted outreach initiatives and awareness campaigns to reach a wider range of cooperatives. - Ensure timely sourcing of service providers for skills development programmes	30	30%

³ The output 'CBOs/NGOs/NPOs supported with training interventions' is not does not appear in the Strategic Plan

Outcome	Outcome Indicator	2019/20 Baseline	2024/ 25 Target	Data Sources	Improvements required for the remainder of the planning period	Progress as at 31 March 2023	Progress as percentage of target
Encourage and support worker-initiated training	Increased number of worker-initiated training supported	–	10	A register of trade unions supported	• Increase collaboration with employers and workers' unions to promote the benefits of worker-initiated training. • Offer flexible training options that cater to the diverse needs and schedules of workers.	3	30%
Support career development services	Increase in the career development opportunities for previously disadvantaged individuals in accessing post-school education and training as a result of career guidance events organised	260	400	Register of career development events (electronic and/or manual)	• Implement targeted outreach programs focused on reaching previously disadvantaged communities. Collaborate with community organizations, educational institutions, and local authorities to organize career guidance events in underserved areas.	125	31%

Source: ETDP SETA Annual Report 2022/23 (2023)

Progress towards the achievement of the Impact Statement and Five-Year Targets

The ETDP SETA's initiatives aimed at achieving the impact statements under programme 3 have exhibited varied performance, with the ETDP SETA demonstrating notable progress in some outcomes but lagging behind in others. Notably, the *Linking education and the workplace* outcome has achieved 59% progress, with 11,900 out of 20,205 targeted youth accessing work-based learning opportunities. Some outcomes, such as *constituent organisations supported through skills development*, surpassed expectations, with the ETDP SETA providing support to 44 constituents during the mid-term period against a target of 14. This signifies an overachievement of 314% against the initial target. According to the ETDP (ETDP SETA, 2023), the over-achievement is attributed to the constituencies that have

received more than one type of support during the five-year period based on their skills development needs. While this overachievement may be viewed as positive progress, programmes that exceed targets in specific areas create inflated baselines for future planning, resulting in targets that the SETA may be unable to meet in subsequent periods. This necessitates careful consideration of target-setting practices to ensure a more realistic and sustainable approach to goal attainment. Furthermore, in the outcome *supporting the growth of the public college system*, the SETA achieved 100% progress by funding 9 out of 9 CET Colleges to implement digital learning platforms.

In contrast, certain outcome areas have emerged with progress below 40%, signalling the need for focused attention. Notably, the progress in *increasing the number of students receiving financial assistance* is at 12%, well below the desired threshold. Similarly, the outcome related to the *training of TVET and CET College personnel* stands at 4%, indicating a considerable gap. Additionally, the outcomes, *encourage and support worker-initiated training* and *support career development services* are at 30% and 31% progress, respectively. Moreover, the outcome related to increasing the number of teachers and government officials who are competent in digital skills to facilitate digital learning, e-learning, blended learning and other new digital skills transfer to learners has achieved 29% of its target (14856 out of 51844), while only 30 emerging cooperatives in rural areas have been identified to acquire 4IR skills out of a target of 100 during the 2020-2025. This signifies an achievement of 30%. Consultations with similar organisations (i.e., CBOs/NGOs/NPOs) revealed positive responses regarding the impact of the ETDP SETA's skills development initiatives. Beneficiaries were of the view that following participation in the programmes, members of these organisations gain valuable skills that they can leverage in establishing their businesses. It therefore become imperative that ETDP SETA enhances its efforts in identifying more of these organisations to equip them with these skills. This may be done through the implementation of targeted outreach initiatives and awareness campaigns to reach a wider spectrum of potential cooperatives, for instance. This involves increased collaboration with industry associations, chambers of commerce and local business networks to identify and engage with cooperatives that may benefit from the ETDP SETA's skills development programmes. The achievement of these outcomes will require strategic interventions and a thorough review of existing approaches to address challenges and propel progress toward the 5-year targets. Allocating resources and implementing tailored solutions will be crucial for the ETDP SETA to enhance performance in these specific outcome areas.

Progress towards the achievement of the MTSF 2019-2024 priorities

The MTSF sets targets for implementation of the priorities and interventions for the five-year period and states the outcomes and indicators to be monitored. The seven priorities for 2019-2024 are as follows:

- Priority 1: Capable, Ethical and Developmental State
- Priority 2: Economic Transformation and Job Creation
- Priority 3: Education, Skills and Health
- Priority 4: Consolidating the Social Wage through Reliable and Quality Basic Services
- Priority 5: Spatial Integration, Human Settlements and Local Government
- Priority 6: Social Cohesion and Safer Communities
- Priority 7: A Better Africa and World

The primary emphasis of the ETDP SETA lies in Priority 3: Education, Skills, and Health, aiming to contribute significantly to steering the ETD Sector towards the positive realization of the NDP 2030 objectives (ETDP SETA, 2022).

According to the MTSF, investing in every phase of the education and skills system is crucial for cultivating the capacities of South Africans, nurturing their social assets, and ultimately tackling the threefold challenge of poverty, inequality, and unemployment. Consequently, the provision of quality

ECD should be complemented by high-quality schooling leading to effective post-school education and training (PSET). To foster the development of skilled individuals, the nation must address structural impediments in tertiary institutions, alongside making targeted investments to promote labour activation (DMPE, 2020).

During the mid-term period, the ETDP SETA has made strides in contributing to the priorities outlined in the MTSF, particularly under Education, Skills and Health. The progress over the mid-term period is reflected in various outcome indicators, showcasing the impact on education, skills development, and workforce enhancement:

- *Linking Education and the Workplace*
 - The ETDP SETA has facilitated work-based learning opportunities for youth, with an actual achievement of 11900 against the target of 20205. This initiative directly aligns with the MTSF's goal of linking education and the workplace, enhancing employability and practical skills development.
 - The increased number of students receiving financial assistance from the ETDP SETA's bursary scheme and skills development initiatives, although below the target, signifies a positive effort in supporting individuals financially to pursue education and skills development, contributing to Priority 3's emphasis on a capable and skilled workforce
- *Improving the Level of Skills in the Workforce*
 - The commitment to enhancing digital skills among teachers and government officials is evident in the increased number of competent individuals in digital skills, reaching 29% of the target. This aligns with the broader MTSF goal of addressing structural barriers in tertiary institutions and activating labour through digital competence.
 - The substantial overachievement in supporting constituent organizations through skills development for digital skills, reaching 314% of the target, is a noteworthy contribution to developing a skilled workforce, aligning with the national objective of improving the capabilities of South Africans and addressing poverty, inequality, and unemployment
- *Supporting the Growth of the Public College System*
 - The successful funding of digital learning platforms for all targeted CET Colleges (100%) signifies a commitment to technological advancement in education, aligning with the MTSF's focus on improving the quality of education and skills development.
 - Despite a modest achievement in training TVET and CET College lecturers, managers, practitioners, and council members in specialized fields, the effort is a step towards ensuring a competent and industry-relevant education system, supporting economic transformation and job creation

The MTSF places emphasis on the importance of having capable and committed teachers in place in order to achieve its priorities in the education landscape. Furthermore, there is concern regarding the quality in the TVET sector, with low levels of certification and low employment success rates compared to other graduates; unevenness and uncertainty about the mission and position of community education and training centres in the system; and the governance and impact of workplace skills planning, funding and training systems (DMPE, 2020). The ETDP SETA's achieved performance demonstrates a commitment to these national priorities as outlined in the MTSF 2019-2024. The outcomes achieved align with the strategic focus areas, contributing to the development of a capable, skilled, and empowered workforce, ultimately fostering progress towards the NDP 2030 vision. The

ETDP SETA's efforts in education, skills development, and career support have laid a foundation for addressing social challenges and promoting sustainable development.

Challenges Affecting Performance of the Institution

Insufficient financial support

As highlighted above, the ETDP SETA faces a notable challenge in achieving its goal of increasing the number of students receiving financial assistance from the ETDP SETA bursary scheme and/or funded initiatives, with the current progress reported at 12%. One underlying cause contributing to the ETDP SETA's limited progress in this area is the perception held by training providers and beneficiaries that the funding provided is often insufficient to cover the costs of tuition. This perception has led some beneficiaries to opt for other SETAs or funded programmes that offer more substantial financial support.

In addition to the adequacy of funding, another critical issue affecting the achievement of this outcome is the untimely disbursement of tuition and accommodation fees, and allowances, by the ETDP SETA. Beneficiaries of bursaries have raised concerns about the delays in these payments, citing that it creates uncertainty regarding their ability to meet financial obligations. The delays necessitate last-minute adjustments to secure accommodation and has been noted to negatively impact the academic performance of beneficiaries.

The ETDP SETA acknowledges this challenge in the 2022/23 iteration of the Annual Report and further proposes a strategy to address it. This will include revising bursary amounts and agreements to provide students with more substantial financial support. Additionally, there is a proposal to extend the bursary agreement to cover the full duration of the qualification, ensuring a more comprehensive and sustained financial assistance for beneficiaries (ETDP SETA , 2023)

Inefficient administrative processes

Another factor that may hinder the ETDP SETA from achieving its outcomes, particularly those related to the enrolment and completion of ETDP SETA-funded initiatives is the perceived inefficiency in the SETA's administrative processes that affects both beneficiaries and training providers. Feedback from consultations with training providers revealed a misalignment between the approval and disbursement of bursary funding and the academic years in which learners are registered for. Furthermore, consultations revealed that there are perceived delays in the processing of documentation by the ETDP SETA, which has resulted in beneficiaries having to consistently resend required documents in order to receive funding. An additional concern raised by a consulted training provider is the misplacement of student documentation, including contracts, by the ETDP SETA. As mentioned earlier in this section, it has been noted that such incidents have led to challenges in the timely payment of fees for beneficiaries enrolled in the ETDP SETA bursary program. To address this, training providers in the sector have suggested the implementation of a digital platform where contracts and supporting documents can be securely uploaded. It has been suggested that this digital solution may mitigate the risk of document loss, streamline administrative processes, and eliminate the need for frequent document resubmission.

Lack of established monitoring and support mechanisms

The evaluation found that the ETDP SETA has not established support mechanisms or provided remedial actions to address any challenges or barriers that may arise during the duration of the learning programmes to ensure their successful completion. While it appears that the ETDP SETA does not offer any non-financial support to beneficiaries of their programmes, the absence of established support mechanisms or proactive remedial actions may pose a significant obstacle to the SETA's progress. This is because learning programmes, especially in the education and training sector, are inherently dynamic and subject to various unforeseen challenges that may impede successful

completion. Without dedicated support mechanisms, beneficiaries and training providers may find it challenging to navigate and overcome these obstacles effectively. Beneficiaries who encounter difficulties, whether academic, financial, or personal, without adequate support mechanisms in place, may feel discouraged or overwhelmed, leading to disengagement from the learning process.

A 2022 ETDP SETA research report which highlighted reflections of TVET College staff and associated workplace mentors on the practice of WIL at South African TVET Colleges alluded to the importance of effective support mechanisms for beneficiaries. Both college students and workplace mentors emphasised the need for constant monitoring of students to ensure that the students are able to get the best out of their WIL placements. Additionally, the preparation of students ahead of their placements was noted as a key area to ensure the effectiveness of placements. The study found that some beneficiaries excelled in the workplace, and were able to secure permanent employment, while others faced challenges adapting to the professional environment. Recommendations were made to emphasize the realities of the workplace during the preparation of learners for WIL, highlighting the need to assess students' computer skills, for instance. It was found that some students required additional time to enhance their computer skills before becoming proficient in the workplace. Respondents of the study went on to express their willingness to participate in work readiness programmes as a way of mitigating some of these challenges (ETDP SETA, 2022). Furthermore, workplace mentors (more than 50% of the respondents) highlighted the need for mentoring and coaching training. Respondents of the study mentioned other needs such as workplace monitoring tools training, as well as the need to develop skills such as leadership and communication.

Strategies to Overcome Areas of Underperformance

The mid-term evaluation of the ETDP SETA reveals an acknowledgment of certain areas where targets and outcomes are underperforming. In response to these identified challenges, the SETA has outlined strategic measures in its Annual Report to rectify these deficiencies and ensure progress aligns with the envisaged five-year targets by 2024/25.

1. **Number of Unemployed Graduates Completed Internship Programmes:** The ETDP SETA recognizes the importance of ensuring adherence to entry requirements for internship categories. To address underperformance, a proactive approach has been initiated, involving the verification of entry requirements prior to the inception of the internship program. This strategic measure is coupled with diligent monitoring, including the implementation of Standard Operating Procedures (SOPs) and the use of a project monitoring instrument, with progress updates reported quarterly.
2. **Number of Unemployed Learners Enrolled in Entrepreneurial and Digital Skills Programmes:** Acknowledging the underperformance in this area, the ETDP SETA is proactively addressing the situation by developing clear Terms of Reference and implementation strategies ahead of the financial year of Annual Performance Plan (APP) implementation. Timely sourcing of service providers is a key strategy to expedite progress.
3. **Number of Bursaries Awarded to Students (Renewals):** To enhance support for students, the ETDP SETA intends to revise bursary amounts and agreements, aiming to provide students with more substantial financial assistance and extending the bursary agreement duration to cover the full qualification period.
4. **Number of CBOs/NGOs/NPOs Supported with Training Interventions:** Addressing underperformance in supporting community-based organizations (CBOs), non-governmental organizations (NGOs), and non-profit organizations (NPOs), the ETDP SETA is actively encouraging their participation in funded skills development opportunities. Additionally, a strategy for supporting CBOs/NGOs/NPOs is being developed to strengthen their engagement with SETA-funded initiatives.

Other strategies that the SETA can employ to improve underperformance include the following:

- The ETDP SETA may benefit from implementing targeted outreach initiatives and awareness campaigns specifically focused on rural areas to identify and engage with potential cooperatives and previously disadvantaged individuals to increase their participation in ETDP SETA funded skills development initiatives. Strengthening the ETDP SETA's efforts to reach a broader spectrum of cooperatives could significantly contribute to achieving the targeted outcome. By fostering these collaborations, the ETDP SETA can tailor training programs for lecturers and practitioners, ensuring they are exposed to relevant industries and equipped with specialised skills.
- In order to enhance its efforts in supporting the growth of the public college system, the ETDP SETA may establish strategic collaborations with CET Colleges to optimise the implementation of digital learning platforms. This can be fostered by actively engaging with key stakeholders (i.e., college administrators, faculty, and industry experts) to identify the specific needs and challenges of the colleges.
- Furthermore, in order to achieve the outcome of encouraging and supporting worker-initiated training, one of the avenues that can be explored by the ETDP SETA is encouraging training providers to offer flexible training options that cater to the diverse needs and schedules of workers. Consultations with beneficiaries RPL programmes, for instance, revealed that some beneficiaries face challenges with balancing the demands of work with the demands of their respective training programmes. This suggests that more flexible training options may be a good incentive for individuals to complete their training. This can involve virtual training programs, part-time courses, or modules that can be completed outside regular working hours. By providing flexible options, the ETDP SETA can accommodate a broader range of workers, encouraging more individuals to take the initiative and seek support for their training endeavours.

3.2.4 Programme 4

The table below outlines the progress that has been made towards the achievement of Programme 4's outcomes. It provides the outcomes, outcome indicators, the 5-year targets as set out in the ETDP SETA's strategic plan, and the progress as at 31 March 2023.

Table 11: Programme 4 - Performance Against Targets

Outcome	Outcome Indicator	2019/20 Baseline	2024/25 Target	Actual Achievement as at 30 September 2022	Data Sources	Improvements required for the remainder of the planning period	Progress as at 31 March 2023	Progress as percentage of target
Increase access to occupationally directed programmes	Occupational qualifications that promote occupations in high demands to increase employability are developed	3	12		List of Community of Experts Practitioners and Qualification Development Facilitator	Strengthen active collaboration with industry experts to ensure expedite the development of qualifications	7	58%
	Candidates are enrolled in Recognition of Prior Learning programmes to fast track the award of qualifications	1104	1100		Register of candidates enrolled in RPL programmes	Offer flexible training options that cater to the diverse needs and schedules of workers	450	41%
	Increase the number of candidates awarded qualifications through the Recognition of Prior Learning processes	490	875		Register of candidates completed RPL programmes	-	351	40%
	Accredited quality learning programmes for priority skills in the sector are offered through various modes of learning programme delivery	2301	1549		Register of evaluated learning programmes	-	1478	95%
	Increase in the number of work-integrated learning sites promoted and supported for occupations in high demand to increase employability	10	75		Register of work-integrated learning sites		25	33%

Source: ETDP SETA Annual Report 2022/23 (2023)

Progress towards the achievement of the Impact Statement and Five-Year Targets

In an effort to develop quality assured learning programmes and systems to improve the general quality of education, training and development, the ETDP SETA's performance has been varied. The development of occupational qualifications, a pivotal facet of the ETDP SETA's mandate, has witnessed rather slow progress, with only 3 occupational qualifications developed during the mid-term period; 58% of the targeted 12 qualifications achieved by 31 March, 2023. Furthermore, the accreditation of quality learning programmes for priority skills in the sector that are offered through various models of learning programme delivery achieved 95% progress by 31 March 2023, demonstrating the most progress among the other indicators.

