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Final Report

**The impact evaluation of the W&RSETA 2015/16 – 2019/20
Strategic Plan Projects (National Participation)**

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APPROVALS

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Contents

- 1 EXECUTIVE SUMMARY 5**
- 2 INTRODUCTION 9**
 - 2.1 DOCUMENT PURPOSE 9
 - 2.2 W&R SETA OVERVIEW 9
 - 2.3 REDFLANK OVERVIEW 9
 - 2.4 PROJECT BACKGROUND..... 9
- 3 RESEARCH METHODOLOGY 10**
 - 3.1 DESK-BASED RESEARCH UNDERTAKEN..... 10
 - 3.2 FIELD RESEARCH UNDERTAKEN..... 10
 - 3.3 RESULTS CHAIN ANALYSIS..... 10
 - 3.4 RESEARCH CHALLENGES 11
- 4 DOCUMENT AND LITERATURE REVIEW 12**
- 5 FINDINGS..... 15**
 - 5.1 SUMMARY FINDINGS 16
 - 5.2 IMPACT 19
 - 5.3 EFFECTIVENESS 20
 - 5.4 PROGRAMME MANAGEMENT AND GOVERNANCE 24
- 6 CONCLUSION 26**
- 7 REFERENCE LIST 27**
- 8 APPENDIX: RESULTS MEASUREMENT MATRIX..... 30**

List of Figures

Figure 1: Achievement of Impacts..... 19
Figure 2: Programme Management and Governance Assessment..... 25

List of Tables

Table 2-1: Document Outline 9
Table 2: Research and Skills Planning Effectiveness Assessment 22
Table 3: Supporting Co-ops, SMEs, NGOs/ NPOs Effectiveness Assessment..... 22
Table 4: PIVOTAL Programmes Effectiveness Assessment 23
Table 5: Bursaries and Placement Effectiveness Assessment 23
Table 6: Critical Skills Development Effectiveness Assessment 24
Table 7: Partnerships Effectiveness Assessment..... 24

1 Executive Summary

This Report presents the findings of the Impact Study for the “W&RSETA 2015/16 – 2019/20 Strategic Plan Projects” (“Impact Study” or “Study”). This Study assessed the achieved impacts of the Wholesale and Retail SETA’s (W&RSETA) strategic plan projects over the period 2015/16 to 2019/20. The analysis of these impacts was undertaken through a data intensive approach. The W&RSETAs strategic goals were identified from the relevant Strategic Plans. All strategic projects were then mapped to these strategic goals. This assumes that the realisation of the stated strategic goals was intended to be done through the implementation of specific strategic projects. Understanding which strategic goals have not been met provides an indication of which strategic projects were not implemented successfully. These projects were then investigated in further detail, where possible.

In addition to the above, the views of W&RSETA personnel were sought through a survey. These views are also reflected in this Report.

Research Design

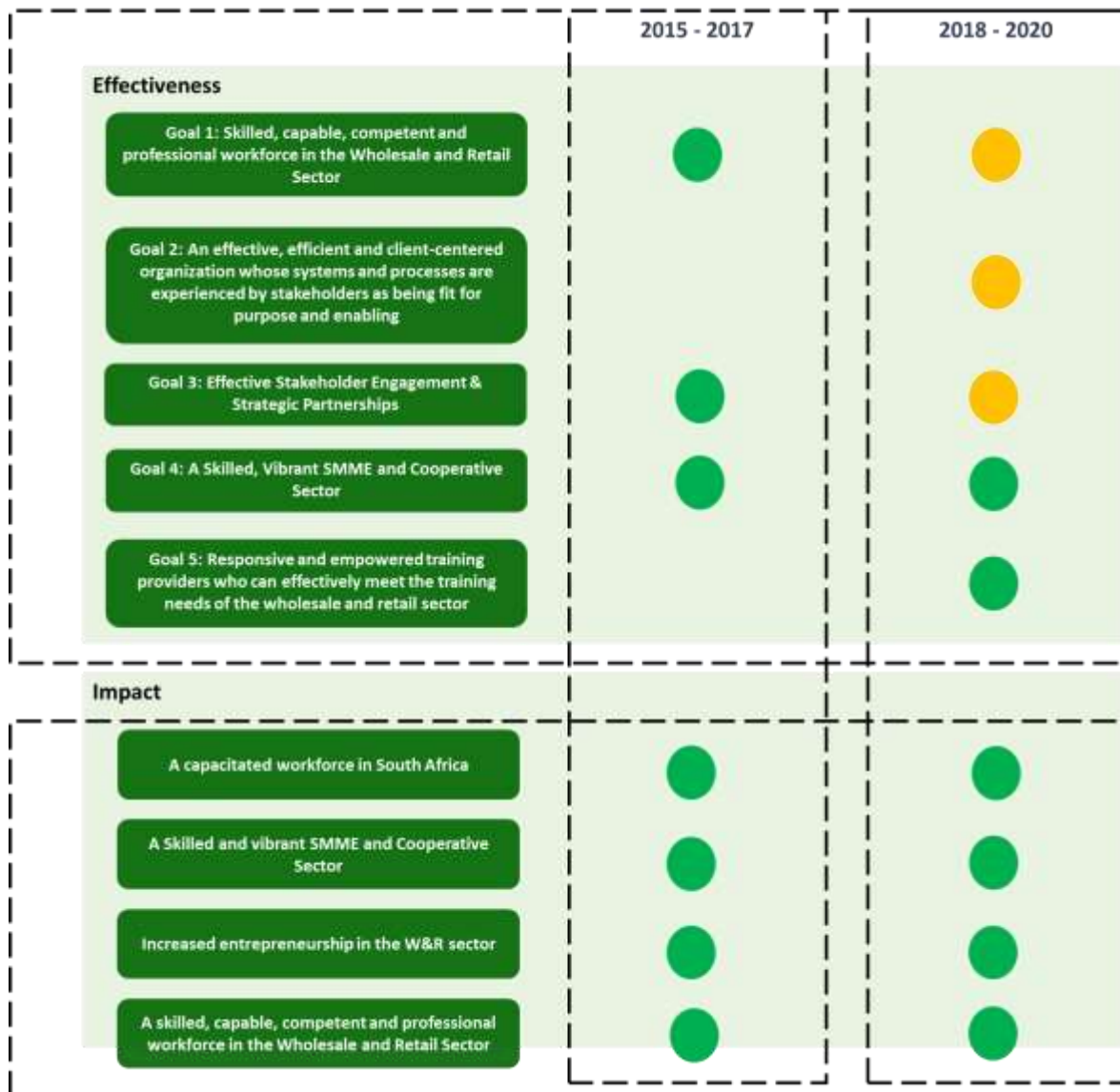
The research design for this study took the form of a Result Measurement Matrix (RMM). This entailed mapping the intended outputs, outcomes and impacts, as informed by the relevant Strategic Plans and Annual Performance Plans (APP), and identifying the achievement of these outputs, outcomes and impacts. The result of this is a heat-mapped RMM where one can easily identify which areas have not been met, and the associated strategic projects responsible for this.

