



MPUMALANGA REGIONAL
TRAINING
TRUST

Empowerment Through Training

MPUMALANGA REGIONAL TRAINING TRUST

Strategic Plan 2020/21 – 2024/25

Date of tabling: 15th May 2020

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EXECUTIVE AUTHORITY STATEMENT



Mr. Bonakele A Majuba (MPL)

Member of Executive: Department of Education

Following the elections of the 08th May 2019 that gave birth to the seven priorities for the sixth administration as pronounced by the Hon President in his state of the nation address after the elections. These priorities give direction to the outcomes and the delivery of services for all government institutions, as they formed the basis of the Medium Term Strategic Framework. The Hon Premier of the province further echoed these priorities during her state of the province address. I also emphasised them during the departmental budget vote speech of the Department of Education, for the entity, the priority would remain skills development as per its mandate. Given that our provincial and national economy are not growing as expected and public finances are very stretched and limited, we would have to prioritise and focus our energies towards maximizing our impact with the limited resources that we have at our disposal. As we enter this new administration, we will focus on seven priorities as mentioned below, with our focus on priority number two;

- Economic transformation and job creation
- **Education, skills and health**
- Consolidating the social wage through reliable and quality basic services
- Spatial integration, human settlements and local government
- Social cohesion and safe communities
- Building a capable, ethical and developmental State
- A better Africa and world.

The programmes and policies across all departments and entities will be directed towards achieving these priorities and focusing their resources on the successful achievement of the priorities. This strategic plan of the Mpumalanga Regional Training Trust (MRTT) has been developed in pursuit of these priorities.

Efforts would be made to intensify the implementation of new artisan development programmes (21st Century Artisan Development), that will be able to support and prepare qualifying learners to successfully complete the relevant trade tests. The department will also be supporting the entity in ensuring the operationalization of the Provincial Skills and Innovation Hub.

The process of developing a rollout plan for fast tracking the implementation of the Agriculture and Tractor Mechanics Programme has commenced. Working with the entity, we will continue to empower individuals and communities, out of school youth, industry workers and government employees in disadvantaged communities, in order for them to participate in the broader economic sphere and improve their socio-economic conditions.

I would like to end by echoing the words I uttered during our departmental budget vote speech, *“that together we shall reach the mountain top and our hearts will be fulfilled as we count the lives that we would have changed and given the opportunity to unleash their potential. Let us grow the Mpumalanga Province we want together”*.

I hereby table the Strategic Plan of the Mpumalanga Regional Training Trust for the period 2020/21 – 2024/25. I further endorse the Strategic Plan and commit towards ensuring and supporting its full implementation in order to better the lives of the youth and people of the Mpumalanga province, **the place of the rising sun**.



Mr Bonakele Majuba (MPL)

Executive Authority: Department of Education

ACCOUNTING OFFICER STATEMENT



Mr Riaan Oosthuizen

Chief Executive Officer: Mpumalanga Regional Training Trust

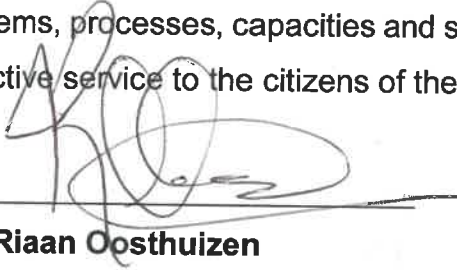
As the Chief Executive Officer, it pleases me to present our 2020/2021 – 2024/25 Strategic Plan. This plan seeks to fulfil the legal obligation of the entity to provide a strategic direction in terms of the five (5) year planned performance activities of the entity as mandated by the Medium Term Strategic Framework and the Mpumalanga Economic Growth and Development Path. Through this plan, the entity intends to make a meaningful and substantial contribution to the economic and social upliftment of the citizens of the province, particularly the poorest and most vulnerable rural communities.

As this is the five (5) year Strategic Plan of the institution we look forward to be implementing our planned activities in delivering quality and relevant skills intervention on behalf of the Mpumalanga Provincial Government under the leadership and supervision of our mother-body, the Provincial Department of Education. The entity has identified and will be working towards achieving and making the following impact on the lives of our service beneficiaries;

- Increased development of skills in the targeted sectors; and
- Enhanced capacity of the institution to deliver on its mandate

We will channel our resources, both human and material, to ensuring the successful implementation of this plan and subsequent attainment of the set strategic outcomes which are aimed at providing scarce and critical skills in technical knowledge, hospitality and tourism, agricultural as well as entrepreneurial programmes and get into partnerships to offer skills that are much needed in the Mpumalanga Province to grow the economy. It also remains part of the provincial broader plan to unleash experiential practical training through customised and accredited skills programmes.

During the five (5) year period, we will devote ourselves to improving our administration, systems, processes, capacities and scope of programme offerings to provide an efficient and effective service to the citizens of the Mpumalanga Province.

A handwritten signature in black ink, appearing to read 'R. Oosthuizen', is written over a horizontal line.