Despite these achievements, attention is warranted in certain areas where performance has not met anticipated milestones. The establishment of work-integrated learning sites, a crucial component in augmenting practical skills and employability, is an ongoing effort. As of the specified date, the ETDP SETA has achieved 33% progress toward the 75-site target. Furthermore, the enrolment in Recognition of Prior Learning (RPL) programs has reached 41% of the target, with 450 candidates enrolled against the expected 1100. Additionally, the number of candidates awarded qualifications through the RPL processes achieved 40% progress over the mid-term, with 351 candidates out of 875 awarded with qualifications. This indicates that strategic interventions may be required to enhance participation in RPL programs, ensuring alignment with overarching goals and objectives.

Challenges Affecting Performance of the Institution

Inconsistent quality assurance mechanisms

One of the impediments to the ETDP SETA's progress in achieving its targets is the observed regression in its accreditation systems, as reported by external stakeholders, particularly training providers. These stakeholders contend that the accreditation systems have experienced a decline in recent years, rendering them less user-friendly and more prone to glitches and malfunctions. The consequence of this decline is a heightened dependency on the ETDP SETA for assistance, detracting from the autonomy that training providers require. Furthermore, the reported delays in issue resolution exacerbate the situation, hindering the seamless operation of training providers and impeding their ability to engage independently with the accreditation systems. This challenge poses a substantial barrier to the ETDP SETA's efficiency and effectiveness, as it directly affects the timely delivery of programs and may contribute to the observed shortfalls in meeting critical targets, such as the enrolment in RPL programmes and the awarding of qualifications through RPL processes.

Insufficient Work-Integrated Learning Sites

Another challenge impeding the ETDP SETA's progress in achieving its targets is the insufficient number of WIL sites promoted and supported by the ETDP SETA. Training providers argue that the targeted student numbers do not align proportionally with the available sites, indicating a potential mismatch in resource allocation. This underscores a critical challenge, wherein the adequacy and distribution of WIL sites emerge as focal points requiring strategic resolution to ensure seamless implementation of the ETDP SETA's learning programmes and, by extension, hinder the achievement of the overarching 5-year targets.

While some stakeholders expressed concerns regarding the availability of WIL sites for students, research conducted by the ETDP SETA revealed that the placement of students is generally well received by the workplaces and its continuity is ensured. In the 2022 ETDP SETA research report which highlighted reflections of TVET College staff and associated workplace mentors on the practice of WIL at South African TVET Colleges, the study sought to assess the industry's readiness to offer students placement and mentoring opportunities. The study revealed a range in the average number of learners

that workplaces could host, varying from 10 to a maximum of 50 learners annually across all provinces. The Department of Health in Limpopo demonstrated the highest capacity, accommodating up to 50 learners per year. Workplaces in other provinces indicated capacities ranging from 1 to 28 students per year (ETDP SETA, 2022).

Qualification Development

A notable challenge that was cited in consultations with external stakeholders is the prolonged process of developing occupational qualifications as a result of quality issues. External stakeholders indicated the process of developing qualifications is often delayed by the need to resubmit qualifications for registration due to quality issues. This process is prolonged even further due to the long consultation processes required for the resubmission between the QCTO, ETDP SETA and industry. Moreover, the stakeholders highlighted the importance of having experienced subject matter experts within the ETDP SETA for qualification development to mitigate the occurrence of resubmissions. This challenge poses a dual obstacle by impeding both the efficiency of the qualification development pipeline and the timely realisation of the ETDP SETA's targeted outcomes.

Strategies to Overcome Areas of Underperformance

To address the challenge of inconsistent quality assurance mechanisms reported by external stakeholders, particularly training providers, the ETDP SETA can implement strategic recommendations aimed at enhancing the functionality and user-friendliness of its accreditation systems. Firstly, the ETDP SETA should conduct a comprehensive review of its accreditation processes and solicit feedback from stakeholders to identify specific areas of concern and improvement. Based on this feedback, the ETDP SETA can invest in technology upgrades and system enhancements to rectify glitches and malfunctions, ensuring a more seamless experience for training providers.

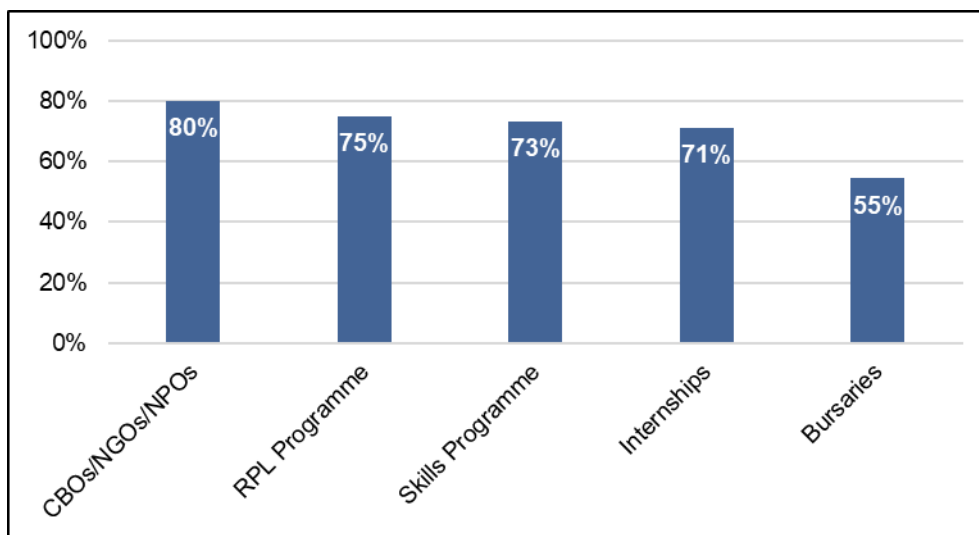
Moreover, the ETDP SETA should prioritise the implementation of a responsive and efficient issue resolution mechanism. This involves establishing a dedicated support system equipped to promptly address concerns raised by training providers. The ETDP SETA can streamline communication channels, provide timely updates on issue resolutions, and offer training sessions to empower providers with the necessary skills to navigate the accreditation systems independently. By fostering a collaborative and supportive environment, the ETDP SETA can mitigate the observed dependency on its assistance, empowering training providers to engage more autonomously with the accreditation systems.

Furthermore, in order to improve on the development of qualifications, the ETDP SETA may prioritise the recruitment or engagement of experienced subject matter experts within its ranks as suggested by stakeholders that were consulted. By having a pool of seasoned professionals directly involved in qualification development, the ETDP SETA can ensure a more comprehensive and robust initial submission process, minimising the need for resubmissions. These subject matter experts can provide valuable insights, align qualifications with industry standards, and facilitate effective communication between the ETDP SETA, QCTO, and industry stakeholders. Furthermore, the ETDP SETA can explore ways to optimise consultation periods without compromising the quality of the qualifications. This may involve implementing technology-driven platforms for virtual consultations and utilising collaborative online tools to enhance communication and coordination among stakeholders. These measures aim to expedite the qualification development timeline, reducing delays associated with resubmissions and extended consultation periods.

3.3 Adapting to the COVID-19 pandemic

One of the objectives of the evaluation was to determine the extent to which the ETDP SETA's strategic plan has been able to adapt to any changing conditions due to various factors, including the impact of the COVID-19 pandemic. The surveys sought to determine the beneficiaries' view and the results are presented in the figure below.

Figure 2: Adapting to the COVID-19 pandemic.



Source: ETDP SETA Mid-Term Review Survey, 2023

"If there are any changes then you have gone from bad to worse, especially in terms of communication and response. Your staff members respond to students like the way taxi drivers or Shoprite Cashiers respond to customers. If they're not rude, they're just not responding at all."

Bursaries Beneficiaries, Survey, 2023

Beneficiaries of the ETDP SETA bursary programme noted experiencing difficulties in communication

"Transition to Online Learning: Many educational institutions and training providers worldwide shifted to online and remote learning to ensure continuity of education during lockdowns and social distancing measures. ETDP SETA may have facilitated this transition by providing resources, training, or guidelines for educators and learners."

Bursaries Beneficiaries, Survey, 2023

from the SETA, citing that the impact of the COVID-19 pandemic had worsened the lines of communication between the students and the SETA staff.

Furthermore, beneficiaries of the ETDP SETA bursary programme also noted that ETDP SETA provided the necessary resources, training and guidelines to ensure a seamless transition to online learning.

3.3.1 Detailed Analysis: Impact of Covid-19 Pandemic

This section analyses the impact of the COVID-19 pandemic on the ETDP SETA and the delivery of the ETDP SETA's Strategic Plan outcomes. Furthermore, the section explores the extent to which the ETDP SETA was able to adapt to the pandemic. This analysis was completed through desktop research, which included a review of the ETDP SETA strategic documents (viz., Strategic Plan and Annual Reports).

The onset of the COVID-19 pandemic in March 2020, followed by a nationwide lockdown, had profound and adverse effects on the South African economy. The imposition of travel restrictions, prohibition of large gatherings, and the closure of non-essential businesses and schools compelled various organisations, including the ETDP SETA, to undergo a restructuring of their offerings and initiatives. This restructuring aimed to equip the workforce for the evolving landscape, marked by the widespread adoption of digital technologies (ETDP SETA, 2021). Given the impact of the pandemic on education and work dynamics, it becomes imperative to assess the adaptability of the ETDP SETA's Strategic Plan to these changes.

The announcement of the pandemic and subsequent lockdown in 2020 resulted in the announcement of a four-month holiday for employers who were obligated to pay skills development levies. This announcement had significant implications for the ETDP SETA, resulting in lower income. Consequently, the ETDP SETA had to adjust its discretionary budget allocations in response to the financial constraints imposed by the reduced levies (ETDP SETA, 2022).

While SETAs are mandated to financially support a considerable number of students in advancing their education, the constrained revenue and capped expenditure posed significant challenges in meeting the financial needs of these deserving students, which undermined the ETDP SETA's planned efforts. Nonetheless, the Strategic Plan underscores the necessity of continuing to financially invest on the learning function of the ETDP SETA (i.e., Basic Education and Post-School Education) over the medium term. This function is intended to enhance the capabilities of citizens from early childhood by facilitating access to education, training, and skills development.

Furthermore, the aftermath of the COVID-19 impact on the Early Childhood Development (ECD) sector, particularly in the informal segment, has been highly detrimental. Numerous ECD centres in this category found themselves marginalized, lacking access to government relief funds due to their non-registered status. It is approximated that only 700,000 out of 2.7 million children in ECD centres are beneficiaries of government subsidies. A comprehensive survey conducted by the ETDP SETA during the peak of COVID-19 revealed that nearly 30,000 centres faced the imminent risk of permanent closure due to lockdown measures that were put in place. This would have meant that approximately 1.5 million children would be left without a place for care and education post-lockdown. This necessitated the ETDP SETA to collaborate closely with ECD organisations and the Department of Basic Education to formulate a plan aimed at supporting the previously disadvantaged and severely affected ECD centres, with the objective of facilitating their revival and resumption of operations (ETDP SETA, 2021).

The pandemic emerged as a significant catalyst for change in the skills landscape, profoundly impacting the demand and supply dynamics in the ETD sector. Notably, organisations within certain subsectors, such as NGOs and Research Organisations in the ETD sector, faced the looming risk of permanent closure due to financial challenges, relying heavily on grant funding and individual donations. The pandemic compelled various entities, including Public Higher Education Institutions (HEIs), Private Further Education and Training (FET) Colleges and HEIs, TVET Colleges, and other subsectors, to transition towards remote work and online learning/teaching modalities (ETDP SETA, 2022). This shift underscored the imperative for these subsectors to swiftly embrace technological innovations and tools to sustain their operations. However, this shift also brought to light the shortage in technology-related skills within the ETD sector.

3.3.2 How the ETDP SETA has adapted to the COVID-19 Pandemic

This section provides a comprehensive overview of the strategic initiatives undertaken by the ETDP SETA in response to the unprecedented challenges posed by the COVID-19 pandemic.

Recognising the pervasive impact of the pandemic on the organisation, the ETDP SETA proactively implemented a series of measures to navigate the complexities brought about by this global health crisis. The primary objective was to safeguard the attainment of its strategic objectives and outcomes throughout the 2020-2025 term. As the pandemic reshaped the landscape of work and education, the ETDP SETA's adaptive measures aimed at ensuring continuity, resilience, and efficacy in fulfilling its crucial role within the dynamic context of the ETD sector.

In response to the COVID-19 pandemic and the national lockdown the ETDP SETA adjusted its initially proposed Annual Performance Plan as instructed by DHET. This modification process led to alterations in the originally planned targets and budget, which are detailed in the 2020/21 Annual Report.

In addition to the above, the organisation made plans to improve its performance in several output indicators. The following are detailed in the 2020/21 Annual Report (ETDP SETA, 2021):

- In relation to the output indicator '*number of unemployed learners granted bursaries who completed their studies*', it is stated that students granted bursaries by the ETDP SETA would be provided with additional academic support given that the throughput rate in Higher Education Institutions is not always satisfactory.
- In relation to the number of TVET partnerships established, it was decided that "all public TVET colleges partnership agreements that are entered into will be accompanied by programmes and projects identified for implementation as contained in the annual operational plan in a respective financial year".
- Quality assurance systems and processes were reviewed, and the following were implemented:
 - Improvements to the Indicium System concentrated on enhancing external moderation capabilities, incorporating a procedure for conducting online external moderation of assessment results. Earlier in the review period, desktop external moderation had been introduced. These initiatives led to the endorsement of 23,634 assessment results.
 - Additionally, a system for accrediting Skills Development Providers to offer learning programs through online, distance, or blended modes was established. Furthermore, a mechanism allowing providers to electronically submit accreditation applications was implemented.

Furthermore, in response to the impact of COVID-19 on the skills landscape and the increased need for adopt more technology, the ETDP SETA identified several following priorities for skills development, guided by sector-specific and national priorities, as well as Sectoral Priority Occupations and Interventions. Among these was the priority to provide support to ETD organisations in dealing with implications of the 4th industrial Revolution and COVID-19.

In addition to the above, the significance of 4IR was accentuated by the impact of COVID-19, giving rise to a demand for skills like e-Learning and e-Teaching, Computer-related/ICT/digital proficiency, Change Management, and data management skills. Consequently, the ETDP SETA compiled a list of priority occupations identified through research, outlining the occupational shortages targeted for resolution through diverse interventions. Subsequently, the SETA sought to form partnerships with diverse stakeholders to enhance the availability of professionals in occupations such as University Lecturers, ECD Practitioners, Special Needs Teachers, and educators specializing in Mathematics,

Physical Science, and technology. Through these collaborations, the SETA envisioned to augment a pool of 50,651 graduates in Education courses and expanding the cadre of 14,014 CET lecturers that existed at the time. A parallel increase was anticipated in the supply of 46,590 ECD practitioners, aligning with this upward trajectory (ETDP SETA, 2022).

In a concerted effort to address the heightened need for technology, the ETDP SETA provided beneficiaries with laptops and introduced online learning platforms, ensuring the uninterrupted progression of skills development initiatives. Beneficiaries lauded the ETDP SETA for recognizing the importance of robust communication channels, where virtual platforms were established to facilitate the swift resolution of queries and challenges faced by learners across various programmes. Notably, zoom meetings emerged as an effective avenue for addressing bursary application inquiries and providing timely feedback. Furthermore, learners emphasized the SETA's commendable commitment to adhering to COVID-19 guidelines aimed at curbing the spread of the virus. The ETDP SETA managed class attendance by encouraging measures such as limiting the number of students per session and implementing stringent social distancing measures. Larger venues were organised to create a safe and conducive learning environment for all learners (Survey, 2023).