Research Methodology

The primary means of evaluation for this study was desktop based. APPs over the period were assessed, implemented projects were reviewed, and mapped back to strategic goals and targets. In addition to this, interviews were conducted with W&RSETA personnel, together with surveys.

Results Measurement Matrix

The below diagram provides a summary view of the impact of the W&RSETA’s strategic plan projects over the period under review.



The figure is split between the periods 2015 – 17 and 2018 – 20. This is because the strategic plans differed somewhat between these 2 periods. This view is useful as it shows that SETA had more success in its strategic plan projects during 2015-17 than it did between 2018-20. The green circles indicate rating of “exemplary” whilst the amber circles indicate a rating of “partially met”.

Project Successes and Challenges

The detailed analysis has revealed that the SETA found challenges in project implementation in 3 main areas, namely:

- Rural placements
- HET and TVET placements
- RPL programmes

Consultations with the SETA have revealed the reasons behind the relative lack of success in the rural placement context. These challenges follow 2 broad themes; timeous approval of projects, and communication strategies.

Timeous Approval of Projects

The approval of some projects appeared to be delayed, giving less time in the financial year for project implementation. This provides a challenge in the project meeting its goals as there is simply not enough time to implement the project fully.

Communication Strategies

The rural area will be within a municipal ward, where you find traditional counsellors, leaders, ward counsellors and municipalities. The people also belong to certain religious denominations, there might also be social government offices. All these parties need to be aligned. It was reported that when the whole community was involved, a learner would receive more support and encouragement to complete the programme. It is also important to communicate with the learner's parents so that they can provide support. Getting this buy-in from all parties takes considerable time and effort, which makes it important for the project to be approved in good time.

Project Implementation

The detailed impact study revealed the following potential weaker points in implementation.

#	Output	Project
1	Unemployed learners from rural areas registered in Learning programmes (2016/17)	<ul style="list-style-type: none"> • HURP Rural Youth Development • Rural Villages Project 15/16 • The Narysec Rural Unemployed Cadres • Rural Youth Entrepreneurship & Graduate Re-Skilling Development Program (Dumelang Umonde)
2	TVET College students completed internships (2016/17)	<ul style="list-style-type: none"> • HET & TVET Graduate Placement 15/16 • HET & TVET Graduate Placement 16/17 • HET & TVET Graduate Placements & Internship 17/18 • TVET Internship 16/17
3	Unemployed bursars completed studies at HETIs (2016/17)	<ul style="list-style-type: none"> • HET Bursaries 15/16 • HET, TVET & Continuing Bursaries 16/17
4	Unemployed bursars completed studies at TVET Colleges (2015/16)	<ul style="list-style-type: none"> • HET & TVET Bursaries 17/18 • HET & TVET Bursaries 18/19 • HET & TVET Bursaries 19/20
5	Training programmes provided to Union Officials/Shop Stewards (2015/16)	<ul style="list-style-type: none"> • Trade Union Capacity Building 15/16 (ECCAWUSA) • Trade Unions 19/20

The table above indicates the outputs that were not met, as well the responsible strategic plan projects.