Mr. Riaan Oosthuizen

Chief Executive Officer

Mpumalanga Regional Training Trust

Official Sign-Off

It is hereby certified that this Strategic Plan:

- was developed by the management of the **Mpumalanga Regional Training Trust** under the guidance of **Mr Bonakele Majuba**, MEC for Education in the province.
- takes into account all the relevant policies, priorities, legislations and other mandates for which the **MRTT** is responsible.
- accurately reflects the impact, outcomes and outputs, which the **MRTT** will endeavour to achieve over the next period of five (5) years.

Mr Bongani Hlatshwayo: _____

Acting General Manager: Programme 1: Hospitality and Tourism

Ms Zanele Khoza: _____

Acting General Manager: Programme 2: Technical Training Operations

Mr Sammy Makgoba: _____

General Manager: Programme 3: Corporate Services

Mr MG Jafta: _____

Chief Financial Officer

Mr Wilson Magwandana: _____

Manager: Planning and Performance Information

Mr Riaan Oosthuizen: _____

Chief Executive Authority

Approved by:

Mr Bonakele Majuba (MPL): _____

MEC for Education

PART A: OUR MANDATE

1. Constitutional mandate

As a public entity reporting through the Board of Directors to the MEC for Education in the Mpumalanga Province, MRTT is mandated to develop the human resource base of the Mpumalanga Province through the provision of experiential, practical, technical, hospitality, tourism, entrepreneurship and life skills training. The focus is to empower learners, primarily the disadvantaged communities especially the youth, industry workers and government employees, to participate in the broader economic sphere of the province.

2. Legislative and policy mandates

Section 29 of the Constitution of the Republic of South Africa, Act 108 of 1996. The constitution requires education to be transformed and democratised in accordance with the values of human dignity, human rights and freedom, non-racism. It guarantees basic education for all with the provision that everyone has the right to basic education, including adult basic education and provision of Further Education and Training (FET).

MANDATE	PURPOSE
Skills Development Act, No. 97 of 1998	Increasing the skills levels of human resources in the workplace and in addition, to support career pathing.
South African Qualifications Authority Act, No. 58 of 1995	Provides for the development and implementation of the National Qualification Framework and for this purpose to establish the SAQA, and to provide for matters connected therewith.
Labour Relations Act, No. 66 of 1995	Regulates the organizational rights of trade unions, promotes, and facilitates collective bargaining at the workplace and at sectoral level. The act furthermore promotes and maintain sound labour practices.
Public Finance Management Act, No. 1 of 1999	Regulates financial management and to ensure that all revenue, expenditure, assets and liabilities of the government are managed efficiently and effectively; to provide for the responsibilities of persons entrusted with financial management in the government; and to provide for matters connected therewith.
Companies Act, No. 71 of 2008	Provides for the incorporation, registration, organisation and management of companies. In addition, it provides for equitable an efficient mergers and takeovers of companies.
Employment Equity Act, No. 55 of 1998	Promotes the constitutional right of equality and the exercise of true democracy; eliminate unfair discrimination in employment; ensure the implementation of employment equity to redress the effects of discrimination.
Basic Conditions of Employment Act, No. 75 of 1997	Gives effect to the right to fair labour practices referred to in section 23(1) of the Constitution by establishing and making provision for the regulation of basic conditions of employment; and thereby to comply with the obligations of the Republic as a member state of the

	International Labour Organisation; and to provide for matters connected therewith.
Occupational Health and Safety Act, No 85 of 1993	To provide for the health and safety of persons at work and for the health and safety of persons in connection with the use of plant and machinery; the protection of persons other than persons at work against hazards to health and safety arising out of or in connection with the activities of persons at work

3. Institutional Policies and Strategies over the five year planning period

- Manual on Human Resource Management
- Corporate Strategy
- Investment Policy
- Quality Assurance Policies
- Five Year Strategic Plan
- Annual Performance Plan
- ICT Strategy and Governance Framework
- Supply Chain Management Policies
- Asset Management Policies

The following are the core policy imperatives from which the entity derives its mandate from for implementation as pronounced by government:

- Seven Priorities of the sixth Administration
- Outcome 5 of the Medium Term Strategic Framework
- Mpumalanga Economic Growth and Development Path
- Comprehensive Rural Development Programme
- The Provincial Human Resource Development Strategy; and
- National Youth Development Strategy

4. Relevant Court Rulings

There are no court rulings that would have an impact on the operations of the entity or hamper its delivery of services to its beneficiaries.

PART B: OUR STRATEGIC FOCUS

5. Vision

To be recognised as a world-class, accredited and sustainable skills development provider.

6. Mission

To provide quality-training interventions, work integrated learning, placement and after-care according to the demands of the market that we serve for job creation and poverty alleviation.

7. Values

Accountability;
Commitment;
Innovation;
Integrity; and
Professionalism.

8. Situational Analysis

In delivering on its mandate, for the 2020/21 financial year, the entity will be guided by the priorities of the sixth Administration. While the focus of the mandate is the human resource development of the province through the provision of experiential and technical skills, emphasis would be put on outcomes and the impact of the work of the entity.