Lastly, the ETDP SETA entered a 3-year (2022 – 2024) partnership with the Human Sciences Research Council (HSRC) in order to continuously monitor of the impact of the pandemic in the ETD Sector. This research intended to continuously inform the SETA's approach on programme intervention during and after the times of COVID-19.

This multifaceted approach undertaken by the ETDP SETA underscores its adaptability and dedication to ensuring the well-being and continued academic progress of its beneficiaries during the challenging times imposed by the pandemic.

4 Stakeholder Profile Findings

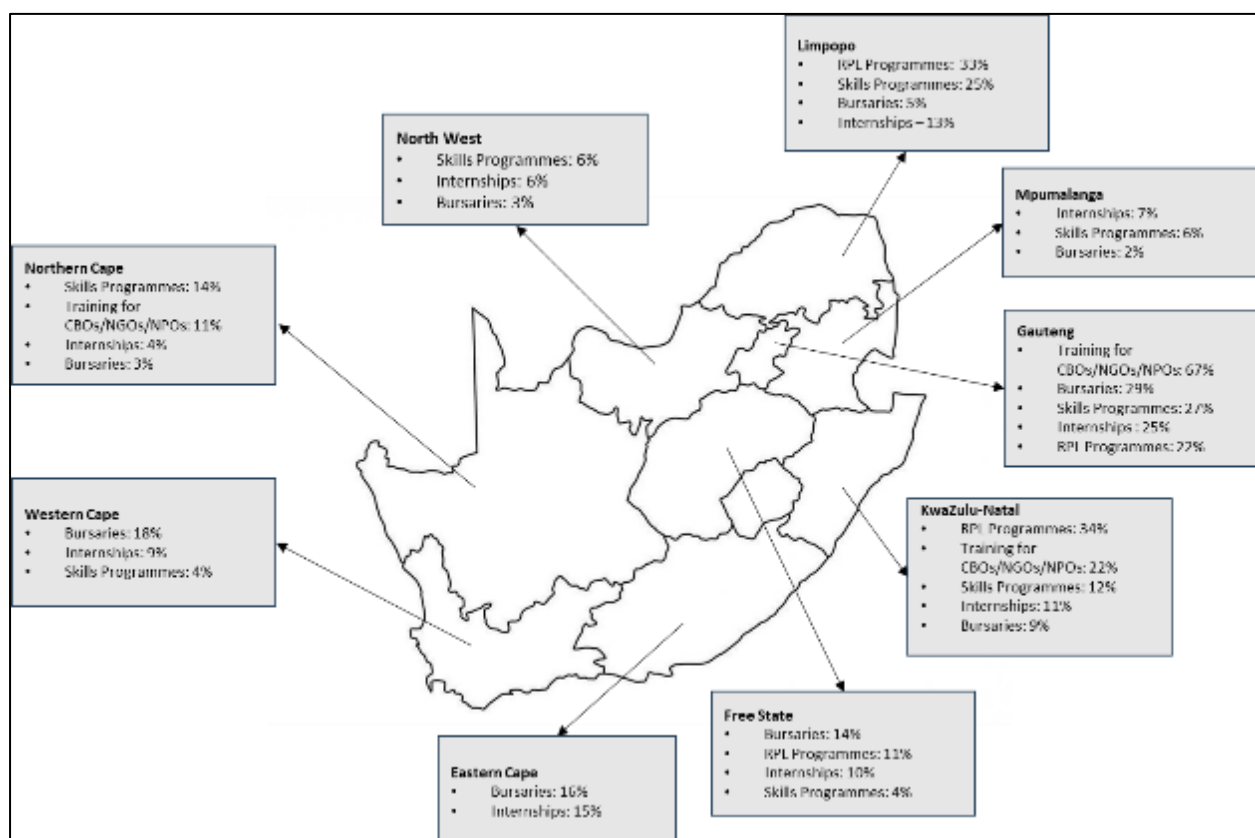
The following section presents the profile of the beneficiary survey respondents according to the following indicators:

- Geographical Location
- Gender
- Race
- Age Group
- Years of Enrolment
- Years of Completion

4.1 Geographic Location

The figure below depicts the provincial distribution of the beneficiaries that completed the surveys.

Figure 3: Geographical Location



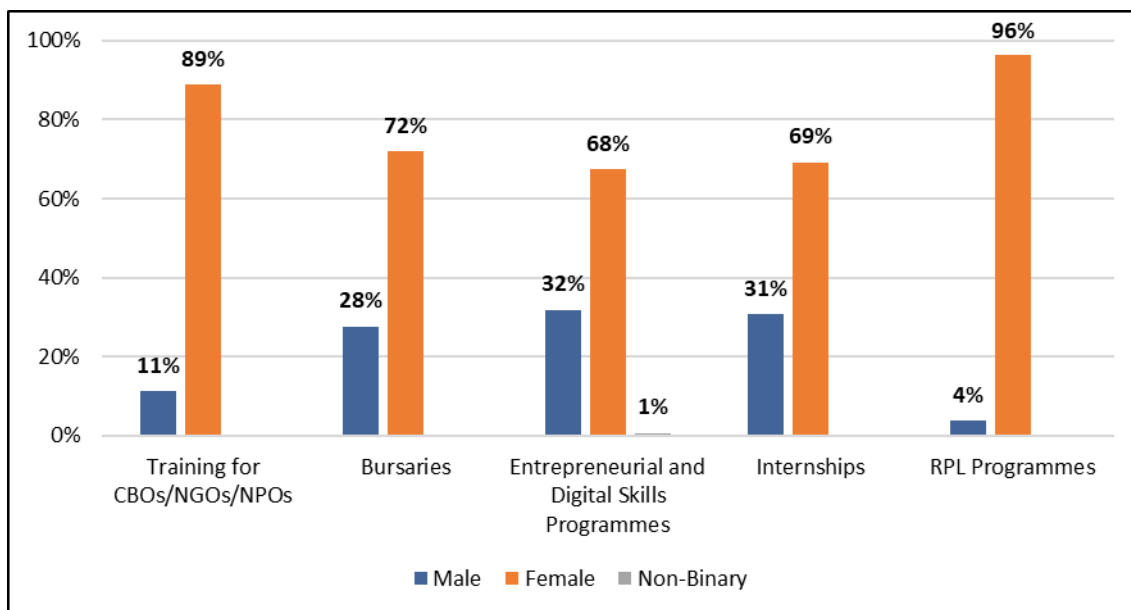
Source: ETDP SETA Mid-Term Review Beneficiary Survey, 2023

The figure above illustrates the distribution of beneficiaries of the selected projects across the different provinces in South Africa.

4.2 Gender

The figure below presents an overview of the survey respondents by gender.

Figure 4: Gender



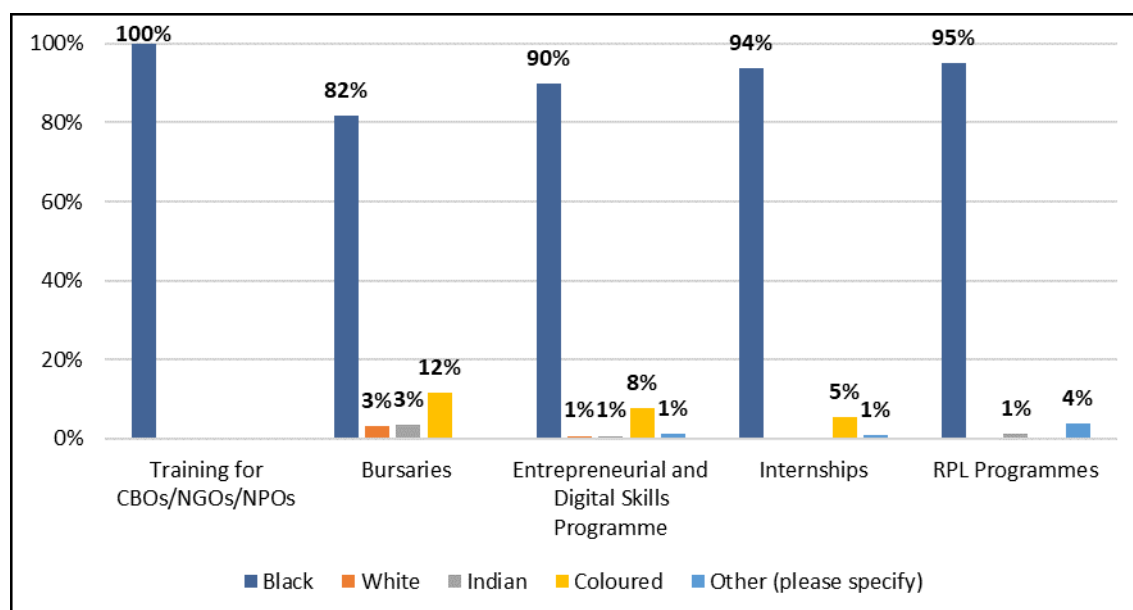
Source: ETDP SETA Mid-Term Review Beneficiary Survey, 2023

The figure above indicates that the majority of the beneficiaries who completed the survey were female participants. The RPL programme had the largest proportion of female beneficiaries (96%), compared to 4% of male beneficiaries. This is followed by training for CBOs/NGOs/NPOs which had 89% female beneficiaries compared to 11% of male beneficiaries.

4.3 Race

The figure below provides a breakdown of the survey respondents by race.

Figure 5: Race



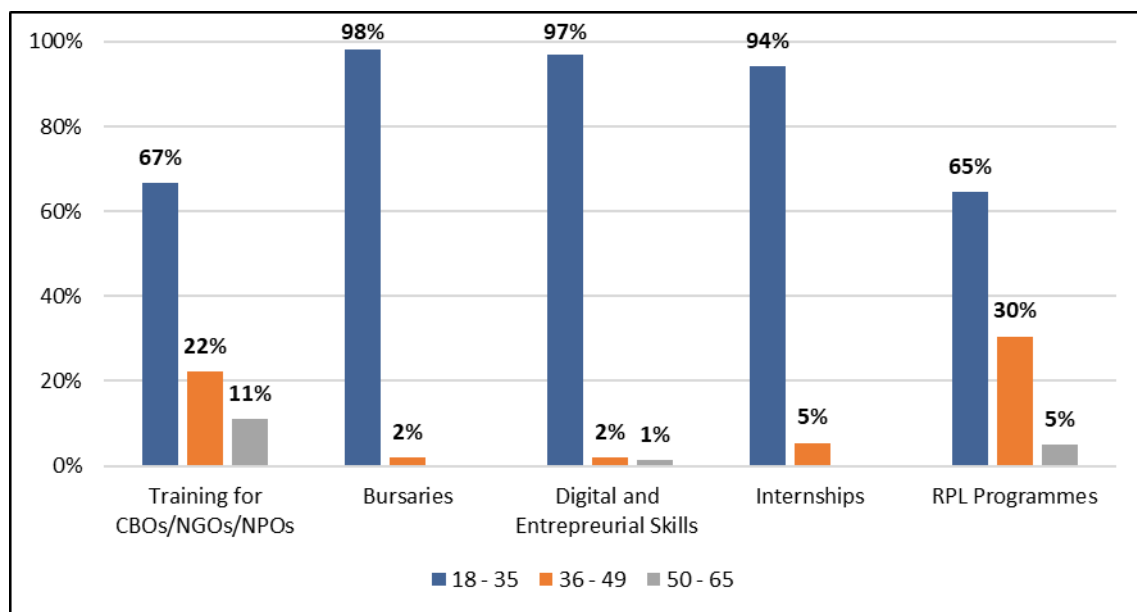
Source: ETDP SETA Mid-Term Review Beneficiary Survey, 2023

The figure above illustrates that the majority of beneficiaries who completed the surveys are Black. The training for CBOs/NGOs/NPOs had 100% Black beneficiaries. This was followed by RPL programmes (95%), internships (94%), entrepreneurial and digital skills programmes (90%) and bursaries (82%). The bursaries programme had the highest notable proportion of Coloured beneficiaries (12%) among the selected projects. The programme also accounted for the highest percentage of Indian beneficiaries (3%) when compared to other programmes.

4.4 Age Group

The figure below shows the age profile of the survey respondents.

Figure 6: Age Group



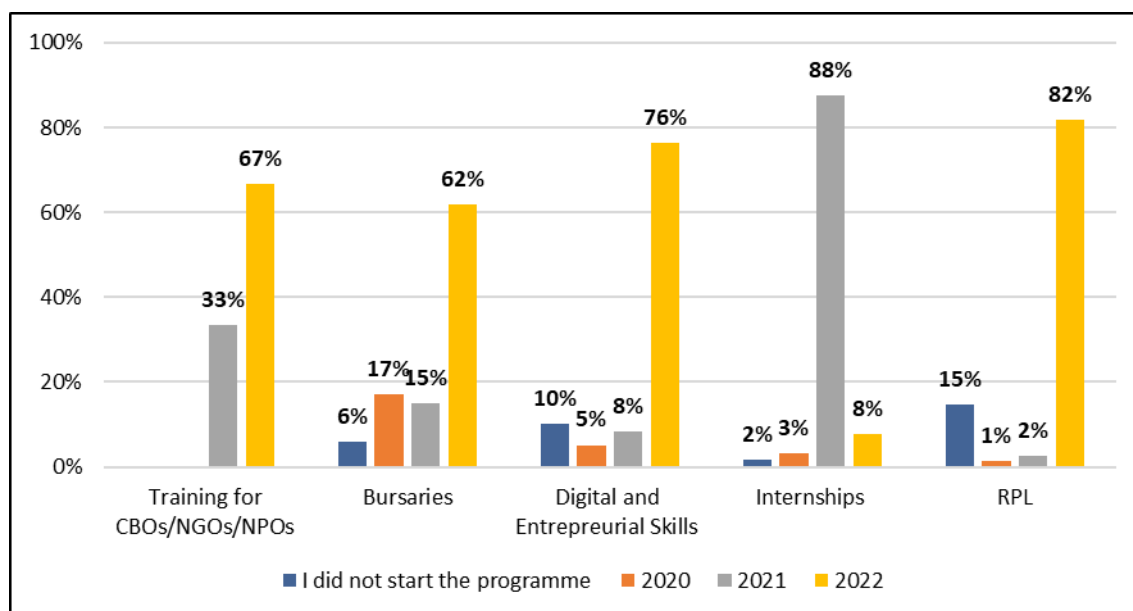
Source: ETDP SETA Mid-Term Review Beneficiary Survey, 2023

As seen in the above figure, the majority of respondents across all of the selected projects were between the ages of 18 and 35 years old. The RPL programme had the largest proportion of beneficiaries between the ages of 36 and 49 at 30%, while the training interventions for CBOs/NGOs/NPOs had the largest proportion of beneficiaries between the ages of 50 and 65 at 11%.

4.5 Years of Enrolment

The figure below indicates the years during which the survey respondents started their respective programmes.