Recommendations

Our recommendations follow the themes of increasing employment in the sector, through focused interventions, and better delivery of future projects

Employment through SMME growth

It is a published public sector focus to increase employment by growing the SMME sector. This needs to be done by promoting and growing existing SMMEs, as well facilitating the emergence of new SMMEs. In order for an SMME to be successful, they often require 360 degrees of support, ranging from funding, business support, technical support and training (skills development).

The SETA can assist in providing this 360-degree support through its skills development interventions. Focus needs to be had to SMME needs in the skills development context. These needs include financial management skills, business development skills, marketing skills, and planning skills. Coupling these training interventions with 4IR related interventions may have a profound impact on the sector.

Better Delivery of Projects

Many targets were not achieved due to delays in the process. The SETA should embark on an exercise to map out and improve its business processes and architecture, with a view to automate, remove duplications and fill gaps to improve efficiency.

In some instances, challenges in communication were cited as causes behind the non-achievement of projects implemented in rural areas. Necessary communication strategies should be factored into project plans for rural development.

Conclusion

Many of the SETA's strategic projects appear to have been successful in their implementation and subsequent impact, however; there have been a few projects that appear to not have been successful.

Projects that did not appear to be to be very successful appeared to involve:

- Rural placements
- HET and TVET placements
- RPL programmes

Based on feedback received, project implementation appears to suffer from 2 main challenges: approval of projects, and communication strategies (especially in the context of rural projects).

2 Introduction

2.1 Document Purpose

This document includes the findings from document review, data analysis and stakeholder consultations for the Impact evaluation of the W&RSETA 2015/16 – 2019/20 Strategic Plan Projects (National Participation).

The following table provides an outline of the sections contained in this document.

Table 2-1: Document Outline

Section	Contents	Description
1	Introduction	This section introduces the project and provides overviews of W&RSETA and Redflank
2	Research Methodology	Research methodology to describe the research processes undertaken in order to conduct the Research
3	Document and Literature Review	Desktop-based research, including review of policy positions and imperatives over the years
4	Findings	Findings from research conducted, including impact and effectiveness assessments
5	Conclusion	Summary of key findings
6	References	A list of references consulted in the production of this report

2.2 W&R SETA Overview

The Wholesale and Retail Sector Education and Training Authority (“W&RSETA”) was established in 2000 in terms of the Skills Development Act. The public entity aims to facilitate the skills development needs of the Wholesale and Retail (“W&R”) sector through the implementation of learning programmes, disbursement of grants and monitoring of education and training as outlined in the National Skills Development Strategy (“NSDS”).

2.3 Redflank Overview

Redflank is a specialist management consultancy, assisting clients with the delivery of research, evaluations, 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., merSETA, National Treasury, DPSA) and private sector companies (e.g., Absa, Old Mutual, BMW). We have offices in Sandown, Gauteng, and Umhlanga. Redflank has a Level 1 B-BBEE rating and a 135% recognition level and is an accredited member of the South African Supplier Diversity Council.

2.4 Project Background

The W&RSETA has appointed Redflank to conduct an impact evaluation of the projects outlined in the strategic plans (2015 – 2020). This research will assist the W&RSETA to understand which programmes are meeting their objectives and how to improve them going forward.

3 Research Methodology

The research for this project comprised desk-based research and will include field research, covering both quantitative and qualitative methodologies. The desk-based research involved the collation and review of relevant documentation as well as consulting publicly available data sources for additional information.

Field research will include distributing electronic surveys. Stakeholders will be W&RSETA personnel.

3.1 Desk-Based Research Undertaken

The desk-based research undertaken includes a number of resources, including the following:

- SMS Reports (enrolments and completions)
- Annual Performance Plans
- Strategic Plans
- Business Cases
- Disability Policies
- NSDS III
- NSDP
- Grant Policies
- Project Charters
- Grant Standard Operating Procedures
- Sector Skills Plans

3.2 Field Research Undertaken

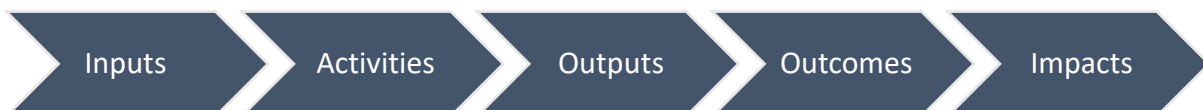
This impact study utilised desk-based data as its primary source, supplemented by fieldwork consultations where necessary.

The evaluation of the W&RSETA Strategic Plans (2015/16 – 2019/20) has been done through a results measurement matrix analysis, document and literature review, and stakeholder consultations.

The evaluation has included a document review of the strategic plans. Key stakeholders from W&RSETA have been consulted to provide a view on objectives that have not been met and strategic projects related to these objectives.

3.3 Results Chain Analysis

The impact study used, as its point of reference, the Results Chain, represented conceptually below, and in more detail throughout section 5.



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.

3.3.1 Results Chain as a Point of Reference

The findings of the study, as represented by the Results Chain, are depicted in the form of heat maps, where the colours indicate the extent to which Results Chain components were realised.