Over the past year, the entity has implemented and completed the partnership with Hydra Arc on the Artisan Development programme. This project has ended at the end of the 2019/20 financial year. For the duration of this project it has produced about 2 950 artisans in different skills such as welders, boilermakers and pipe fabricators and others. For this financial year, the entity will continue with the programme of artisan development with much focus on the 21st Century Artisan Development in partnership with other stakeholders.

Unemployment, poverty and inequality remains challenges that are facing government and our communities. In addition, the role of the entity becomes more important in skilling the unemployed youth, who are not in any education or training institutions to equip them with technical skills in order to participate in the mainstream economy. Currently, total employment number must rise from 1.2 million to more than 2.4 million (revised) by 2030 – more than a million jobs are required between 2019 and 2030 of which half a million should be between

2019 and 2024 for the lives of the people to change. Thus, the resources of the entity would be channelled towards making an impact and addressing these challenges, creating a skill base for the province and giving hope to young people of the province.

According to Statistics South Africa's mid-year population estimates (MYPE) 2018, Mpumalanga's population was 4.5 million or 7.8% of the national total population. Females constituted 2.3 million or 51.0% of the provincial population distribution and males 2.2 million (49.0%). The youth cohort (0-34 year) made up 67.9% of the total population in the province and the age group 60 years and older, only 7.2% of the population.

Unemployment rate increased from 29.5% in Q2 2014 to 34.7% in Q2 2019 nationally. The provincial unemployment rate was the second highest/ worst among the nine provinces at the end of Q2 2019. Youth unemployment rate is currently at 47.8% (according to the definition of Stats SA of 15-34 yr.) for the province and 65.4% if measured for the 18-24 year age cohort. The statistics highlights a very high female youth unemployment rate of 55.7% if measured for the 15-34 year age cohort and 80.1% if measured for the 18-24 year age cohort. The expanded unemployment rate (including also discouraged workers) was 43.5% at the end of Q2 2019 and the number of unemployed according to the expanded definition was almost 1 million people at 958 967.

This situation requires the entity to double its efforts and maximise its capabilities in training and upskilling unemployed youth to give more skills to the youth of the province. At the end of the fourth quarter 2018, adults (35-64 years) held the majority of jobs in Mpumalanga. Adult employment numbers increased by 80 388 from the end of the fourth quarter 2014 and the share increased from 58.0% to 59.5%. The main reason for the increase in adult share, is that youth (15-34 years) employment numbers increased by only 26 962, thus leaving the youth share lower on 40.5% at the end of the fourth quarter 2018. Through the work of the entity, training programmes would be focused towards technical, hospitality and other trades to provide these young people and women in particular with an opportunity to make a living and restore their dignity, and increase their employment from the 40.5% to 50% in the next five years. This will also increase the number of skilled people who could be absorbed into the job market and mainstream economy of the province and the country.

The skills programmes of the entity are made up of 30 percent theory and 70 percent practical training in the related industry for a set period. In addition, once these learners have been

trained and given skills, securing work integrated learning for them continues to be a challenge. Some other provincial departments are also assisting in this regard through providing the learners with an opportunity in their construction and sanitation related projects, which assists with, work placement challenges. In partnership with the National Youth Development Agency (NYDA), learners are assisted with establishing their own co-operatives and given training on financial and business management skills.

The Construction SETA was approached by the entity seeking approval to be recognised as a host employer for learners to complete their workplace integrated learning. This request was subsequently approved which is a great achievement for the entity. The entity now has a task of securing more projects, particularly in construction related trades for workplace-integrated learning. The entity will continue to enter into and sign Memorandum of Understanding (MoUs) with government departments, municipalities and industry at large for placement of learners' for work-place integrated learning.

The Provincial Department of Education has allocated the Sanitation projects to MRTT in various schools throughout the province in order to generate income and to offer learners work integrated learning opportunities. The Provincial Department of Health signed an agreement with MRTT in 2016 to offer learners work integrated learning in various hospitals and clinics in order for them to meet the SETA requirements for certification. This was emphasised by the Honourable Premier in her SOPA. These are positive developments for the entity and its learners, as they will not have to wait for too long before they get their certificates. MRTT and the Provincial Department of Health are currently in a process of renewing the Service Level Agreement (SLA) incorporating other Provincial Departments such as Department of Public Works, Roads and Transport (DPWRT). These efforts are an endeavour to open up opportunities for work-integrated learning for learners.

At the end of the fourth quarter 2018, the youth added 66.3% to the total number of unemployed in the province, which was lower than the share at the end of the fourth quarter 2014 (73. 5%).The unemployment rate of males (27.2%), was lower than the female unemployment rate of 37.9%. The unemployment rate of youth of working age (15-34 years) in Mpumalanga was 43.5%, whilst the unemployment rate of adults (35-64 years) was only 21.1%. The female youth unemployment rate was very high at 52.7% compared with the male youth unemployment rate of 36.5%. The programmes of the MRTT are designed to focus on the skills that are meant to empower these young people with technical skills to

enter the job market and fields with the focus on technical skills, hospitality and tourism, and to contribute towards the alleviation of the triple challenges of poverty, inequality and unemployment in the province.