Figure 7: Year of Enrolment



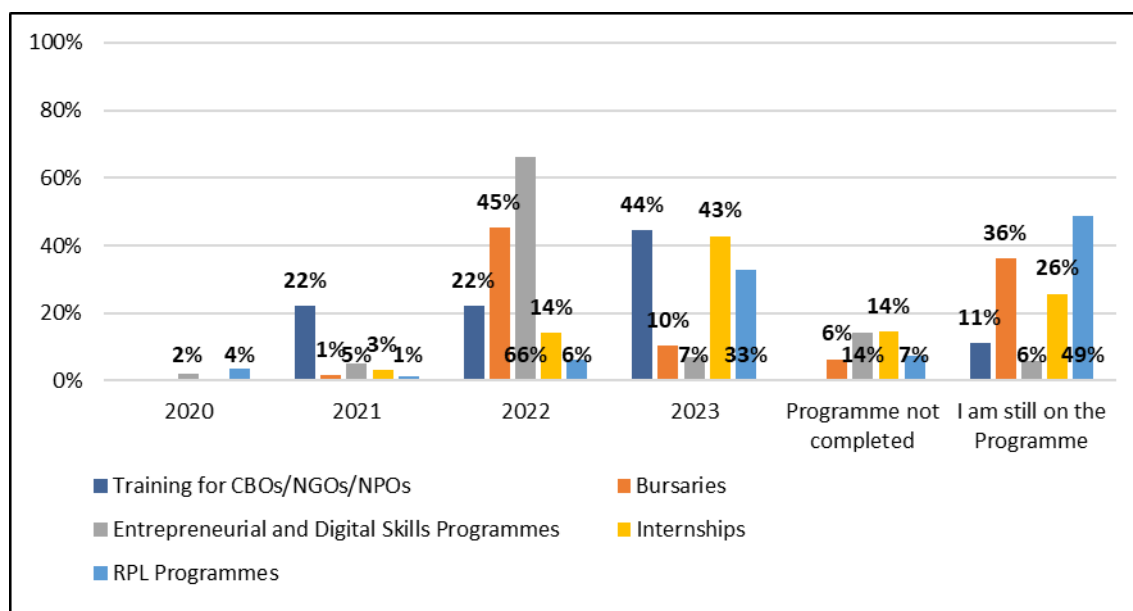
Source: ETDP SETA Mid-Term Review Beneficiary Survey, 2023

The figure above indicates that the majority of the beneficiaries of the selected programmes started their respective programmes in 2022. It was noted that 88% of beneficiaries of internship programmes started their programmes in 2021. Approximately 33% of beneficiaries across the selected programmes noted that they did not start the programme.

4.6 Years of Completion

The figure below indicates the years during which the survey respondents completed their respective programmes.

Figure 8: Years of Completion



Source: ETDP SETA Mid-Term Review Beneficiary Survey, 2023

The figure above indicates that the majority of entrepreneurial and digital skills programme beneficiaries (66%) completed their programme in 2022. This was followed by 45% of bursary recipients and 22% of beneficiaries of training for CBOs/NGOs/NPOs who completed the programme in the same year. A significant proportion of beneficiaries of training for CBOs/NGOs/NPOs (44%) completed their programmes in 2023. This was followed by 43% and 33% of beneficiaries of internships and RPL programmes, respectively, who completed their programmes in the same year.

5 Evaluation Findings

This section presents the evaluation findings of the study. Consideration was given to the internationally recognised criteria for measuring the success of developmental programmes and projects as defined by the Organisation for Economic Co-operation and Development (OECD). These DAC evaluation criteria include:

- Relevance
- Effectiveness
- Impact
- Sustainability
- Coherence

The evaluation was primarily focused on selected projects from Programme 3 and Programme 4:

- Unemployed graduates placed and completed internship programmes.
- CBOs/ NGOs/NPOs supported with training.
- Candidates placed and completed the RPL programme.
- Unemployed learners enrolled and completed entrepreneurial and digital skills programmes.
- Unemployed bursaries

The abovementioned projects were selected for the purpose of assessing the progress on the implementation of the Strategic Plan, with a particular focus on assessing the impact of these initiatives. It is important to note that the assessment of relevance and coherence considered the strategic plan as a whole.

5.1 Relevance



Definition: Relevance

The extent to which a Project is suited to the priorities and policies of the target group [beneficiaries and Project stakeholders].

Source: OECD, 2018

As defined above, relevance is measured by the extent to which a programme is suited to the priorities and policies of the target group and other recipients (OECD, 2018). To assess the relevance of the programmes, the following areas were assessed:

- The Strategic Plan's relevance against the National Development Plan ("NDP") - Vision 2030 and the National Skills Development Plan ("NSDP").
- The Strategic Plan's responsiveness to transformational imperatives
- The extent to which the selected ETDP SETA programmes have responded to the needs of beneficiaries

5.1.1 Strategic Plan Relevance against the NDP and NSDP

A part of this evaluation serves as a reflection on the ETDP SETA's strategic plan and its alignment with two pivotal national frameworks: the NSDP and the NDP) and to assess the extent to which the Strategic Plan is responsive to the transformational imperatives of the country.

The National Development Plan was released in 2012 as part of the country's efforts to reduce inequality from 0.69 to 0.6 and eliminate income poverty by 2030 (Republic of South Africa, 2012). The NDP seeks to eliminate poverty and reduce inequality by strengthening the state's capacity, expanding an inclusive economy, developing capabilities, and fostering leadership and partnerships throughout society. The plan prioritises job creation through faster economic growth, improving educational standards, skills development, and innovation, as well as strengthening the state's capacity to play a developmental and transformative role.

The National Skills Development Plan (NSDP) is a strategic framework and policy document that derives from the NDP and outlines the country's approach to skills development and education. It is a critical component of the country's efforts to address unemployment, promote economic growth, and ensure that its workforce is adequately skilled and competitive.

In order to determine the Strategic Plan's relevance against these two frameworks, the Strategic Plan's design (outcomes and targets) have been mapped against the outcomes and recommendations of the NSDP and the NDP.

The ETDP SETA has five key focus areas that respond to the NSDP:

- Ensuring Quality Teaching and Learning in Schools, TVET Colleges, ECD Centres, CETCs and Public HEIs
- Ensuring effective and efficient service delivery in public and private educational institutions'
- Supporting the transformation of the Post Schooling and Education and Training
- Provide support to ETD organisations in dealing with implications of the 4th Industrial Revolution and COVID-19 by:
- Implement measures to support SMMEs and Entrepreneurship

In addition to the above, the ETDP SETA five-year targets are informed by the eight National Skills Development Plan (NSDP) outcomes listed below:

Table 12: Relevance of the Strategic Plan Against the NSDP

NSDP Outcomes	ETDP SETA Outcome Indicators
Outcome 1: Identify and increase production of occupations in high demand.	Number of occupations in high demand identified and reported through Sector Skills Plans process
	Number of research studies conducted to inform skills planning
	Percentage of WSPs and ATRs evaluated, and feedback provided to employers
Outcome 2: Linking education and the workplace	Number of youth accessing work-based learning opportunities to enhance employability
	Increased number of students receiving financial assistance from the ETDP SETA bursary scheme and/or ETDP SETA funded skills development initiatives
Outcome 3: Improving the level of skills in the South African workforce.	Increased number of teachers and government officials who are competent in digital skills to facilitate digital learning, eLearning, blended learning and other new digital skills transfer to learners

NSDP Outcomes	ETDP SETA Outcome Indicators
	Constituent organisations supported, through skills development, to enhance employees' capabilities on digital skills
Outcome 4: Increase access to occupationally directed programmes.	Occupational qualifications that promote occupations in high demands to increase employability are developed
	Candidates are enrolled in Recognition of Prior Learning programmes to fast track the award of qualifications
	Increase the number of candidates awarded qualifications through the Recognition of Prior Learning processes
	Accredited quality learning programmes for priority skills in the sector are offered through various modes of learning programme delivery
	Increase in the number of work-integrated learning sites promoted and supported for occupations in high demand to increase employability
Outcome 5: Support the growth of the public college system.	CET Colleges funded to implement digital learning platforms
	Increased number of TVET and CET College lecturers, managers, practitioners, and council members trained in specialised fields and lecturers exposed to relevant industries
Outcome 6: Skills development support for entrepreneurship and cooperative development.	increased number of emerging cooperatives especially in rural areas to acquire the new skills required in the 4IR
Outcome 7: Encourage and support worker-initiated training	Increased number of worker-initiated training supported
Outcome 8: Support career development services	Increase in the career development opportunities for previously disadvantaged individuals in accessing post-school education and training as a result of career guidance events organised

The table below outlines the key focus areas and recommendations of the NDP and illustrates the manner in which the Strategic Plan design has responded to these recommendations.

Development Plan	Key Focus	Development Plan Recommendations	Strategic Plan Design
National Development Plan	Economy and Employment The plan proposes expanding the skills base through better education and vocational training and developing a labour market that is more responsive to economic opportunity .	- The plan takes gender – along with race and geographic location – into account, proposing a range of measures to advance women's equality. The plan also proposes expanding public employment to provide work for the unemployed, with a specific focus on youth and women. - The plan proposes enhancing access to quality education and employment for people with disabilities and integrating disability into all facets of planning, recognising that there is no one-size-fits-all approach.	- The Strategic Plan has set a target of at least 50%, and 60% for women, and youth respectively for the number of youths accessing work-based learning opportunities to enhance employability. - Supporting relevant programmes for people with disabilities has been identified as a means to contribute to the key focus area of <i>The Support of Transforming Post-School Education and Training</i>. The Strategic Plan has set a target of 4% for people with disabilities for the number of youths accessing work-based learning opportunities to enhance employability and the number of students receiving financial assistance from the ETDP SETA bursary scheme and/or ETDP SETA funded skills development initiatives
	Improving Education, Training, and Innovation The NDP focuses on the early-childhood development, basic education, post-school and the national research and innovation system sub-sectors of the education, training, and innovation system	<u>Early Childhood Development (ECD)</u> In relation to ECD, the plan proposes, amongst other things: - Investing in early childhood development practitioners by upgrading their qualifications and developing their career paths. - Providing governmental support for training, resources, and other intermediary agencies so that they can support community-based programmes. <u>Basic Education</u> In relation to basic education, the plan proposes, amongst other things: - Producing more and better qualified teachers by improving the quality of teacher training, <u>Universities</u> As it relates to universities, the plan proposes amongst other things: - Increasing the percentage of PhD qualified lectures to over 75% by 2030 (34% at draft of plan)	<u>Early Childhood Development</u> Key focus areas for 2020 -2025 include the below: - Supporting initiatives and programmes aimed at increasing the number of suitably qualified ECD practitioners has been identified as a means to contribute to the key focus area of <i>Ensuring quality teaching and learning in schools, TVET colleges, ECD Centres, CETs and public HEIs</i> - In addition to the above, supporting young people into careers where there's a challenge of an ageing workforce such as ECD and continuing to use RPL as a tool to provide access to previously marginalised into the centre of skills development has been identified as a means to contribute to the key focus area of <i>The Support of Transforming Post-School Education and Training</i>. <u>Basic Education</u> Key focus areas for 2020 - 2025 include the below: - Supporting initiatives and programmes aimed at increasing the number of suitably qualified school teachers has been identified as a means to contribute to the key focus area of <i>Ensuring quality teaching and learning in schools, TVET colleges, ECD Centres, CETs and public HEIs</i> - The Strategic Plan has set a five-year target(51 844) to increase the number of teachers and government officials who are competent in digital skills to

Development Plan	Key Focus	Development Plan Recommendations	Strategic Plan Design
		- Improving the quality of teaching and learning in universities - Increasing enrolment to 1.62 million in 2030 from 950 000 in 2010 so as to ensure the participation rate is increased to at least 70% by 2030. - Increasing the throughput rate for degree programmes to more than 75 percent. The number of graduates will increase from the combined total of 167 469 for private and public higher education institutions to 425 000 by 2030. As part of this target, the number of science, technology, engineering, and mathematics graduates should increase significantly. - Increasing the number of masters and PhD students, which should also be supported by partnerships for research. - Increasing the number of doctoral graduates produced, specifically in science, engineering, technology, and mathematics from 1 420 per year in 2010 to 5 000 doctoral graduates per year by 2030 - Expand the use of distance education <u>Colleges</u> As it relates to colleges, the plan proposes the following: - Supporting the development of specialised programmes in universities focusing on training college lecturers. - Providing funding for universities to conduct research on the vocational education sector. - Expanding the college system with a focus on improving quality - Improving the throughput rate to 75 percent by 2030 - Producing 30 000 artisans per year by 2030	facilitate digital learning, e-learning, blended learning and other new digital skills transfer to learners. <u>Universities</u> Key focus areas for 2020 -2025 include the below: - Supporting initiatives and programmes aimed at increasing the number of suitably qualified lecturers in vocational education and higher education has been identified as a means to contribute to the key focus area of <i>Ensuring quality teaching and learning in schools, TVET colleges, ECD Centres, CETs and public HEIs</i>. - The Strategic Plan has set a five-year target (21 105) to increase the number of students receiving financial assistance from the ETDP SETA bursary scheme and/or ETDP SETA funded skills development initiatives. - Increasing focus on skills development that include e-learning has been identified as a means to contribute to the key focus area of <i>Providing support to ETD organisations in dealing with the implications of the 4th Industrial Revolution and COVID-19</i> <u>Colleges</u> Key focus areas for 2020 -2025 include the below: - Supporting initiatives and programmes aimed at increasing the number of suitably qualified CETs practitioners; improving skills development through relevant programmes such as strengthening the WIL component of TVET lecturer qualifications and facilitating the provision of high quality WPBE for staff in the subsector has been identified as a means to contribute to the key focus area of <i>Ensuring quality teaching and learning in schools, TVET colleges, ECD Centres, CETs and public HEIs</i>. - The Strategic Plan has set a five-year target (5 000) to increase the number of TVET and CET College lecturers, managers, practitioners, and council members trained in specialised fields and lecturers exposed to relevant industries. - The Strategic Plan has set a five-year target (9) to fund CET Colleges in implementing digital learning platforms.

Development Plan	Key Focus	Development Plan Recommendations	Strategic Plan Design
		- Building the capacity of FET institutions to become the preferred institutions for vocational education and training. - Building a strong relationship between the college sector and industry	The Strategic Plan has set a five-year target (21 105) to increase the number of students receiving financial assistance from the ETDP SETA bursary scheme and/or ETDP SETA funded skills development initiatives.
	Inclusive Economy	Rural The plan envisions greater economic, social, and political participation of rural communities through job creation, poverty alleviation, infrastructure development and land reform by: - Supporting the development of human capital with quality education, healthcare, basic services, and social security in areas with low economic potential - Boosting development through non-agricultural activities such as tourism and small enterprises in areas with some economic potential.	Implementing measures to support SMMEs and entrepreneurship is a key focus area for 2020-2025. Below are ways in which the ETDP SETA intends to support SMMEs and entrepreneurship: Supporting the ETD Community-Based Organisations, NGOs, and NPOs who are Small, Micro and Medium Enterprises (SMME's) through the provision of various training interventions and incubation centres for mentorship.

As seen in the tables above, the design of the ETDP SETA Strategic Plan is in direct support of the national priorities that are articulated the NDP and the NSDP.

5.1.2 Strategic Plan Responsiveness to Transformational Imperatives

The transformational Imperatives of the country are articulated through a combination of sources including government policies and strategic documents such as the White Paper for Post-school Education and Training of November 2013, National Development Plan 2030, and the Medium-Term Strategic Framework which guides the five-year implementation and monitoring of the NDP 2030.

Below are the key transformational imperatives in South Africa and the sector:

- **Economic transformation:** Economic transformation focuses on promoting inclusive economic growth through the redistribution of wealth, job creation and supporting the growth and development of small and medium enterprises.
- **Education and Skills Development:** This imperative is focused on improving the quality of education at all levels and addressing disparities in access to quality educational opportunities as well as expanding access to quality educational opportunities
- **Spatial Transformation:** The NDP identifies a direct link between apartheid spatial patterns and the persistence of poverty, inequality, and economic inefficiency. In order to address the historical spatially grounded injustice, the NDP calls for the urgent, well-planned, and systematic pursuit of national spatial transformation, which takes account of the unique needs and potentials of different rural and urban areas.
- **Gender equality and women's empowerment:** Promoting gender equality and empowering women is a key imperative. Initiatives focus on addressing gender-based violence, improving access to education and healthcare for women and girls, and increasing women's participation in the workforce and leadership roles.

While the transformational imperatives are intended to broaden opportunities for all South Africans, they are particularly intended to support and advance previously disadvantaged individuals and communities which include black, Indian, and coloured individuals, women, and people with disabilities.

The table below presents the transformation targets set in the Strategic Plan across programmes three and four and the associated NSDP outcomes.