The rating scale below, as used in the effectiveness assessment, is used to assess actual achievement against targets, as well as completion rates. Areas highlighted in dark green were assessed as **exemplary** practices (overachievement of a target by at least 20% above the target), light green were assessed as **met**, areas highlighted in yellow were assessed as **partially met** and areas highlighted in red were assessed as **not met**.

Results Chain Rating Scale: Targets and Completion Rates			
Exemplary (120%+)	Met (100%-119%)	Partially Met (50%-99%)	Not Met (0%-49%)

Similarly, a heat-mapped scale is used to assess impact. However, because there were no targets to assess against, the scale considers achievement as the number of positive responses indicating an impact (e.g., “yes” responses to the question of whether a certain impact was achieved) over the total number of respondents, thus generating a percentage out of 100%.

Results Chain Rating Scale: % Positive Responses			
Exemplary (80%-100%)	Met (66%-79%)	Partially Met (33%-65%)	Not Met (0%-32%)

The Impact Study covers the following:

- Assessment of the Effectiveness of the Programme;
- Assessment of the Efficiency of Programme activities;
- Assessment of the Impact of the Programme; and

3.4 Research Challenges

Employers in the sector appear to be saturated with requests to complete surveys and interviews at the time this project was underway. As such, it was requested that the project team not engage with employers and rather source required data through desktop sources, which was done.

4 Document and Literature Review

The following section provides an overview of the W&R SETA's strategic plans in the period 2015/16 – 2019/20 and other relevant SETA documentation.

4.1.1 W&RSETA Background and Context

The W&RSETA's overall performance is measured against their strategic outcome-oriented goals and strategic objectives. As such, programmes and projects implemented by the SETA have to respond to these strategic goals and objectives as they are linked to development goals set at a national level. The Annual Performance Reports for the financial years of 2015/16 – 2019/20 provide an outline of data relating to W&RSETA's performance, which can be used to draw comparisons between the SETA's annual target and actual outputs.

The Annual Performance Report shows the performance of the learning programmes in relation to the relevant strategic objective against the performance indicator and provides an assessment through a comparison of baseline achievements of 2017/18, annual target of 2017/18 and the actual performance results of the 2017/18 financial year. The report shows that out of the 37 areas assessed for learning, only 23 of the goals were achieved, which is slightly over 62%. The goal that was furthest from being achieved was registering 10 000 employed learners on NQF 2 to NQF 5 skills programmes or part qualifications addressing skills gaps and shortages, as per the 2018/19SSP for Wholesale and Retail (W&RSETA, 2019/20). The SETA only managed to register about 32% of employed learners. In contrast, the goal for the number unemployed learners registered on learnerships or occupational programme on NQF 2 to NQF 5 addressing skills gaps and shortages, as per the 2019/20 SSP for Wholesale and Retail was exceeded by 1367 learners (W&RSETA, 2019/20).

The Quarter 2 Performance Report provides an overview of W&RSETA's performance in the second quarter of the 2020/21 financial year, as well as the successes, challenges and lessons learnt through implementation. The outcomes to be achieved in quarter 2 were improved operational efficiency and the reduction of skills shortages in the W&R sector, with the latter being directly focused on workplace-based learning opportunities in the sector. The report indicates that of the 10 goals set for quarter 2 of the financial year, only 2 were not achieved, while 6 were fully achieved and 2 were partly achieved by 70,4% and 85,8%, respectively (W&RSETA, 2020).

The Pivotal Programmes Charter for the 2019/20 financial year describes scope, objectives and approach for the implementation carried out on pivotal programmes, thus, making it a key component for the project's initiation, planning, execution, management and assessment (W&RSETA, 2019/20). The document details the goals and objectives of the pivotal programmes, specifically outlining the targets set in place for the completion of and registration of employed and unemployed learners on NQF 2 to NQF 5 occupational skills programmes and qualifications, and their obtaining critical and scarce sector skills. The charter is helpful for providing an understanding of the goals of the project, the work that needed to be actioned to obtain the goals and the intended impact on involved stakeholders and beneficiaries.

The overall objective of the National Skills Development Strategy III (NSDS III) is to “increase access to high quality and relevant education and training and skills development opportunities, including workplace learning and experience, to enable effective participation in the economy and society by all South Africans and reduce inequalities” (DHET, 2011). It focuses on 8 key challenges, which include low

skills levels and poor work readiness; lack of basic or entry-level numeracy and literacy skills; lack of progress towards intermediate and higher skills levels; lack of adaptation towards a knowledge-based economy; systematic blockages; lack of strategies and systematic skills development; and the urban bias of economic development.

The NSDS III outlines how the SETAs form part of stakeholders that are key in achieving the goals of the NSDS III and the responsibilities of the SETAs in achieving those goals. The main obligation of the SETAs is to develop Sector Skills Plans (SSPs), through which the SETAs map out the plans for the relative sectors to address labour market demands, skills gaps and occupational shortages, as well as to map out solutions for these challenges based on the circumstances of each sector. The NSDS III is focused on ensuring an enhanced performance for SETAs that allows SETA boards to direct more effort towards strategy and sector skills development through a focus on the capacity and directive of SETAs; improved planning and financial management; training that leads to full qualifications; managing per capita costs and investments in training; and the development of shared services (DHET, 2011).