The Fourth Industrial Revolution (4IR) is also posing threats and opportunities at the same time, as it requires learners and workers to acquire new skills in robotics and artificial intelligence. However, it is also providing the entity with an opportunity to look at its programmes and to see how it can bring about new technological opportunities to remain relevant and provide its learners with relevant skills. This will require extensive research and development capabilities, and a review of the programmes.

The entity held its strategic planning session between the 23-24 October 2019 and reviewed its SWOT analysis; this was guided by the current economic, social and technological factors and all other circumstances that could influence the performance of the entity. This process confirmed the importance of the role of the entity in changing the lives of ordinary people in the province and addressing the triple challenges of poverty, inequality and unemployment through skills development. The entity was guided by the Board of Directors in this session, and looked at various models to increase its self-sustainability, maximise partnerships and extend its scope³ and programme offerings.

EXTERNAL ENVIRONMENT ANALYSIS

A number of external factors affects the work of the entity, mainly; it is affected by the current economic climate facing the country and by extension the globe. Mostly, the entity attracts its learners or beneficiaries from disadvantaged and poor communities. The economic climate makes it very difficult for them to afford fees on their own without sponsors and the sponsors are also affected by the economy and as such are not forthcoming in terms of sponsoring the learners. This is a very delicate situation as it then forces the entity to depend on allocations from government.

The call for fees-must-fall also impacted on the entity as some of its learners were starting to call for the fees to fall, implying that the National Student Financial Aid Scheme (NSFAS) should also make provision for them, but unfortunately, the entity is not covered by the Higher Education Act and thus cannot apply for learner financial support from the NSFAS. The Fourth Industrial Revolution (4IR) would also in the near future have an impact on the skills,

programmes and learners that the institution produces as their skills would need to be relevant to what the economy would need, and these would have to be in the fields such as artificial intelligence and robotics. Thus, the entity would embark on extensive research to establish how it can improve on its service and programme offerings aligning them to robotics and artificial intelligence.

Learner dropouts is a serious problem for the entity, as some learners do not complete their programmes as they get jobs, get sick or even relocate while in the programme and thus do not complete the programmes and get the required skills and certification. Some are forced to drop out, as they are unable to pay their fees to complete the programmes.

The strategic planning session came up with many exciting and new strategies on how the entity would address these issues and be able to mitigate their impact on its work. Subsequent to the strategic planning session, management held a feedback session on the 28th November 2019, where it looked at plans that could be implemented in the short, medium and long term. Those plans that could be implemented in the immediate future have been included in this APP such as the generation of revenue for self-sustainability. Establishing symbiotic partnerships with industry, and the review of the organisational structure and implementation of the Corporate Strategy.

INTERNAL ENVIRONMENT ANALYSIS

Over the period of implementation of its annual performance plan, the entity intends to achieve all its non-financial performance indicators, and to spend its allocated budget in delivering on its mandate, while making a meaningful impact on the lives of its service beneficiaries. The entity has developed a Corporate Strategy that would shift its focus, approach and delivery model towards being a self-sustainable entity that has enough resources to implement its projects and programmes. This would also provide an opportunity for the entity to accommodate more learners, especially those who are unable to pay their fees; therefore increase its impact on the lives of the disadvantaged communities.

The development of the Corporate Strategy focused on the following four pillars (Skills Development, Funding, Strategic Partnerships and Institutional Strengthening). These pillars and development of the strategy would be able to drive the entity towards its new approach and focus.

The adoption of the Corporate Strategy by the Board of Directors for the entity to achieve its vision and implement its mandate is key, as it focuses on a number of approaches. One of the outcomes of the strategic planning session was to use the Annual Performance Plan, starting from the 2020/21 financial year to implement the Corporate Strategy. This would be a tall order but worth it as it would assist in monitoring the implementation of the corporate strategy. This process is well in advance as currently the service provider is busy with the design of the organisational structure, which will be able to achieve the new direction that the entity is embarking upon. The draft structure has been presented to the Finance and Remuneration Committee (sub-committee of the board); and the Board for approval and implementation.

PROVINCIAL SKILLS AND INNOVATION HUB

The Provincial Skills and Innovation Hub provides a Unique Integrated Model addressing gaps between skills supply and labour demand through four main thrusts.

- **“Mpumalanga-Skills Development”** - Centre for career-guidance, skills analysis, coordination and developing of a provincial skills pipe-line utilising and coordinating existing private and public sector resource and entities.
- **“Mpumalanga-Project and Development”** – Centre for Social Enterprise Development and Special Projects, absorbing, coordinating and directing skills supplied by the Skills Development Centre to fulfil labour demands through stakeholder engagements and special projects; handles larger – scale incubation projects.
- **“Mpumalanga – Business and Exhibition Centre”** – Offering business facilities to SMME's and start-ups; meetings, conference, events and exhibition space for rental, internet cafe and business services and business incubation programmes. Design is based on green-economy trends.
- **“Mpumalanga – Innovation Centre”** – Interactive work-laboratories for showcasing latest industry trends in Science, Innovation and Technological areas, sponsored by Private Sector; special events e.g. technological “hacka-thons” ; conducts facilitated research and development of IT and specialised Innovation projects

The Provincial Skills and Innovation Hub will contribute to economic growth in the main business sectors of the province, through the more rapid and strategic deployment of existing

skills development initiatives, offering opportunities through incubation, innovation and emerging technologies.