Table 13: ETDP SETA Strategic Plan Transformation Targets

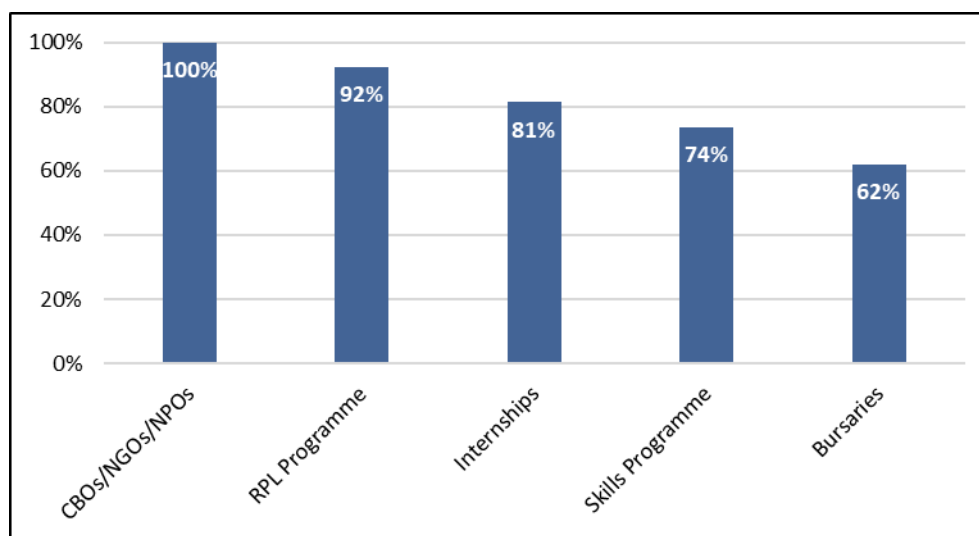
ETDP SETA	NSDP Outcome	Indicator title	Target for women	Target for youth	Target for people with disabilities	Spatial Transformation
Programme 3	NSDP Outcome 2: Linking education and the workplace	Number of youths accessing work-based learning opportunities to enhance employability	at least 50%	at least 60%	4%	In 9 provinces in selected districts
		Increased number of students receiving financial assistance from the ETDP SETA bursary scheme and/or ETDP SETA funded skills development initiatives	at least 50%	at least 60%	4%	In 9 provinces in selected districts
	NSDP Outcome 3: Improving the level of skills in the South African workforce	Increased number of teachers and government officials who are competent in digital skills to facilitate digital learning, e-learning, blended learning, and other new digital skills transfer to learners	at least 50%	N/A	N/A	In 9 provinces in selected districts
		Constituent organisations supported to enhance employees' capabilities on digital skills	at least 50%	N/A	N/A	In 9 provinces in selected districts
	NSDP Outcome 5: Support the growth of the public college system	CET Colleges funded to implement digital learning platforms	N/A	N/A	N/A	In 9 provinces in selected districts
		Increased number of TVET and CET College lecturers, managers, practitioners, and council members trained in specialised fields and lecturers exposed to relevant industries	N/A	N/A	N/A	In 9 provinces in selected districts
	NSDP Outcome 6: Skills development support for entrepreneurship and cooperative development	Increased number of emerging cooperatives especially in rural areas to acquire the new skills required in the 4IR	60%	N/A	N/A	In 9 provinces in selected districts
	NSDP Outcome 7: Encourage and support worker-initiated training	Increased number of worker-initiated training supported	50%	N/A	N/A	In 9 provinces in selected districts
	NSDP Outcome 8: Support career development services	Increase in the career development opportunities for previously disadvantaged individuals in accessing post-school education and training because of career guidance events organised	50%	N/A	N/A	In 9 provinces in selected districts
Programme 4	NSDP Outcome 4: Increase access to occupationally directed programmes	Candidates are enrolled in Recognition of Prior Learning programmes to fast track the award of qualifications	60%	N/A	N/A	In 9 provinces in selected districts
		Increase the number of candidates awarded qualifications through the Recognition of Prior Learning processes.	60%	N/A	N/A	In 9 provinces in selected districts

The ETDPSETA implements its skills development in accordance with the equity principles minimum target of 60% women; 60% for young people and 2% of people with disabilities, in line with the cross-cutting priorities of the MTSF (ETDP SETA , 2022).

5.1.3 Survey Findings: Relevance

The survey aimed to assess the extent to which the ETDP SETA's training initiatives were relevant to the needs of the beneficiaries. Respondents of the survey were requested to indicate the extent to which the programmes they participated in met their needs. The results are shared in the figure below.

Figure 9: Relevance



Source: ETDP SETA Mid-Term Review Survey, 2023

The figure above shows that the majority of the respondents were of the view that the ETDP SETA's initiatives met their needs. This view was shared by more than 80% of beneficiaries of internships, RPL Programmes and training for CBOs/NGOs/NPOs.

5.2 Efficiency



Definition: Efficiency

Efficiency measures the outputs, qualitative and quantitative, in relation to the inputs. It is an economic term which signifies that a project used the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.

Source: OECD, 2018

As defined above, efficiency is measured by the extent to which inputs are translated into outputs. This section provides a view on the efficiency of the programme.

In order to assess the efficiency of the ETDP SETAs utilisation of funds, two measures of efficiency, namely the input-output model developed by Gupta and Verhoeven (2001) and the management of cash reserves were used as has been previously done by Turner, et.al (2013).

5.2.1 Input-Output Model

Gupta and Verhoeven (2001) asserted that the best way to measure government efficiency is through the assessment of inputs and outputs. To assess the efficiency of various SETAs, Turner, et.al (2013) compared the revenue generated by SETAs (input) with the measurable outputs in the Strategic Plan.

In order to assess the efficiency of the ETDP SETA, the output percentage increase(decrease) between the years 2019/20 (baseline) and 2022/23 will be compared to the revenue percentage increase (decrease).

The table below illustrates the change in the input.

Table 14: Change in Input (Revenue)

	Nominal Revenue	Real Revenue (2023 Rands)
2019/20	R1 073 593 000,00	R1 256 945 617,62
2022/23	R1 154 384 000,00	R1 154 384 000,00
Change in Revenue	8%	-8%

Source: ETDP SETA Annual Report 2022/23 (2023) and ETDP SETA Annual Report 2020/21 (2021)

As seen in the table above, the nominal revenue change between 2022/23 and 2019/20 is 8%, however, the real change in revenue is -8%. The real value of revenue was used to assess efficiency. In order for outcomes to be rated as efficient, the change in outputs would need to be greater than -8%.

The tables below illustrate the efficiency ratings across the output indicators in programme 1 to programme 4. Annexure A provides the calculations that were used for this exercise. In some instances, an efficiency rating could not be determined due to there being no achievement between the years that are being compared.

Table 15: Efficiency Ratings – Programme 1

Output	Output indicator	2019/20 Achievements (Baseline)	2022/23 Achievement	%Growth/Reduction in Outputs	Efficiency Rating
Trained and professionally capacitated employees and governance structures members for improved service delivery	Number of employees and governance structures members trained and professionally capacitated for improved service delivery	-	163	-	-
Digital transformation strategy in place and implemented	Number of automated business processes implemented for improved organisational efficacy by year end	-	5	-	-

Source: ETDP SETA Annual Report 2022/23 (2023) and ETDP SETA Annual Performance Plan 2022/23 (ETDP SETA, 2022)

As seen in the figure above, an efficiency rating cannot be determined for programme 1 outputs as there is no baseline. This is because the indicators are new indicators which were only introduced in the 2020-2025 Strategic Plan.

Table 16: Efficiency Ratings – Programme 2

Output	Output indicator	2019/20 Achievements (Baseline)	2022/23 Achievements	%Growth/Reduction in Outputs	Efficiency Rating
Occupations in high demand identified to inform future skills development initiatives	Number of Occupations in High Demand identified and reported through Sector Skills Plans process	-	14	-	-
Research conducted to inform skills planning	Number of research studies conducted to inform skills planning	7	4	-43%	Inefficient
100% WSPs and ATRs received and evaluated	Percentage of WSPs and ATRs evaluated, and feedback provided to employers	100%	100%	0%	Efficient
Conducted evaluation studies with recommendations for areas of improvements	Number of evaluation studies conducted	1	1	0%	Efficient

Source: ETDP SETA Annual Report 2022/23 (2023) and ETDP SETA Annual Performance Plan 2022/23 (ETDP SETA, 2022)

As seen in the table above, an efficiency rating cannot be determined for the output, “Occupations in high demand identified to inform future skills development initiatives” as there is no baseline. This is because the indicator is a new indicator which were only introduced in the 2020-2025 Strategic Plan.

Table 17: Efficiency Ratings – Programme 3

Output	Output indicator	2019/20 Achievements (Baseline)	2022/23 Achievements	%Growth/Reduction in Outputs	Efficiency Rating
1 300 TVET students requiring work integrated learning to complete their qualifications placed in workplaces	Number of TVET students requiring work integrated learning to complete their qualifications placed in workplaces	1563	1303	-17%	Inefficient

Output	Output indicator	2019/20 Achievements (Baseline)	2022/23 Achievements	%Growth/Reduction in Outputs	Efficiency Rating
500 Universities students requiring work integrated learning to complete their qualifications placed in workplaces	Number of university students requiring work integrated learning to complete their qualifications placed in workplaces	1337	636	-52%	Inefficient
354 TVET colleges students completed their work integrated learning placements	Number of TVET students completed their work integrated learning placements	1052	356	-66%	Inefficient
1 500 unemployed graduates placed in internships programmes to acquire workplace experience and exposure	Number of unemployed graduates placed in internship programmes to acquire workplace experience and exposure	2018	1505	-25%	Inefficient
1 227 unemployed graduates completed Internships programmes	Number of unemployed graduates completed internships programmes	2610	591	-77%	Inefficient
1 000 unemployed learners enrolled in entrepreneurial and digital skills programmes	Number of unemployed learners enrolled in entrepreneurial and digital skills programmes	1881	150	-92%	Inefficient
700 unemployed learners completed skills programmes	Number of unemployed learners completed skills programmes	3551	991	-72%	Inefficient
200 unemployed learners enrolled in ECD learnership programmes	Number of unemployed learners enrolled in ECD learnership programmes	2045	200	-90%	Inefficient

Output	Output indicator	2019/20 Achievements (Baseline)	2022/23 Achievements	%Growth/Reduction in Outputs	Efficiency Rating
600 Bursaries awarded to students for high and intermediate level skills required by the ETD sector (New Intake)	Number of bursaries awarded to the students for high and intermediate level skills required by the ETD sector (new intake)	12691	622	-95%	Inefficient
270 students granted Bursaries completed their studies	Number of students granted bursaries completed their studies	1005	291	-71%	Inefficient
1 944 bursaries awarded to the students (Renewals)	Number of bursaries awarded to students (renewals)	1002	220	-78%	Inefficient
250 people with disabilities enrolled in skills programmes	Number of people with disabilities enrolled in skills programmes	300	250	-17%	Inefficient
10 DBE and other Department Skills Development Projects implemented	Number of DBE and other Departments' Skills Development Partnership Projects in place	0	10	-	-
400 workers from constituent employers enrolled in skills programmes	Number of workers from constituent employers enrolled in skills programmes	12935	587	-95%	Inefficient
1 000 workers from constituent employers granted Bursaries (New Entries)	Number of workers from constituent employers granted bursaries (new entries)	1538	1295	-16%	Inefficient
6 305 workers completed skills development programmes	Number of workers completed skills development programmes	11288	8426	-25%	Inefficient

Output	Output indicator	2019/20 Achievements (Baseline)	2022/23 Achievements	%Growth/Reduction in Outputs	Efficiency Rating
26 partnerships established with public HEIs	Number of partnerships established with public HEIs	22	26	18%	Efficient
20 partnerships established with private HEIs	Number of partnerships established with private HEIs	24	20	-17%	Inefficient
50 TVET partnerships established	Number of TVET partnerships established	38	50	32%	Efficient
9 CET colleges supported in the use digital learning platforms	Number of CET colleges supported in the use of digital learning platforms	-	9	-	-
10 CBOs/ NGOs/ NPOs supported with training interventions	Number of CBOs/ NGOs/ NPOs supported with training interventions	63	9	-86%	Inefficient
10 cooperatives supported with training interventions	Number of cooperatives supported with training interventions	42	10	-76%	Inefficient
3 worker-initiated training programmes supported	Number of worker-initiated training programmes supported	-	3	-	-
50 Career development practitioners trained	Number of career development practitioners trained	77	50	-35%	Inefficient

Source: ETDP SETA Annual Report 2022/23 (2023) and ETDP SETA Annual Performance Plan 2022/23 (ETDP SETA, 2022)

As seen in the table above, only two out of the 24 outputs above have been rated as efficient. An efficiency rating cannot be determined for the outputs, “3 worker-initiated training programmes supported”, “9 CET colleges supported in the use digital learning platforms”, as there is no baseline. This is because the indicators are new indicators which were only introduced in the 2020-2025 Strategic Plan.

Table 18: Efficiency Ratings – Programme 4

Output	Output indicator	2019/20 Achievements (Baseline)	2022/23 Achievements	%Growth/Reduction in Outputs	Efficiency Rating
4 occupational qualifications promoting	Number of occupational qualifications	0	4	-	-

Output	Output indicator	2019/20 Achievements (Baseline)	2022/23 Achievements	%Growth/Reduction in Outputs	Efficiency Rating
occupations in high demands are developed	promoting Occupations in High Demand are developed.				
140 candidates enrolled in RPL programme	Number of candidates enrolled in RPL programme.	150	250	67%	Efficient
250 candidates completed RPL programme	Number of candidates completed RPL programme.	210	185	-12%	Inefficient
420 learning programmes evaluated	Number of learning programmes evaluated.	769	738	-4%	Inefficient
15 work integrated learning sites for occupations in high demand are approved	Number of work integrated learning sites for Occupations in High Demand are approved.	-	15	-	-

Source: ETDP SETA Annual Report 2022/23 (2023) and ETDP SETA Annual Performance Plan 2022/23 (ETDP SETA, 2022)

As seen in the table above, only one output – ‘140 candidates enrolled in RPL programme’ – out of the five outputs are rated as efficient. An efficiency rating cannot be determined for the output, “4 occupational qualifications promoting occupations in high demands are developed” and “15 work integrated learning sites for occupations in high demand are approved”.

5.2.2 Management of Cash Reserves

As a SETA's primary goal is to maximise its resources for the advancement of training and educational outcomes, it follows that one of its main goals is not to (unnecessarily) increase its financial reserves but rather to use them for skill development in order to be deemed efficient. (Turner, et al., 2013). In order to determine the ETDP SETA's efficiency based on the management of its cash reserves, the ETDP SETA's cash reserves in the 2019/20 financial year(baseline) are compared to the cash reserves in the 2022/23 financial year to calculate a percentage increase or decrease. It is further assumed that the SETA is inefficient if the cash reserves increase by more than 30%

Table 19: ETDP SETA Cash Reserves

	2019/20	2022/23	Change in Cash Reserves
Nominal Cash Reserves	R 1 285 907 000,00	R 1 380 283 000,00	7%
Real Cash Reserves	R 1 505 519 473,68	R 1 380 283 000,000	-8%

Source: ETDP SETA Annual Report 2022/23 (2023) and ETDP SETA Annual Report 2020/21 (2021)

As seen in the above, the ETDP SETA's real cash reserves decreased by 8% between 2019/20 and 2022/23 which indicates efficiency. The ETDP SETA may however want to consider whether they should be keeping such a large cash reserve.

5.3 Effectiveness



Definition: Effectiveness

A measure of the extent to which a project attains its objectives.

Source: OECD, 2018

As defined above, effectiveness is measured by the degree to which a project (or programme) is successful in achieving its objectives and producing the desired results. To measure the effectiveness of programmes, the following were assessed:

This section provides a detailed view of the delivery of outcomes seen in the table below:

Table 20: ETDP SETA Outcomes

Focus Area		
#	Short-term Outcomes	NSDP Outcome
1	Increased youth accessing work-based learning opportunities to enhance employability.	NSDP Outcome 2: Linking education and the workplace
2	Increased access to post schooling education and training for the unemployed.	NSDP Outcome 2: Linking education and the workplace
3	Increased skills development support for entrepreneurship and cooperative development.	NSDP Outcome 6: Skills development support for entrepreneurship and cooperative development
4	Increased access to occupationally directed programmes.	NSDP Outcome 4: Increased access to occupationally directed programmes.
Medium-to-Long term Outcomes		
5	Improved relationship between education, training, and the workplace.	NSDP Outcome 2: Linking education and the workplace
6	Increased number of skilled practitioners and employees in the ECD, NGO, trade unions, political parties, SETAs, professional bodies, libraries, and archives institutions through skills development.	NSDP Outcome 3: Improving the level of skills in the South African workforce.
7	Improved quality of services delivery and performance within the ETD Sector.	NSDP Outcome 4: Increase access to occupationally directed programmes.