4.1.2 Transformation in W&RSETA

The Sector Skills Plan (SSP) has two vital sections for evaluation – Monitoring and Evaluation (M&E) and Sector Priority Actions – that provide an analysis of performance, looking particularly at goals and skills priorities that weren't met, and providing a realistic view of how it is that goals weren't achieved and what can they can be achieved in future. The M&E section provides a reflection on the process and outcome of the SSP, details M&E at W&RSETA, details how M&E data can be used to enhance SETA performance and provides an action plan for addressing unachieved targets. Additionally, data provided in the enrolment and completion spreadsheets and project register spreadsheets can be used in conjunction to M&E data to create an analysis of the programmes that will inform the overall performance of the SETA in skills development. The Skills Priority Actions looks at the findings of the SSP, particularly at the skills priorities, and also looks at what actions can be set in place to support the SSP. Both sections highlight transformation as a priority for the sector, which is inclusive of employing the youth, providing career guidance and development opportunities, developing rural youth and providing training and employment for people living with disabilities.

These sections of the SSP look at how W&RSETA can keep track of its return on investment (ROI) and impact, as well as sustainably respond to transformation and development as prescribed by the NSDP and national targets. The Sector Priority Actions section highlights that South Africa's youth unemployment is high and that results also show poor performance from the youth due to a lack of basic skills and high turnover, this raises the importance of skills and occupation gaps and shortages and, thus, the importance of PIVOTAL programmes (W&RSETA, 2019).

The evaluation of the role of W&RSETA in transformation provides an account of the SETA's performance between 2005 and 2015, highlights the successes and provides recommendation for the further achieving transformation in the W&R sector. The evaluation shows that while the gender employment ratio is 51% of males to 49% of women, there is a "skewed distribution of ethnicity and skill levels in favour of white males, with other ethnicities and women being severely under-represented" (WRLC & CPUT, 2016). While the evaluation is of the period before Redflank's Impact Assessment, similar to sources from 2016 to 2020, it identifies the importance for continued and sustainable transformation in the W&R sector.

A key tool for transformation that W&RSETA and other SETAs have used are internships. The paper by Siphokazi Koyana and Roger B Mason explores transformation through the role of internships in the W&R sector in South Africa. The paper outlines the benefits of internships to both the students and

employers, characterises good internships, as well as mandatory and optional internships. This information is relevant for establishing whether internships provide as much of a valuable experience and impact as is perceived throughout the W&R sector and in informing what can be done to improve the intervention. However, it states that there is a lack of published research on internships in South Africa and none specifically on internships in the W&R sector (Koyana & Mason, 2018). This highlights a need for further study on internships, learnerships and similar programmes' role in the W&R sector

An article titled 'Employment opportunities for women and people with disabilities' looks at different interventions by the Department of Trade and Industry (DTI) to ensure the availability of quality employment opportunities for women, youth and people living with disabilities, as well as measures for encouraging inclusive workplaces. Multiple programmes have been initiated by DTI which include "techo-no-girl" programme in partnership with the Ministry of Women, South African Women Entrepreneur's Network (SAWEN) strategy, Cooperative Incentive Scheme (CIS), Technology for Women in Business (TWIB), for example (Parliamentary Monitoring Group, 2012). The different interventions can provide an array of lessons that can be considered in providing recommendations for the W&RSETA, as well as lessons and successes that can be borrowed when planning for future pivotal programmes.

5 Findings

This section presents the results measurements matrix. Areas for further investigation will be highlighted as well.

All the strategic plans that fall under the period 2015/16 - 2019/20 have been reviewed to inform this evaluation of the W&RSETA's strategic objectives and strategic projects. Data from the annual performance reports, databases, as well as strategic plans have been reviewed and analysed to inform the drafting of the results (shown on the following page) and the heat mapping of thereof. The analysis that follows focuses on grouping the various strategic objectives in the period according to themes and highlight key problem areas that will be further investigated during interviews with key W&R SETA stakeholders.

The results chain illustrates the different stages of the different programmes as a set of interventions that are meant to bring about impact and change by W&RSETA, in response to its strategic goals. It allows us to analyse the process of the project at different levels of analysis and shows the relationship at the different levels. The overall results chain shows that the majority of the annual targets have been met, resulting in the majority of the strategic goals being met or having an exemplary achievement. From this, we can deduce that W&RSETA has been able to create the impact intended through strategic projects for employed and unemployed learners. Despite this, there are lessons that can be extracted from the annual targets that were met and those that were not met or only partially met in order to improve future implementation of programmes within the Wholesale and Retail Sector.