The Skills Hub has four main pillars, servicing not only the needs of individual clientele (start-ups, innovators, entrepreneurs, learners, out-of school-youth and unemployed). It will also benefit organisations (CSI and ED needs) and assist the communities seeking opportunities for socio-economic upliftment more directly.

The main objectives of the Skills Hub are:

Skills Development

Focusing on the skills supply challenges of the province, the division streamlines information and efforts from existing structures in the province, conducts research and facilitates solutions where skills gaps exist. It is a one-stop-shop for career development, funding, training, placement or work-integrated learning, community upliftment and development projects, and represents information concerning youth support, business development and educational opportunities in the province.

Entrepreneurial and Economic Development Projects

Focusing on the skills demand challenges of the province, it is the coordinating and facilitating body for funded projects, which have been initiated and are supported by both the private- and public sector and which are aimed at directly and more flexibly targeting immediate skills needs throughout the province, where other structures or initiatives are unable to do so. The main objective is to provide solutions which stimulate economic development in communities and ultimately impact significantly on the job creation and employment challenges that the province faces.

Innovation and Work-Labs

Industry sponsored work- and innovation spaces or laboratories, showcasing and training emerging information technologies, and providing space to emerging innovators to research, experiment, create or be incubated in an affordable and supportive environment (Ideation, start-up and incubation support phases).

Co-working Space, Business and Conference Centre

In achieving sustainability, the business centre offers affordable workspace (hot-desks, meeting rooms, exhibition and conference space) and provides coaching and mentoring to businesses in the acceleration phase of incubation. The successful establishment of the

Provincial Skills Hub holds significance for the province in mitigating the challenges of critical and scarce skills, unemployment and poverty in the Province, by providing opportunities for innovation, entrepreneurship and targeted skills development.

Description of the Strategic Planning Process

A formal strategic planning session for the entity was held on the 23-24 October 2019; this had to be aligned to the strategic planning session of the mother department (DoE), which was held on the 26-27 September 2019. The strategic planning looked at the performance of the entity over the past five years, focusing on achievements, finances, challenges and means of achieving and implementing the Corporate Strategy to achieve its objectives. The session was graced by the presence of board members who provided guidance and strategic direction in the review of the strategies and plans for the entity. Two commissions focused on practical solutions to issues such as funding, skills development, partnerships and institutional strengthening as envisaged by the Corporate Strategy.

The planning session was driven largely by the vision of being self-sustainable and an innovative recognised skills development provider within the sector. The planning into the future was guided by the following policies, but not limited to;

- National Development Plan
- Seven Priorities of government
- Medium Term Strategic Framework
- Mpumalanga Economic Growth and Development Path
- Comprehensive Rural Development Programme
- The Provincial Human Resource Development Strategy
- National Youth Development Strategy

While the Mpumalanga Department of Education was instrumental in providing guidance on mandates and processes of government as well as policy directives during the strategic planning session of the entity. The Office of the Premier also provide some insights into the new “framework on strategic and annual performance plans”. A number of stakeholders also presented during the strategic planning session.

On the 01st October 2019, the entity held a planning session to look at the revised “Framework for Strategic and Annual Performance Plans” on how it affects its planning, reporting and focusing of priorities going into the development of this annual performance plan. This was

then followed by the review of the Senior Management of this annual performance plan, which took place on the 14th October 2019. On the 28th November 2019, management met again to practicalize the resolutions of the strategic planning sessions.

Planning methodology

In an attempt to achieve its mandate and change the lives of the out-of-school youth in the province, the entity would as part of the pillars of its Corporate Strategy raise funds, enter into partnerships with other institutions that have a similar mandate as the entity and/ or employers and industry in the province to assist with the placement of learners for Work Integrated Learning (WIL) to acquire work related experience. The focus would greatly be on making an impact on the lives of the people that the entity serve and reduce unemployment, poverty and inequality.

During its strategic planning session, the entity conducted a **SWOT** analysis to look at its strengths, weaknesses, opportunities and threats to devise strategies on how it would mitigate its threats and explore the opportunities that are presented to it to maximise its impact. The approach focused on the results based methodology, where the entity focused on its programme offerings, learners trained, those placed for WIL or find work and ultimately the impact of the skills development programmes in the lives of the learners who go through the programmes and centres of the entity. This would be the ultimate impact to improve the socio-economic conditions of disadvantaged communities.

To ensure value for money, once the organisational design has been completed and a Research and Development Unit established within the entity, it would also focus on developing a learner-tracking system, that will update the entity on those who get jobs, from which employers, after how long and what kind of jobs. This will provide the entity with unique data that will assist in the review of the courses and programmes of the entity, and which skills are mostly required and absorbed by the market.

Theory of Change

A theory of change approach can sharpen the planning and implementation of an initiative, when used during the design phase, it increases the likelihood that stakeholders will have clearly specified the initiative's intended outcomes, the activities that need to be implemented in order to achieve those outcomes, and the contextual factors that are likely to influence them.