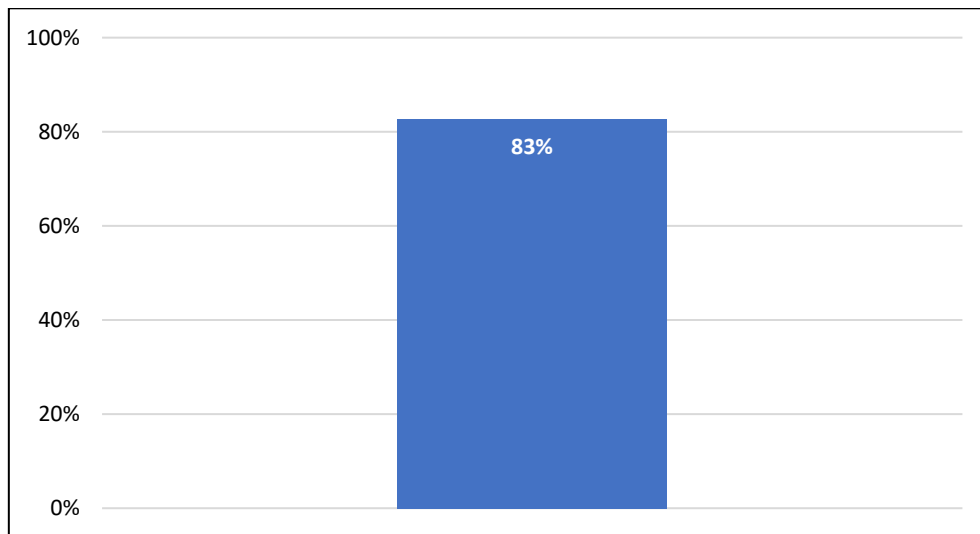
5.3.1 Detailed Analysis: Effectiveness of Short-term Outcomes

This section provides a detailed view of the effectiveness of the Medium to Long term Outcomes.

5.3.1.1 Increased Youth Accessing Work-Based Learning Opportunities to Enhance Employability.

The figure below illustrates the proportion of the internship beneficiary survey respondents who believe that the ETDP SETA has achieved the short-term outcome of an increase in youth accessing work-based learning opportunities to enhance employability.

Figure 10: Increased Youth Accessing Work-Based Learning Opportunities to Enhance Employability



Source: ETDP SETA Mid-Term Review Beneficiary Survey, 2023

The figure indicates that 83% of the beneficiaries of the internship programme were of the view that the ETDP SETA has achieved the outcome of increased youth accessing work-based learning opportunities to enhance employability through the implementation of the internship programme.

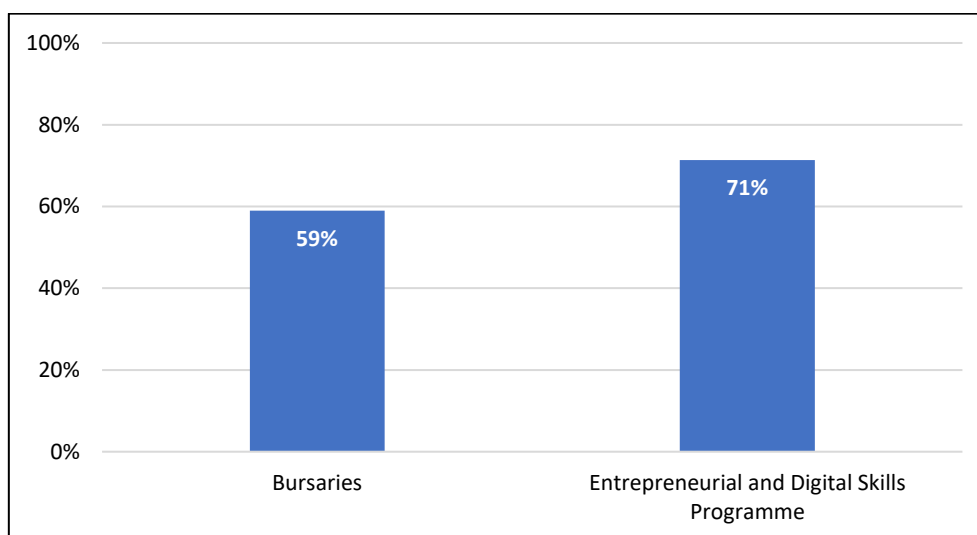
"ETDP SETA was very effective [in achieving its outcomes], more youth have been presented with the opportunity to gain the minimum work experience required through ETDP SETA, me included. I now stand a good chance of securing employment."

Internship Beneficiaries Survey, 2023

5.3.1.2 Increased Access to Post Schooling Education and Training for the Unemployed

The figure below illustrates the proportion of the bursaries and skills programme beneficiary survey respondents who believe that the ETDP SETA achieved the short-term outcome of an increase in access to post schooling education and training for the unemployed.

Figure 11: Increased Access to Post-Schooling Education and Training for the Unemployed



Source: ETDP SETA Mid-Term Review Beneficiary Surveys, 2023

The figure above indicates that of the survey respondents that were beneficiaries of the bursary programme, 59% were of the view that the ETDP SETA increased access to post-schooling education and training for the unemployed, while 71% of participants of the entrepreneurial and digital skills programmes, shared the same view.

A beneficiary of the skills programme indicated that the training that they received provided them with knowledge that will enable them to further their studies in future.

"It was effective to us because we gained knowledge so that in future, we can further our studies"

Skills Programme Survey, Beneficiary, 2023

In addition to the above, a beneficiary of the ETDP SETA-funded bursary indicated that the opportunities to study offered by the organisation have been impactful in that they have enabled underprivileged students to find employment and raise their standards of living following the completion of their studies.

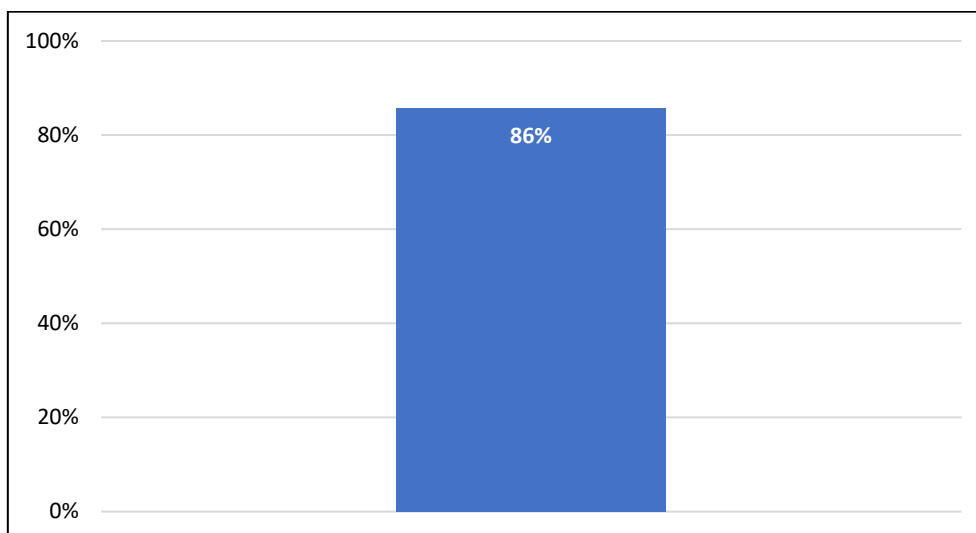
"It has been successful in ensuring the education of many underprivileged students who can now enter the workplace and raise their standard of living."

Bursary Survey, Beneficiary, 2023

5.3.1.3 Increased Skills Development Support for Entrepreneurship and Cooperative Development

The figure below illustrates the proportion of the CBOs/NGOs/NPOs training support beneficiary survey respondents who believe that the ETDP SETA achieved the short-term outcome of an increase in skills development support for entrepreneurship and cooperative development.

Figure 12: Increased Skills Development Support for Entrepreneurship and Cooperative Development



Source: ETDP SETA Mid-Term Review Beneficiary Survey, 2023

As illustrated in the figure above, 86% of survey respondents that participated in the training interventions for CBOs/NGOs/NPOs, were of the view that ETDP SETA achieved the outcome of an increase in skills development support for entrepreneurship and cooperative development, through the training interventions. Furthermore, beneficiaries were of the view that following participation in the programmes, members of these organisations gain valuable skills that they can leverage in establishing their businesses.

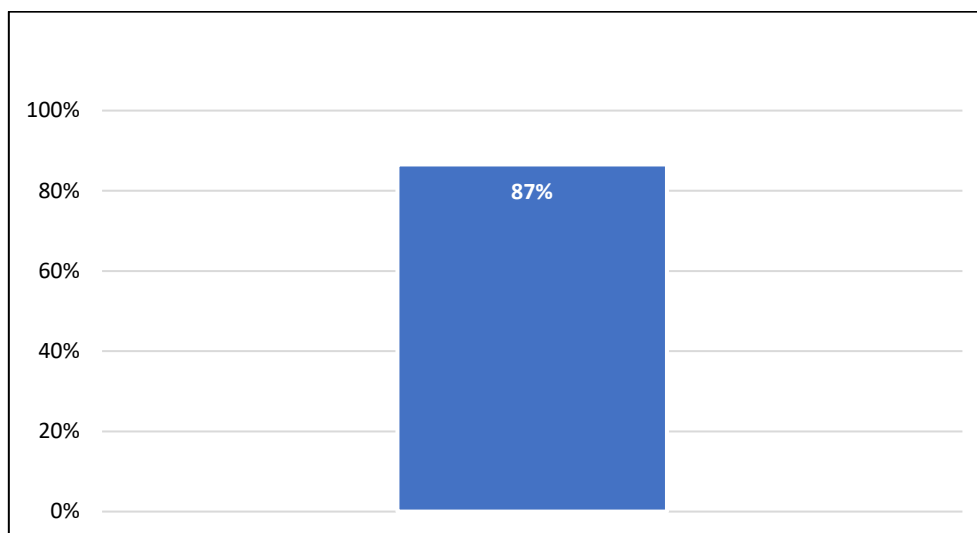
"I think after the training our own people get more developed as well. We didn't know how much value we would actually gain from the new venture capital programme. Some of us ended up starting businesses on the side with what we learned."

CBOs/NGOs/NPOs Interview, Beneficiary, 2023

5.3.1.4 Increased Access to Occupationally Directed Programmes

Similarly, the proportion of the RPL programme beneficiary survey respondents who believe that the ETDP SETA has achieved the short-term outcome of an increase in access to occupationally directed programmes through the RPL programmes.

Figure 13: Increased Access to Occupationally Directed Programmes



Source: ETDP SETA Mid-Term Review Beneficiary Survey, 2023

The figure above illustrates that of the survey respondents who participated in RPL programmes, 87% were of the view that the ETDP SETA achieved an increase in access to occupationally directed programmes within the sector. This was supported by beneficiaries who were of the view that the ETDP SETA has provided opportunities and resources for different individuals to participate in these programmes.

"They have successfully provided opportunities and resources to a wide range of individuals, ensuring that more people have been able to participate in these programs.

RPL Programme Survey, Beneficiary, 2023

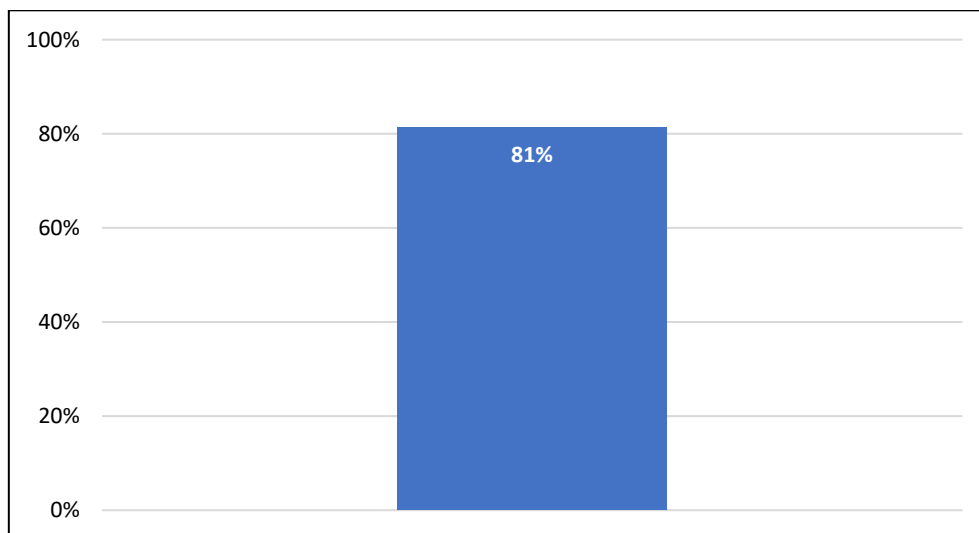
5.3.2 Detailed Analysis: Effectiveness of Medium to Long term Outcomes

This section provides a detailed view of the effectiveness of the Medium to Long term Outcomes.

5.3.2.1 Improved Relationship between Education, Training, and the Workplace

The figure below illustrates the proportion of the internship beneficiary survey respondents who believe that the ETDP SETA achieved the medium-to-long term outcome of an improved relationship between education, training, and the workplace.

Figure 14: Improved Relationship Between Education, Training, and the Workplace



Source: ETDP SETA Mid-Term Review Beneficiary Surveys, 2023

The figure illustrated above indicates that 81% of the survey respondents that participated in the ETDP SETA internship programmes, believe that the ETDP SETA's initiatives have improved the relationship between education, training, and the workplace.

Beneficiaries of the internship programme added that the internship has not only provided them with the essential work skills to enhance their employment prospects but has also provided guidance on how to navigate the workplace.

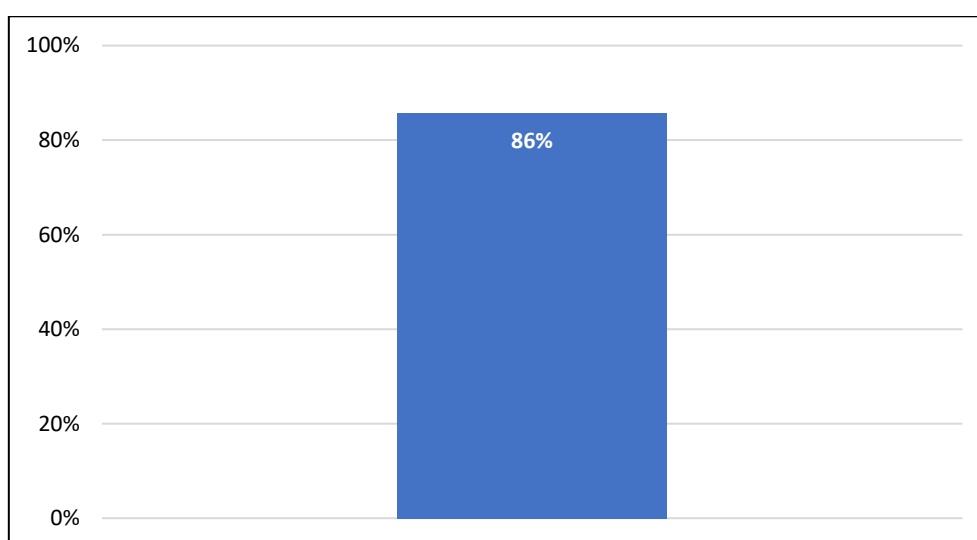
"This internship has not only provided us with the necessary work skills to improve our chances of employment but has also provided us with the guidance on how to behave in a hierarchical structural environment.

Internship Survey, Beneficiary, 2023

5.3.2.2 Increased Number of Skilled Practitioners and Employees through Skills Development

The figure below illustrates the proportion of the CBOs/NGOs/NPOs training support beneficiary survey respondents who believe that the ETDP SETA has achieved the medium to long-term outcome of an increase in the number of skilled practitioners and employees in the ECD, NGO, trade unions, political parties, SETAs, professional bodies, libraries, and archives institutions through skills development.

Figure 15: Increased Number of Skilled Practitioners and Employees through Skills Development



Source: ETDP SETA Mid-Term Review Beneficiary Survey, 2023

As illustrated in the figure above, 86% of respondents believe that ETDP SETA has achieved the outcome of an increased number of skilled practitioners and employees in the ECD, NGO, trade unions, political parties, SETAs, professional bodies, libraries, and archives institutions through skills. Respondents reflected on how they gained valuable expertise as a direct result of their participation in the ETDP SETA's education and training initiatives.