The Results Chain for the 2015-17 Strategic Plans shows that the strategic goals most aligned to the entities working within the sector were most successful. These goals include goal 1, which is focused on enhancing the workforce of the Wholesale and Retail Sector, and goal 4, which is focused on creating a skilled and vibrant SMME and Co-operative Sector within Wholesale and Retail. However, in the Results Chain for the 2017-20 Strategic Plans, goal 1 was only partially met, similar to goal 3 which is focused on stakeholders and partnerships. These two goals were highly surpassed by goal 5, which is towards ensuring responsive and empowered training providers who can fulfil the training needs in the sector.

Overall, there is a much better performance in getting employed and unemployed learners to register than there is in them completing the courses and receiving certification. This imbalance can be attributed to learners finding challenges with the content or the programme itself, challenges in the environments that they have to work in or a general disinterest in the content of the available programmes. The imbalance can also be attributed to the extent to which the goals are set in different years. If the targeted number of registered learners is significantly larger than that of certificated learners or if it lowers in subsequent years, then there might not necessarily be a balance or a close margin between the two. Such interventions would better be monitored for impact over a longer span of time.

Students have also responded better to registering for the different kinds of learning programmes, in comparison to registration for apprenticeships, and have also responded better to NQF 2 and above programmes in comparison to AET programmes. This could be as a result of negative perceptions or attitude that learners could have on lower NQF level programmes, especially in relation to career progression.

The overall strategic goals of the W&RSETA, as captured in the Results Chains, have been met. A focus towards ensuring that interventions that were not able to take place are enabled for future implementation, as well as applying best practices and lessons learnt is key for ensuring better outcomes and impact going forward.

5.1 Summary Findings

W&RSETA have 5 main strategic goals from which the Results Chain has been developed, namely: skilled, capable and professional workforce in the Wholesale and Retail Sector; effective and efficient organisation; effective stakeholder engagement and strategic partnerships; a skilled, vibrant SMME and Cooperatives Sector; and responsive and empowered training providers. Interventions have been placed as activities to ensure the fulfilment of each strategic goal. The achievement of the goals has been measured by the extent to which each of the targets against the activities has been achieved. For various reasons, the targets have been achieved to different extents. This section highlights the different extents to which targets have been met by presenting key findings.

The two highest achieved targets in the Results Chain for Strategic Plans of 2015-17 are registering employed learners on scarce and critical skills programmes and certificating employed learners who successfully completed their skills programmes, with the targets reached at 1263,2% and 921,33%, respectively. This is a large gap from the third highest achieved target, registering unemployed learners on Learning Programmes addressing artisan occupations based on the SSP research, which was reached at 538%. This Results Chain also shows 8 annual targets that have an achievement percentage of 0% and have a negative variance because no action towards the interventions in the annual targets has been done.

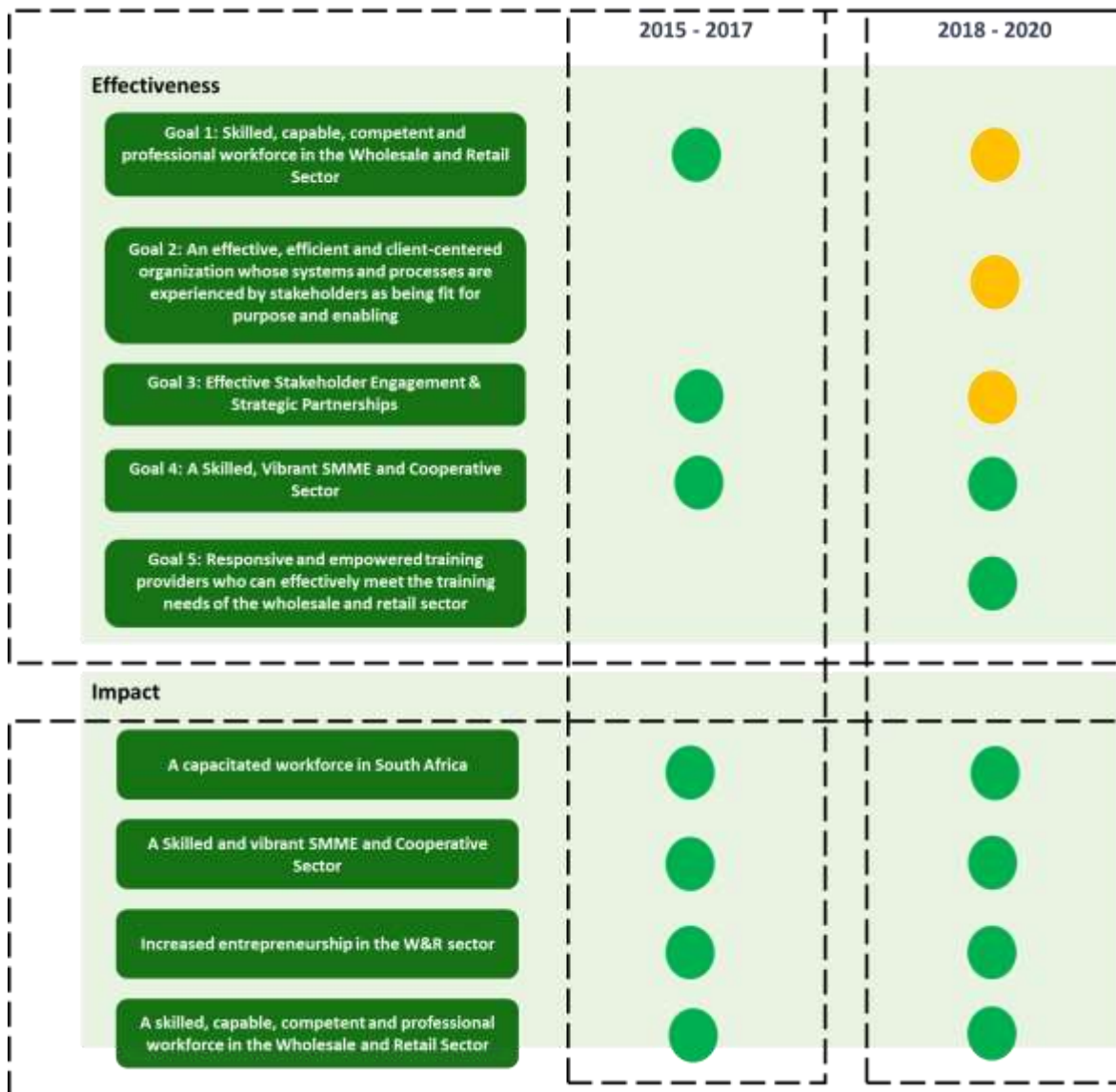
Additionally, the highest achieved strategic goal is the third goal which is the goal towards an effective stakeholder engagement and strategic partnerships. It has been attained at 151,60%. This is followed by the first goal which is skilled, capable, competent and professional workforce in the Wholesale and Retail Sector, which has been reached at 133,30%. The two highest achieved annual targets fall under the first goal. Whereas, the third goal had much fewer annual targets identified in the Results Chain, however, all of these were obtained by 100% and higher, with the highest being achieved at 260%.