A theory of change requires the entity to be as clear as possible about not only the ultimate outcomes and impact it hopes to achieve but also the avenues through which it expects to achieve them. With all the practical interventions, ultimately the impact that is envisaged is to change and improve the living standards of the out-of-school youths of the province. As the diagram demonstrates above, this will take a number of steps. The process would be closely monitored to ensure that it yields the required results, and once the research capacity has been established within the entity, the results would be documented to improve the services and offerings of the entity.

Spatial Planning and District Development Model

The entity is currently drawing its learners from all district municipalities in the province, mostly during the implementation of the Comprehensive Rural Development Programme (CRDP). Through this programme, the entity will draw about 560 learners per year from all local municipalities, who will be recruited through their local municipalities and traditional leaders to ensure transparency in the recruitment process. Other programmes will also be spread across the province to ensure that the socio-economic conditions of disadvantaged communities are uplifted and improved.

Currently, the entity is training learners in eMalahleni, Siyabuswa, Kabokweni while the Hotel and Hospitality Academy is based in Kanyamazane; other projects are located all over the province (in local municipalities and wards) to ensure that all communities have access to the service of the entity. These centres are strategically located in the communities where the entity draws most of its learners, they are meant to be easily accessible where learners do not have to use too much resources to access them, this does also help with reducing dropouts from the programmes.

Organizational Structure

As part of the 2nd Phase of the entity's Corporate Strategy, the entity has enlisted the services of an external service provider to review and design the organisational structure that would ensure the implementation and delivery of the objectives and alignment to the Corporate Strategy. The draft structure has been presented to the Senior Management within the entity and to the Finance and Remuneration Committee (Remco) a sub-committee of the board for recommendation to the board for approval and implementation. Once finalized, and

approved for implementation, the programme structure going forward will change, as it will no longer have the three budget programmes but only two budget programmes.

ALIGNMENT TO THE MEDIUM TERM STRATEGIC FRAMEWORK (MTSF)

The work of the entity is aligned to the Medium Term Strategic Framework (MTSF), and contributes towards **Priority 2: Education, Skills and Health**. The mandate of the entity is crucial in the development of skills in the province and national, as provided skills that are demanded by industry and the market. The programmes of the entity are aligned towards providing skills that would be used to grow the economy and provide opportunities to our service delivery beneficiaries.

PART C: MEASURING OUR PERFORMANCE

9. Institutional Performance Information

Currently, the entity has three programmes through which it delivers on its mandate to ensure that it achieves its strategic oriented goals (impact statements). These are listed below as “impact statements”; these statements cover the work of the entity through its three programmes;

Programme 1: Hospitality and Tourism Academy

Programme 2: Technical Training Operations

Programme 3: Corporate Services

It is important to note that the process of the organizational design is still unfolding and this process might result in the change of the above three programme structures going forward.

Planning methodology

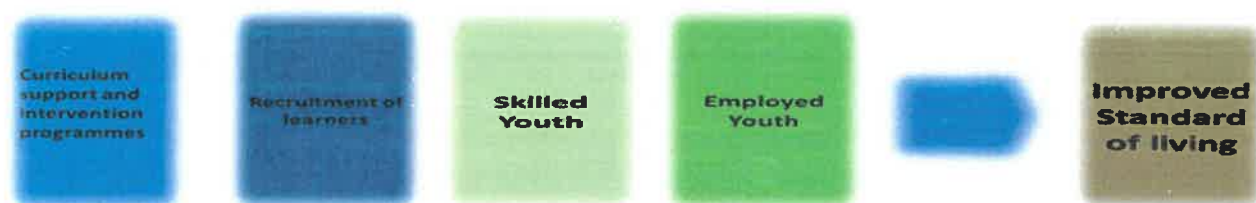
In an attempt to achieve its mandate and change the lives of the out-of-school youth in the province the entity would as part of the pillars of its Corporate Strategy raise funds, enter into partnerships with other institutions that have a similar mandate as the entity and/ or employers and industry in the province to assist it with the placement of learners for Work Integrated Learning (WIL) for learners to acquire work related practical skills. The focus would be greatly on making an impact on the lives of the people that the entity serve and reduce unemployment, poverty and inequality.

During its strategic planning session, the entity conducted a SWOT analysis to look at its strength, weaknesses, opportunities and threats to devise strategies on how it would mitigate its threats and explore the opportunities that are presented to it to maximise its impact. The approach would focus on the results based methodology where the entity would be focusing on its programme offerings, learners trained, those placed for WIL or find work and ultimately the impact of the skills development programmes in the lives of the learners who go through the programmes and centres of the entity. This would be the ultimate impact to improve the socio-economic conditions of disadvantaged communities.

To ensure value for money, once the organisational design has been completed and a Research and Development Unit established within the entity, it would also focus on following up with learners who complete their training to establish how many of them get jobs, from which employers, after how long and what kind of jobs. This will offer the Entity an opportunity to streamline its programme offerings as data would show which employers are mostly absorbing its learners and which skill levels are mostly required by the market. Furthermore, it can further empower and assist those who are interested in furthering their entrepreneurial interest and want to establish co-operatives and start their own businesses and create more jobs through the skills they have acquired.