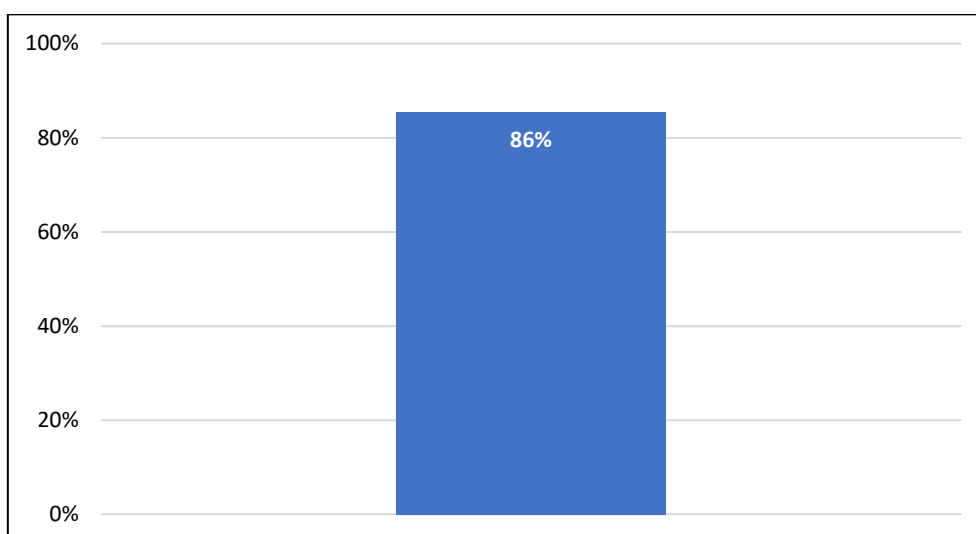
"As an NGO we got to be skilled through the initiative."

CBOs/NGOs/NPOs Survey, Beneficiary, 2023

5.3.2.3 Improved Quality of Service Delivery and Performance within the ETD Sector

The figure below illustrates the proportion of the RPL programme beneficiary survey respondents who believe that the ETDP SETA has achieved the outcome of an improved quality of service delivery and performance within the ETD Sector through the RPL programme.

Figure 16: Improved Quality of Service Delivery and Performance within the ETD Sector



Source: ETDP SETA Mid-Term Review Beneficiary Surveys, 2023

According to the figure shown above, 86% of the survey respondents believe that the ETDP SETA has achieved the outcome of an improved quality of service delivery and performance within the ETD sector through the RPL programme.

"The ETDP SETA has been extremely effective in improving the quality-of-service delivery and performance within the ETD sector. The interventions have been relevant, impactful, and instrumental in the personal and professional growth of the individual.

RPL Survey, Beneficiary, 2023

5.3.3 Hypotheses Testing

This section provides findings relating to the hypotheses that were tested through the surveys distributed to beneficiaries and interviews conducted with the beneficiaries, training providers and employers of the selected projects implemented by the ETDP SETA.

The evaluation of the Strategic Plan involves the testing of certain hypotheses that were informed by and drawn from the Theory of Change. These can be understood as some of the most key factors that should be true or occurring in order for the ETDP SETA to deliver impactful services, with "impactful" in this instance being understood within the context of the Theory of Change and the outcomes the SETA intends to achieve.

The hypotheses that were tested through the beneficiary surveys are as follows:

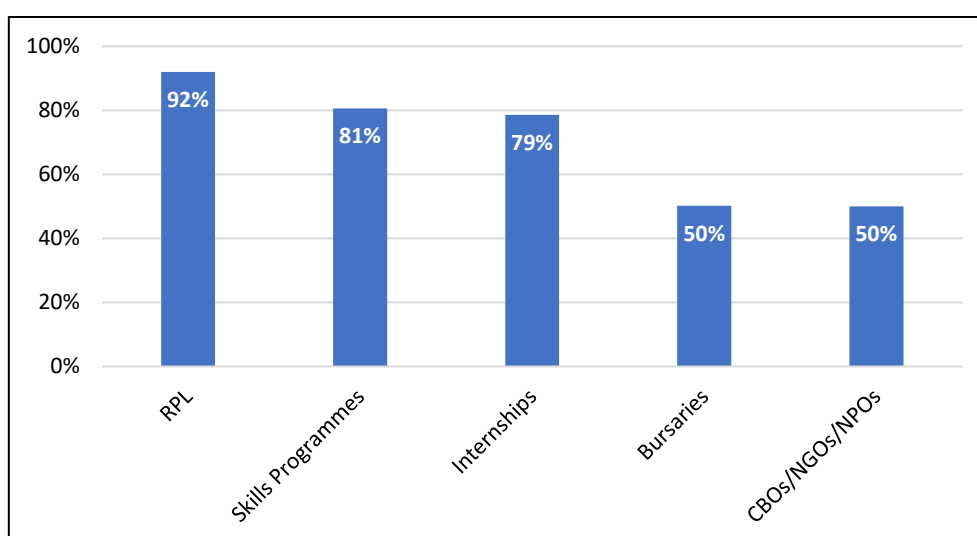
- Adequate support mechanisms are in place to address any challenges or barriers that may arise during the duration of the learning programmes to ensure their successful completion.
- Effective remedial actions are provided by the ETDP SETA to alleviate challenges or barriers to the completion of internship programmes.
- Adequate monitoring mechanisms are in place to ensure the successful implementation and completion of learning programmes.

Questions were posed to beneficiaries that would enable the evaluation to determine the extent to which the abovementioned hypotheses hold true. The results are presented in the section that follows.

5.3.3.1 Adequate Support Mechanisms

The figure below illustrates the extent to which survey respondents of selected ETDP SETA projects, believe that adequate support mechanisms were in place to address any challenges or barriers that arose during the duration of the learning programmes to ensure their successful completion of the various selected projects.

Figure 17: Adequate Support Mechanisms



Source: ETDP SETA Mid-Term Review Beneficiary Surveys, 2023

The figure above illustrates that of the survey respondents, 92% of RPL programme participants rated the provision of adequate support mechanisms for challenges or barriers that arose during the programme positively. This view was shared by 81% of participants of the skills programmes, 79% of the beneficiaries of the internship programmes.

“Our facilitators we always encouraging us and give us a full support where we needed their help.”

RPL Programmes Survey, Beneficiary, 2023

Similarly, participants of the ETDP SETA’s skills programme reflected on the positive experiences they had regarding the support that was provided to them.

“We were always given support as learners through having open communication channels with our facilitator who was always up to answer our questions and addressing issues as they arise.

Skills Programmes Survey, Beneficiary, 2023

Participants of the ETDP SETA’s internships programmes echoed the same sentiments, indicating their satisfaction with the support that was provided to them.

“We got support from our mentors and our assessments were monitored daily. There was communication between us interns and our mentor and they never gave us our payments late.”

Internship Programmes Survey, Beneficiary, 2023

Furthermore, the graph indicates that only 50% of beneficiaries of both the bursary programme and the training interventions for CBOs/NGOs/NPOs rated the provision of adequate support mechanisms for challenges or barriers that arose during the programme positively. There was a noted disparity in the views shared by beneficiaries (of bursary and CBO related interventions, as compared to other interventions) as some respondents raised concerns that the support provided by the ETDP SETA was insufficient and that more information-sharing and support should be offered for a better experience.

“The people who were helping us had no information at all. They did not know where we could get information, which number to call or which office to go to..

Bursary Interview, Beneficiary, 2023

One of the beneficiaries of the training support for CBOs/NGOs/NPOs added that they had not communicated with the ETDP SETA throughout the programme.

“We had no communication with the ETDP SETA during the programme.”

CBOs/NGOs/NPOs Interview, Beneficiary, 2023

Similarly, beneficiaries of the bursary programmes noted the communication challenges between the ETDP SETA and themselves.

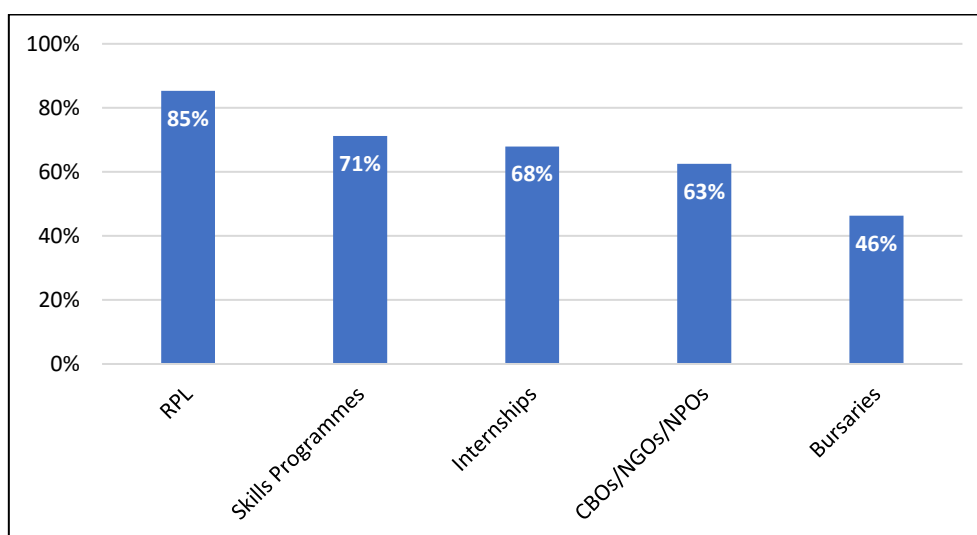
“I was notified of who to contact about these challenges, but I would say the channel of communication was very disoriented. It seemed like we were going back and forth without going anywhere. “

Bursary Interview, Beneficiary, 2023

5.3.3.2 Effective Remedial Actions

The figure below illustrates the extent to which survey respondents of the selected ETDP SETA projects were of the view that effective remedial actions are provided by the ETDP SETA to alleviate challenges or barriers to the completion of various selected projects.

Figure 18: Effective Remedial Actions



Source: ETDP SETA Mid-Term Review Beneficiary Surveys, 2023

The figure above indicates that of the survey respondents, 85% of beneficiaries of the RPL programmes, 71% of those on the skills programmes, 68% of those on the internship programmes, and 63% of those that were a part of the training interventions for CBOs/NGOs/NPOs were all of the view that the ETDP SETA provided effective remedial actions to alleviate challenges or barriers to the completion of various programme.

"They were very good too because the SETA facilitator would at times address us, take our complaints and attend to them."

Skills Programmes, Beneficiary, 2023

This sentiment was however not shared by all beneficiaries as only 46% of beneficiaries of ETDP SETA-funded bursaries rated the provision of effective remedial actions by the ETDP SETA positively.

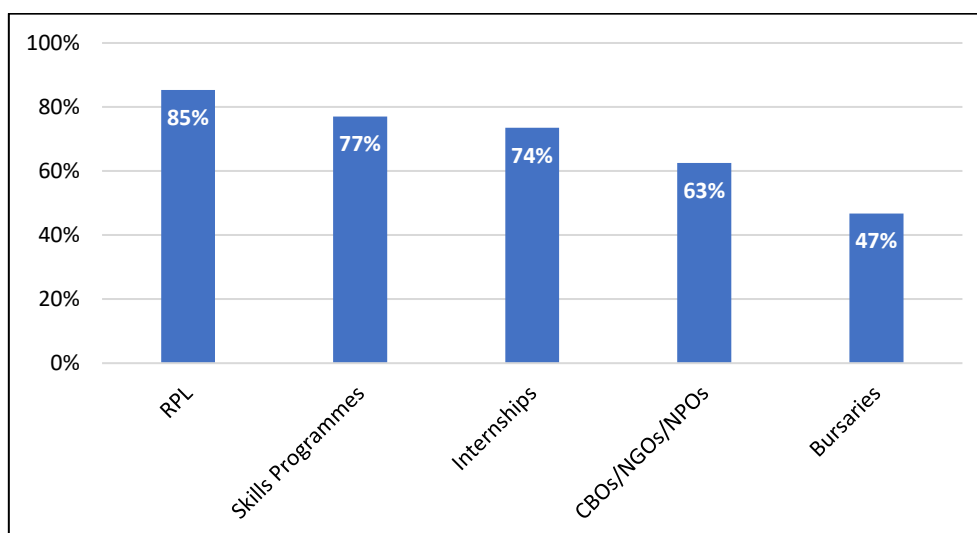
"The remedial actions are poor based on the point that there's no communication between the bursary and the students."

Bursaries Survey, Beneficiary, 2023

5.3.3.3 Adequate Monitoring Mechanisms

The figure below illustrates the extent to which survey respondents of the selected ETDP SETA programmes were of the view that adequate monitoring mechanisms are in place to ensure the successful implementation and completion of learning programmes.

Figure 19: Adequate Monitoring Mechanisms



Source: ETDP SETA Mid-Term Review Survey, 2023

The figure above illustrates that of the survey respondents, 85% of the beneficiaries of RPL programmes believe that adequate monitoring mechanisms were in place to ensure the successful implementation and completion of learning programmes. This view was shared by 77% participants of skills programmes, 74% of the beneficiaries of the internship programmes, and 63% of participants of the training interventions for CBOs/NGOs/NPOs. Below are the sentiments of an internship programme beneficiary regarding the monitoring mechanisms that were put in place as part of the internship programme.

"I was offered satisfactory support by my workplace mentor. She helped develop my communication skills and also familiarised me with the work environment. I was given monitoring instruments which helped a lot in assessing my performance and also helped me to develop the areas in which I was lacking. SETA staff kept their communication lines open for me in case I had problems at work, or I had queries, they were and still are patiently helpful. Our stipends were paid directly into our accounts although the payments were usually made on different dates each month.

One of the beneficiaries of the skills programmes noted that ETDP SETA officials visited them on a regularly basis for monitoring purposes.

"Every month ETDP SETA official would come to inspect us and ask if we are still okay and addressed any issues, we reported".

Skills Programme Survey, Beneficiary, 2023

However, as depicted in the graph above, some beneficiaries of ETDP SETA-funded bursaries did not share a similar view, with only 47% of them indicating that they believed there were adequate monitoring mechanisms in place to ensure the successful implementation and completion of learning

programmes.

“There was no adequate monitoring mechanism put in place to assess my progress and perhaps provide any extra support.”

Bursaries Survey, Beneficiary, 2023

5.4 Impact



Definition: Impact

The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators.

Source: OECD, 2018

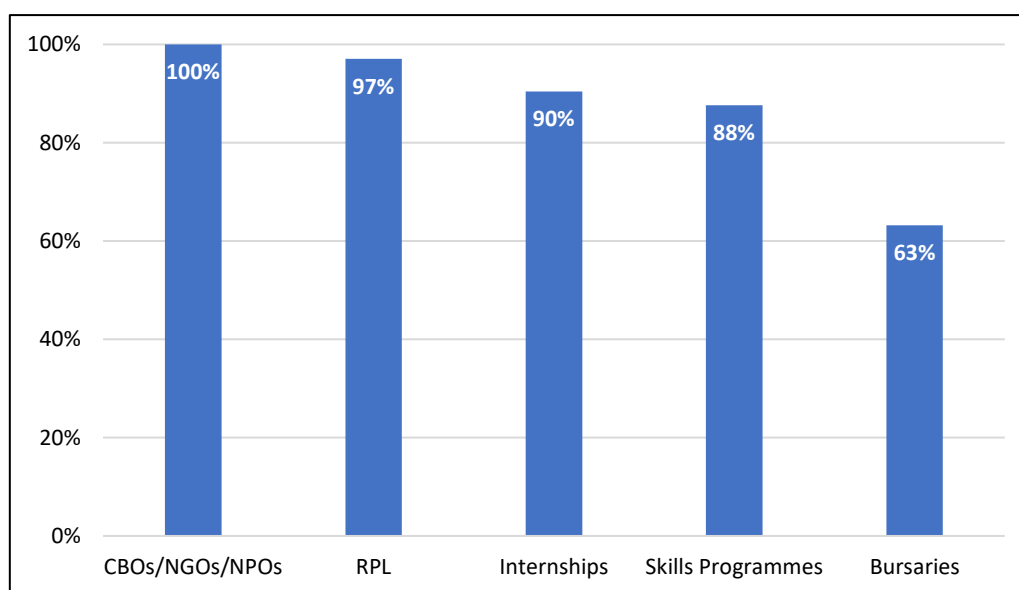
The broader impact that has occurred as a result of the implementation of the ETDP SETA Programmes was evaluated based on an assessment of delivery of the impacts as defined. This is a singular impact across all programmes.