In comparison to the abovementioned results chain, the Results Chain for the Strategic Plans of 2017-18 majority of the strategic goals, including the first and third strategic goals, are only partially met. Additionally, it also has 12 annual targets with an achievement percentage of 0% and have a negative variance because no action towards the interventions in the annual targets has been done. The highest achieved strategic goal is the fourth goal, which is a goal towards a skilled, vibrant SMME and Co-operative Sector, with an achievement of 107,95%. It is followed by the fifth strategic goal, which is a goal towards responsive and empowered training providers who can effectively meet the training needs of the Wholesale and Retail Sector, which is achieved at 103,33%. The second strategic goal, however, was the lowest achieved and was only partially met at 52,41%.

The highest achieved annual target is towards formal agreements with strategic partners addressing need of the sector including traditional councils, government and TVETs, which was achieved at 100% more than the initial target. An additional annual target that was achieved through exemplary means is strategic projects and programmes identified and implemented to address the skills needs of beneficiaries participating from NGOs/NPOs. The annual target was set at 50 beneficiaries, whereas the SETA was able to implement programmes for 347 beneficiaries.

Overall, the strategic projects implemented by W&RSETA appear to be largely successful. This has been determined by reviewing the SETA's objectives and various performance indicators, with the implicit assumption that strategic projects have been implemented to achieve various strategic objectives.

The following diagram provides a summary of the SETA's stated outcomes and impacts.



The below summarises the Results Measurement Matrix for the 2015/16 to 2016/17 years. 2017/18 to 2019/2020 follow.

Outputs

Output	Assessment
Completed Sector Skills Plan that has been submitted to DHET	Met
Produced research papers	Exemplary
Small & medium companies assisted with skills planning process	Met
Large companies assisted to submit Annexure 2	Met
Skills development programmes provided to small levy paying and non-levy paying companies and informal traders	Met
Registered learners from NGOs on learning programmes	Met
Learners enrolled in NQF 2 - 4 learning programmes	Exemplary
Learners registered in learning programmes addressing W&R sector scarce skills	Met
Learners completed learning programmes	Exemplary
Learners completed learning programmes addressing W&R sector sector skills	Exemplary
Unemployed learners from rural areas registered in Learning programmes	Met