Theory of Change

A theory of change approach can sharpen the planning and implementation of an initiative. Used during the design phase, it increases the likelihood that stakeholders will have clearly specified the initiative's intended outcomes, the activities that need to be implemented in order to achieve those outcomes, and the contextual factors that are likely to influence them.



With a theory of change in hand, the measurement and data collection elements of the evaluation process will be facilitated. A theory of change requires the Entity to be as clear as possible about not only the ultimate outcomes and impact it hopes to achieve but also the avenues through which it expects to achieve them. With all the practical interventions the Entity would be making, ultimately the impact that is envisaged is to change and improve the

living standards of the out-of-school youths of the province. As the diagram demonstrates above, this will take a number of steps. The process would be closely monitored to ensure that it yields the required results, and once the research capacity has been established in within the Entity, the results would be documented.

An evaluation based on a theory of change, therefore, identifies what to measure-ultimate and interim outcomes, and the implementation of activities intended to achieve these outcomes-and helps to guide choices about when and how to measure those elements.

9.1.Measuring the Impact

Impact statement 1	Provide access to skills development
Impact statement 2	Workplace training, coaching and mentoring
Impact statement 3	Ensure effective service delivery
Impact statement 4	Marketing of products and services and establish working relations

Through these four impact statements (strategic oriented goals) the entity intends driving the delivery of its mandate, and make an impact in addressing the skills level of those young people who do not qualify to go to Universities or TVET colleges because of fees or the criteria, but also give them meaningful skills to change and better their lives.

9.2.Measuring Outcomes (Implementation Delivery Model)

NDP Five Year Implementation Plan Priority			
Outcome	Outcome Indicator	Baseline	Five year target
Provision of theoretical and practical skills training	Number of learners to receive training in SAQA registered Learning Programmes in Culinary Studies	160 learners	800 learners
Graded and accredited accommodation services and workplace training.	No indicators for the 2020/21 financial year	Maintain grading and accreditation	Target achieved
Graded and accredited Food and Beverage services and workplace training	No indicators for the 2020/21 financial year	Maintain grading and accreditation	Target achieved
Accredited skills training and qualification programmes	Number of learners to receive accredited or customised institutional training	1 100 learners	5 5 learners
Artisan development.	Number of learners trained through an apprenticeship programme towards an artisanship status	2 950 learners	Programme ended
Customised, specialised and accredited skills training	Number of learners who receive Customised or Skills Programmes	60 candidates	300 candidates

Comprehensive Rural Development Programme (CRDP)	Number of learners receiving accredited training through skills programmes	720 learners	2 800 learners
Provision of mentoring & coaching for workplace integrated learning	Number of learners coached and mentored in the workplace	200 learners	1 000 learners
Assuring quality of training	Number of audits conducted on training interventions	100% compliance to internal training policies	100% compliance to internal training policies
Clean Audit Opinion (Financial)	Number of approved Annual Financial Statements submitted to the Auditor General and Provincial Treasury by the 31 May	Accurate Annual Financial Statements Clean audit opinion	Accurate Annual Financial Statements Clean audit opinion
Increased learner intake	Number of learner recruitment drives undertaken	25 career exhibitions, 25 school visits 6 learner recruitment advertisements	125 career exhibitions 125 school visits 30 learners recruitment advertisements
Administrative Support Management	Turnaround time for requisition received	15 working days turnaround	15 working days turnaround
Human Resource Management	Number of HRM compliance reports and plans submitted to relevant institutions	20 employees 100% training budget spent in line with the WSP	100 employees 100% training budget spent in line with the WSP
Legal and Secretarial Management	Number of board and senior management meetings coordinated	4 quarterly meetings	20 quarterly board meetings
Monitoring and Evaluation	Number of performance review sessions conducted by management	4 quarterly evaluations	20 quarterly review sessions

9.3.Explanation of Planned Performance over the Five Year Planning Period

The entity is contributing towards Outcome 5 – “mandate to provide *“a skilled and capable workforce to support an inclusive growth path”* to ensure that the shortage of qualified artisans and other technical skills is addressed in the province. To also contribute towards the second priority of the current administration which is **“education, skills and health”** and provincial priorities such as the provincial growth and development plan. The work of the entity is in furtherance of the ideals and aspirations of the National Development Plan vision 2030 on skills development and creating a capable state.

The NDP aspire that government strategy for administrative and policy skills needs to be accompanied by a strategy to ensure the availability of key technical and specialist professional skills. Services cannot be delivered without people with the necessary specialists skills whether it is in engineering, planners, or artisans. The mandate and work of the entity in the skills and development industry responds directly to this aspiration of the

NDP for a better South Africa.

It has always been the strategy of the entity to take women and people with disabilities towards this path of empowerment and skills development. When the entity recruits its learners, it focuses on women and people with disabilities. The number of women and people with disabilities trained in all skills (plumbing, painting, carpentry, artisans, etc.), will be increased.

The entity will focus on the delivery of the outcome indicators relevant to its mandate and impact statements, and objectives. The outcomes will also ensure that the priorities of the sixth administration are achieved, provincial priorities and objectives realised. Most importantly, that the triple challenges of poverty, inequality and unemployment are reduced in the province, and young people of the province are given an opportunity to contribute to the economy of the province and be able to earn a living. The measures, the plans, and the partnerships that the entity intends implementing in the next five years will ensure that the lives of our young people are impacted and changed in the province.