To what extent did the ETDP SETA programme develop and improve the skills profile of the sector's workforce for the benefit of employers, workers, and employees in the sector.

5.4.1 Detailed Analysis: Impact

The figures below illustrates the proportion of beneficiary survey respondents from all of the selected projects, believed that the ETDP SETA has achieved its intended impact of a developed and improved skills profile of the ETD sector's workforce for the benefit of employers, workers, and employees in the sector.

Figure 20: Developed and Improved Skills Profile of the ETD Sector's Workforce



Source: ETDP SETA Mid-Term Review Beneficiary Surveys, 2023

The figure above illustrates that all survey respondents (100%) who were beneficiaries of the training support provided to CBOs/NGOs/NPOs, believe that the ETDP SETA achieved its intended impact of a developed and improved skills profile of the ETD sector's workforce. This view was shared by 97%

participants of RPL programmes, 90% of beneficiaries of the internship programmes, 88% of participants the entrepreneurial and digital skills programme and 63% of beneficiaries of the ETDP SETA's bursary programmes.

Beneficiaries of the RPL programme emphasised the practical impact of the SETA's programmes, indicating that they have contributed to the enhancement of their skills in planning and holistic child development.

"I have gained skills on how to be a good [ECD] practitioner and I now know how to plan for them [children] and develop them holistically.

RPL Survey, Beneficiary, 2023

Similarly, a beneficiary of the training support provided to CBOs/NGOs/NPOs added that the ETDP SETA's interventions have enabled them to expand operations to other provinces as a result of the skills and support they gained through the interventions.

"We are now operating in three provinces, and this is where the ETDP SETA has played a much important role as well. We are now in the North West, Gauteng and Limpopo. That on its own says we have improved a little bit."

CBOs/NGOs/NPOs Interview, Beneficiary, 2023

5.5 Sustainability



Definition: Sustainability

A measurement of whether the benefits of an activity are likely to continue after funding has been withdrawn.

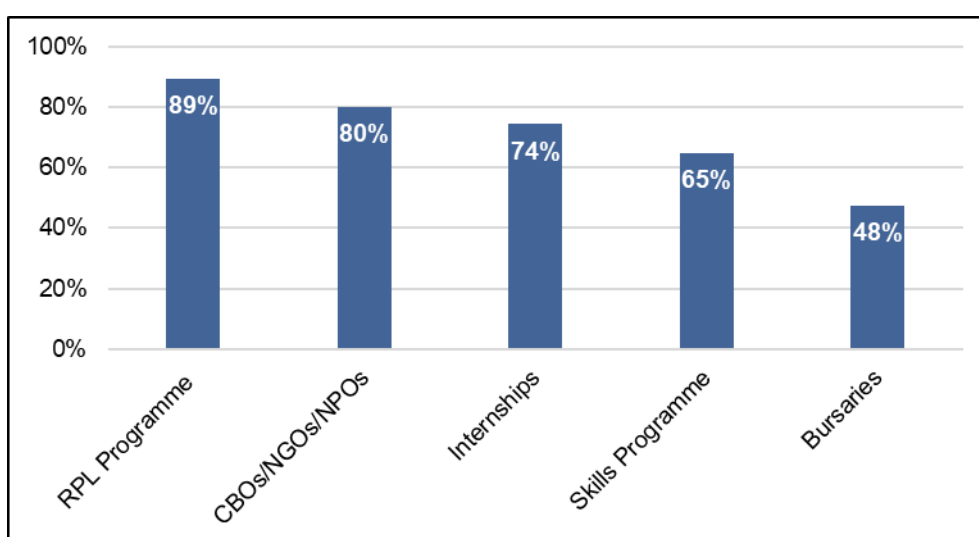
Source: OECD, 2018

As defined above, assessing sustainability involves posing questions about the likelihood that the positive effects of a programme will continue beyond the completion of a programme.

5.5.1 Detailed Analysis: Sustainability

The evaluation aimed to assess the sustainability of the ETDP SETA's selected projects by posing questions to beneficiaries about the likelihood of the positive effects of the intervention continuing beyond the completion of the programme. The results of the survey are presented below.

Figure 21: Sustainability



Source: ETDP SETA Mid-Term Review Survey, 2023

As can be seen in the figure above, the majority of beneficiaries of the RPL programme (89%), training for CBOs/NGOs/NPOs (80%), internships (74%) and skills programmes (65%) were of the view that the benefits of their respective programmes have continued or are likely to continue after the end of the training. It can be seen that only 48% of beneficiaries of the bursaries programmes shared the same view.

5.6 Coherence

This section presents the extent to which the SETA plans have conformed to regulatory frameworks.

5.6.1 Regulatory Frameworks

The regulatory landscape provides the structural framework within which the ETDP SETA operates, and it is for this reason that the Strategic Plan should conform to the relevant regulatory frameworks

The regulatory frameworks to which the ETDP SETA's Strategic Plan should conform include the Public Finance Management Act 9 of 1996 which guides the ETDP SETA in its financial and corporate governance functions; the Skills Development Act 99 of 1998 which sets out the functions of the SETAs; the Skills Development Levies Act 9 of 1990 which regulates the grant system to fund education and training in various sectors; the National Qualifications Framework (NQF) Act 67 of 2008 which governs the national framework that classifies and oversees qualifications in South Africa, ensuring consistency and quality in education and training; the Sector Education and Training Authorities Grant Regulations of 3 December 2012 which is intended to improve the effectiveness with which SETAs manage disbursements and the allocation of grants. The official sign-off in the Strategic by the chief financial officer, chief executive officer and head official responsible for planning indicate that the Strategic Plan has considered updates in the all the relevant legislation. The table below illustrates some of the ways in which the Strategic Plan conforms to the regulatory frameworks.

Table 21: Extent to which the Strategic Plan Conforms to the Regulator Frameworks

Regulatory Framework	Strategic Plan Alignment with Regulatory Frameworks
Public Finance Management Act 9 of 1996	The Strategic Plan makes specific reference to this Act and indicates how ETDP SETA implements the relevant provisions.
Skills Development Act 99 of 1998	- The Strategic Plan makes specific reference to this Act and indicates how ETDP SETA implements the relevant provisions. - The purposes of the Act include but are not limited to developing the skills of the South African workforce, improving the employment prospects of previously disadvantaged individuals; promoting self-employment and providing opportunities for new entrants to the labour market to gain work experience. The ETDP SETA responds to the above by: - Developing outcome indicators such as "Increased number of teachers and government officials who are competent in digital skills to facilitate digital learning, e-learning, blended learning and other new digital transfers to learners"; - Setting equity targets in programme 3 and programme 4 and delivering on programmes such as the RPL programme that seek to accelerate redress of past unfair discrimination. - Developing outcome indicators for the NSDP Outcome; "skills development support for entrepreneurship and cooperative development" - Developing outcome indicators for the NSDP Outcome; "linking education and the workplace"

Skills Development Levies Act 9 of 1990	• The Strategic Plan makes specific reference to this Act and indicates how ETDP SETA implements the relevant provisions
National Qualifications Framework (NQF) Act 67 of 2008	• The Strategic Plan does not make specific reference to this Act. • The Strategic Plan does however respond to the provisions of the Act and ultimately the purpose of the Act by • The purposes of the Act include but are not limited to enhancing education, training and the career path and accelerating the redress of past unfair discrimination. The ETDP SETA responds to the above by ○ Developing outcome indicators for the NSDP Outcome; “Support Career Development Services” ○ Setting equity targets in programme 3 and programme 4 and delivering on programmes such as the RPL programme that seek to accelerate redress of past unfair discrimination.
The Sector Education and Training Authorities Grant Regulations of 3 December 2012	• The Strategic Plan makes specific reference to these regulations and indicates how ETDP SETA implements the relevant provisions

It is important to note that the above analysis is desk-based and therefore lacks the detail of the extent to which the ETDP SETA is actually contributing beyond the quantitative targets and achievements.

6 Findings and Recommendations

The table below provides an overview of the key findings and recommendations emerging from the Evaluation.

Table 22: Key Findings and Recommendations

Key Focus	Key Finding	Recommendation
Strategic Plan Design	Strengths - The Strategic Plan demonstrates great alignment with national priorities and regulatory frameworks ensuring that the outcomes set out by the ETDP SETA contribute meaningfully to broader developmental goals. - The Strategic Plan's Mandate, Strategic Focus and Technical Indicator Descriptions conform with the guidelines set out in the DPME's Revised Framework for Strategic Plans and Annual Performance Plans. - The inclusion of a diverse range of programmes and skills development initiatives that cater to the needs of different individuals (i.e., employed, and unemployed youth, workers, cooperatives, trade unions etc.) enhances the ETDP SETA's ability to address multifaceted challenges within the ETD sector - The outcome indicators outlined in the Strategic Plan are well-defined and provide a clear roadmap for tracking progress. This allows for effective monitoring and evaluation of the ETDP SETA's performance against set targets.	The ETDP SETA should continue draft and implementing its Strategic Plan in line with provisions and recommendations of regulatory frameworks and national policies.
	Weaknesses - The Strategic Plan defines multiple impact statements, each at programme level. The correct method is to define one impact at organisational level. - The Strategic Plan has undergone several revisions during the mid-term. In line with the DPME Framework, the Strategic Plan is not intended to be updated on an annual basis, unless there are material environmental changes.	- To enhance strategic clarity and cohesion, it is recommended that the ETDP SETA revises its Strategic Plan to articulate a single impact statement at the organizational level. This will ensure a unified and focused approach to measuring overall impact. - Aligning with best practices, the ETDP SETA should adhere to the DPME Framework and limit revisions to instances of significant environmental changes. This approach will provide stability and strategic continuity.
	Opportunities Embracing more digital transformation initiatives presents an opportunity to enhance the delivery of education and training	- The ETDP SETA should actively pursue digital transformation initiatives to modernise its educational offerings. - Establishing collaborative initiatives can bring in additional funding, expertise, and

Key Focus	Key Finding	Recommendation
	programmes, potentially reaching a broader audience Exploring increased collaboration with the private sector and other stakeholders can open avenues for diversified funding sources and innovative programme development.	resources, fostering innovation and sustainability in the development of educational programs
	Threats - Economic downturns and budget constraints may pose a threat to the availability of sufficient funding, impacting the implementation of strategic initiatives. - Shifts in government policies or priorities may require adjustments to the SETA's strategic plan, potentially leading to disruptions in programme continuity.	- The ETDP SETA should develop contingency plans and explore diverse funding sources to mitigate the impact of economic uncertainties. As suggested earlier, this may involve building strategic partnerships and exploring alternative funding models. - The ETDP SETA should establish a flexible strategic planning framework that allows for adaptation to changes in government policies. This may include regularly monitoring policy developments and engaging with relevant stakeholders
Digital Transformation	- Suggestions to automate mundane tasks within the ETDP SETA were put forth by internal stakeholders, reflecting a desire for a more streamlined and optimised workflow. Some employees have noted the absence of any automated tasks within their departments, signalling a potential gap in leveraging automation to its full potential. - Consultations revealed that there are perceived delays in the processing of documentation by the ETDP SETA, which has resulted in beneficiaries having to consistently resend required documents in order to receive funding. An additional concern raised by a consulted training provider is the misplacement of student documentation, including contracts, by the ETDP SETA	- To enhance operational efficiency and workflow optimization, the ETDP SETA should actively explore and implement automation solutions for routine tasks. This could involve conducting a comprehensive review of departmental processes to identify suitable areas for automation, followed by the implementation of appropriate technology solutions. Additionally, fostering a culture of continuous improvement and providing training on automation tools can empower employees to embrace and make the most of automated workflows. Furthermore, it would be beneficial for the ETDP SETA to earnestly consider and incorporate the suggestions made by the employees. This collaborative approach ensures that automation efforts align with the actual needs of the organisation and its workforce, fostering a more effective and user-friendly technological environment. - The ETDP SETA should consider developing digital platforms where contracts and supporting documents can be securely uploaded. This proposed solution aims to mitigate the risk of document loss and eliminates the need for resubmission, thereby enhancing efficiency and ensuring a smoother process for all stakeholders involved.

Key Focus	Key Finding	Recommendation
Inadequate training budget	ETDP SETA internal stakeholders expressed concerns regarding the adequacy of the training budget, stating that it poses limitations on the training that can be provided. Additionally, consultations with internal stakeholders uncovered the perception that the budget allocated for training appears to be better suited for short courses; which suggests a misalignment between budget allocation and the aspirations of employees seeking professional qualifications.	The ETDP SETA should consider conducting a thorough review of the training budget allocation to ensure it aligns more closely with the diverse needs of employees, especially those pursuing essential qualifications for their roles. This may involve reallocating resources to accommodate a more comprehensive range of training programs.
Insufficient financial support	- One of the underlying causes contributing to the ETDP SETA's limited progress in the area of increasing the number of students receiving financial assistance is the perceived insufficient financial support to cover the costs of tuition. This perception has led some beneficiaries to opt for bursaries from organisations that offer more substantial financial support - Furthermore, the untimely disbursement of tuition and accommodation fees and allowance by the ETDP SETA was noted an area of concern by beneficiaries and training providers.	- The ETDP SETA acknowledges this challenge in the 2022/23 iteration of the Annual Report and further proposes a strategy to address it. This will include revising bursary amounts and agreements to provide students with more substantial financial support. Additionally, there is a proposal to extend the bursary agreement to cover the full duration of the qualification, ensuring a more comprehensive and sustained financial assistance for beneficiaries. This is an area that the ETDP SETA should continue to place focus on. - To address the concern of untimely disbursement of funds, it is recommended that the ETDP SETA align its funding planning with the academic calendars and timelines of tertiary institutions. Proactive measures should be implemented to ensure that student fees are disbursed well in advance of the academic year, minimising disruptions.
Lack of established monitoring and support mechanisms	The evaluation found that the ETDP SETA has not established support mechanisms or provided remedial actions to address any challenges or barriers that may arise during the duration of the learning programmes to ensure their successful completion.	- The ETDP SETA, in collaboration with training providers, should consider designing and implementing robust support mechanisms tailored to address a spectrum of challenges that beneficiaries may encounter. These mechanisms may encompass academic, financial, and personal support to ensure a holistic approach to overcoming barriers. - The ETDP SETA should also establish a system for regular assessment of the effectiveness of support mechanisms and remedial actions. This will allow the ETDP SETA to adapt and refine these measures based on feedback, ensuring continuous improvement and addressing emerging challenges in a dynamic learning environment

Key Focus	Key Finding	Recommendation
Inconsistent quality assurance mechanisms	Training providers contend that the accreditation systems have become less user-friendly and more prone to glitches and malfunctions. The consequence of this is a heightened dependency on the ETDP SETA for assistance, detracting from the autonomy that training providers require. Furthermore, the reported delays in issue resolution exacerbate the situation, hindering the seamless operation of training providers and impeding their ability to engage independently with the accreditation systems	- The ETDP SETA should undertake a comprehensive review of its accreditation systems and make the necessary upgrades where required. This involves modernising the technology infrastructure, enhancing user interfaces, and addressing any technical glitches with the aim of creating a more user-friendly and reliable system for training providers. - The ETDP SETA should conduct regular audits of the accreditation systems to identify vulnerabilities and areas for improvement. This will help maintain the integrity of the systems, ensuring they align with industry best practices and accommodate evolving needs - Furthermore, the ETDP SETA should establish a platform to engage with training providers to gather continuous feedback on the accreditation systems. This will provide insights into user experiences, identify emerging issues, and allow for timely interventions to maintain system effectiveness
Qualification Development	A notable challenge that was cited in consultations with external stakeholders is the prolonged process of developing occupational qualifications as a result of quality issues. External stakeholders indicated the process of developing qualifications is often delayed by the need to resubmit qualifications for registration due to quality issues. This process is prolonged even further due to the long consultation processes required for the resubmission between the QCTO, ETDP SETA and industry	The ETDP SETA should prioritise the recruitment or engagement of experienced subject matter experts. This will ensure that the ETDP SETA submits complete and accurate qualifications thereby minimising the need for resubmissions.

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