The new Corporate Strategy of the entity will provide the entity with a new opportunity to deploy new skills and capabilities in terms of capable human resource strength and financial self-sustainability. These will give the entity an opportunity to reach more learners, and other areas within the province that are marginalised and do not have the opportunities that urban and semi-urban areas would normally be exposed to. The financial allocation from the Department of Education, and grants from various institutions that the entity normally receive would also enable the entity to achieve its objectives and plans.

The element of research and development within the new organizational structure will also assist the entity in determining its impact on the lives of its learners, and to ultimately understand the skills that are required by the market that the entity serves and the partners that the entity has within the different industries.

The plans are intended to focus on having a massive impact on the lives of the learners who are trained by the entity. This impact will also be monitored and highlighted so that it can be evaluated and improved as new skills and programmes are introduced. All resources would be deployed for the betterment of the skilling of the learners. These learners would at least have an opportunity to participate in the economy of the province to improve on its

contribution to the Gross Domestic Product (GDP) of the country.

10. Key Risks

OUTCOME	KEY RISK	RISK MITIGATION
Upskill and support unemployed youth in rural communities through skills training programmes with the aim to empower them to participate in economic sphere of the province	High dependency on grant funding	1. Develop the funding model 2. Approval of the Income generation strategy 3. Re-alignment of the Organizational Structure
Provision of theoretical and practical skills training	1. Lack of talent management strategy 2. Ineffective organizational Structure	1. Development of the Talent Management Strategy 2. Re-alignment of organizational structure 3. Review of Pay structure
The conversion of Hydra-Arc programme including its cost plan	1. Irrelevance to industry 2. Inadequate training impact	1. Continue to solicit funding from stakeholders as well the PPP 2. Monitor industry best practice

11. Public Entities

Name of Public Entity	Mandate	Outcomes	Current Annual Budget (R thousand)
As an entity, there are no public entities reporting to MRTT.			

PART D: TECHNICAL INDICATOR DESCRIPTION (TID)

Indicator title	Provide access to skills development
Short definition	Ensure that all service beneficiaries of the entity have access to the services and skills programmes offered by the entity
Purpose/ importance	The impact statement advances the mandate and vision of the entity to provide skills to out-of school learners in the province
Source/collection of data	Training Schedule; Attendance registers; Facilitator monthly reports; Learner POE's; Internal Moderation reports,
Method of calculation	Simple count
Data limitations	Number of learners trained in all centres and projects
Type of indicator	Impact
Calculation type	Non-cumulative
Reporting cycle	Annually
New Indicator	No
Desired performance	All disadvantaged young people in the province have an equal opportunity to acquire skills and knowledge through the entity
Indicator responsibility	General Managers

Indicator title	Workplace training, coaching and mentoring
Short definition	Provide training that is integrated and comprehensive, through theoretical and practical in the work environment
Purpose/importance	To facilitate training for learners in approved modules to obtain a qualification and expose them to coaching in the work environment
Source/collection of data	Reports from training centres and projects on learners trained
Method of calculation	Simple count
Data limitations	Signatures and dates on registers, reports and POEs
Type of indicator	Impact
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	All learners trained through the programmes of the entity are exposed to both theoretical and practical skills training
Indicator responsibility	General Managers

Indicator title	Ensure effective service delivery
Short definition	Ensure that the training and coaching (services) provided by the entity does have an impact on the lives of its service beneficiaries and ultimately changes their lives
Purpose/importance	That the service beneficiaries are able to change their lives, get jobs or start their businesses to contribute to the economy of the province
Source/collection of data	Learners who get jobs and start their businesses after completing their training with the entity
Method of calculation	Simple count
Data limitations	Learners not being reachable after completing their training, and not updating their personal data with the entity
Type of indicator	Impact
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	To provide meaningful training and skills to all learners who gets trained through the entity
Indicator responsibility	General Managers

Indicator title	Marketing of products and services and establish working relations
Short definition	Ensure that the products of the entity are well marketed and partnerships are established with likeminded institutions and partners
Purpose/importance	To ensure that the entity reaches a bigger audience of potential learners and partners in the province
Source/collection of data	Service Level Agreements and recruitment drives embarked upon

Method of calculation	Simple count
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	Ensure that the entity establishes its brand within the skills development sector and in the province as a training and skills provider
Indicator responsibility	General Managers

ANNEXURE A: DISTRICT DELIVERY MODEL

Area of Intervention (Below examples)	Five Year Planning Period		
	Project Description and Budget Allocation	District Municipality and Specific Location / GPS Coordinates	Responsibility/ Project Leader and Project / Social Partners
Water	The entity does not have infrastructure programmes that it delivers to districts, however, the learners are sourced through all local and districts municipalities to give everyone an opportunity. In terms of procurement of goods and services, the entity sources such from local businesses with a focus on small, medium enterprises.		
Sanitation			
Roads			
Storm Water			
Electricity			
Environmental Management			