Output	Assessment
Learners complete learning programmes	Exemplary
Employed learners registered on RPL learning programmes	Met
Learners completed RPL learning programmes	Exemplary
Learners registered on learning programmes addressing artisan occupations based on the SSP research	Exemplary
Learners completed artisan programmes	Met
Employed learners registered at HETIs	Met
Employed learners completed learning programmes at HETIs	Not met
Registered employed learners on NQF1 Qualification	Partially met
Certificated employed learners on NQF1 Qualification	Met
Registered learners from co-operatives on skills programmes	Met
TVET College students placed in W&R sector internships	Partially met
TVET College N6 students in W&R sector placed on an internship for 3 - 18 months	Exemplary
TVET College students completed internships	Met
Full bursaries provided to unemployed bursars at HETIs	Met
Unemployed bursars completed studies at HETIs	Partially met
Full bursaries provided to unemployed bursars at TVET Colleges	Met
Unemployed bursars completed studies at TVET Colleges	Not met
Bursaries provided to unemployed beneficiaries at HETI and/or TVET Colleges	Met
Unemployed bursars complete studies at HETI and/or TVET Colleges	Not met
HETI unemployed graduates placed in W&R organisations for workplace experience	Met
HETI unemployed graduates complete W&R organisations for workplace experience	Partially met
TVET College unemployed graduates placed in W&R organisations for workplace experience	Met
TVET College unemployed graduates complete W&R organisations for workplace experience	Partially met
Bursaries provided to employed bursars for MBA/Masters studies at HETIs	Met
Bursaries provided to employed bursars for doctoral studies at HETIs	Exemplary
Training programmes provided to Union Officials/Shop Stewards	Not met
Learning programmes completed by union officials/shop stewards	Met
Registered employed learners on scarce and critical programmes	Exemplary
Certificated employed learners on skills programmes	Exemplary
Career Guidance Events conducted	Met
Developed and re-currilated qualifications	Met
Retail Chair appointed at HETIs	Met
Schools of Excellence established	Exemplary
Delivery of W&R qualifications to TVET Colleges expanded	Met
Established W&R Academies	Met

5.2 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 strategic projects was evaluated based on an assessment of delivery of the impacts as defined in the Results Chain.

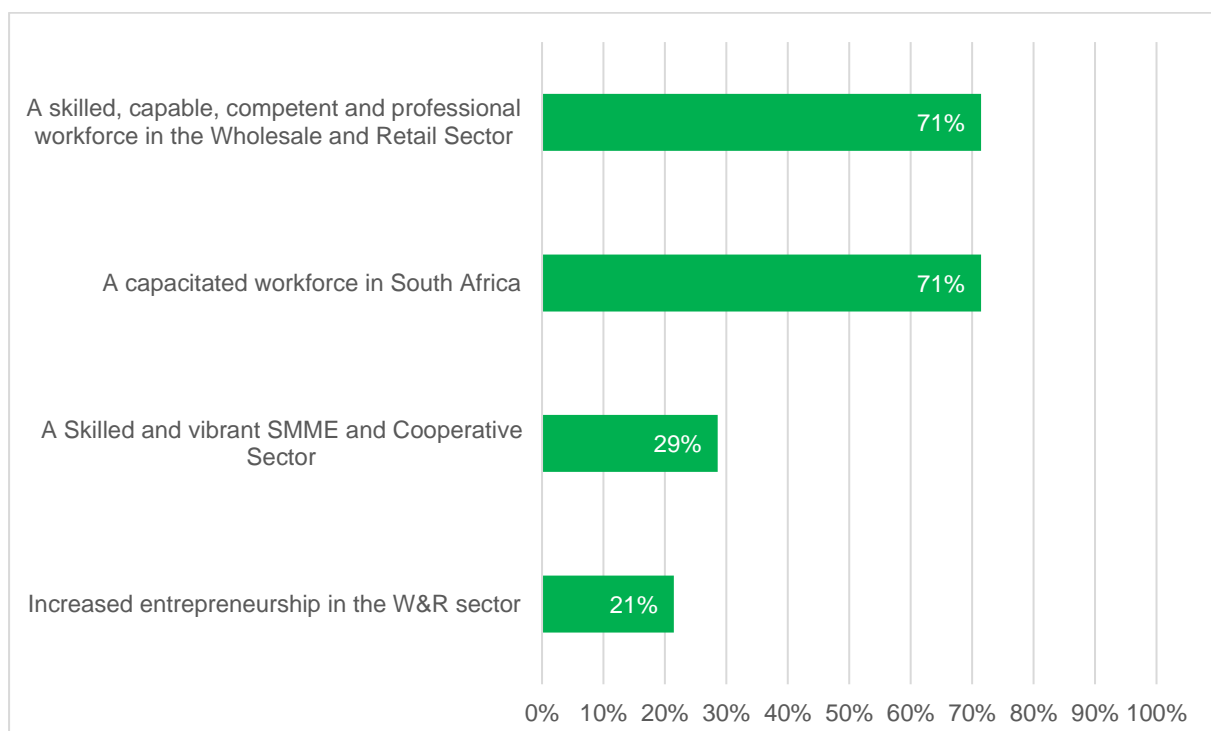
Drawn from its strategic plans, the SETA appears to have 4 main intended impacts:

- A capacitated workforce in South Africa
- Increased entrepreneurship in the W&R sector
- A skilled, capable, competent and professional workforce in the Wholesale and Retail Sector
- A Skilled and vibrant SMME and Cooperative Sector

Overall, the SETA appears to have been relatively successful in achieving its stated outputs and outcomes (goals); therefore, it would appear that the SETA has, at least to an extent, achieved its impacts.

Furthermore, input from W&RSETA personnel revealed the following.

Figure 1: Achievement of Impacts



As can be seen from the above, W&RSETA personnel are positive about the impacts that the SETA is making towards the workforce in South Africa. However, there is less optimism surrounding the impacts being made in the SMME and cooperative space, as well entrepreneurship. These views are likely to echo public sentiment where we know the SMME sector is under pressure.

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 process or activity is successful in producing the desired result or impact. To measure the effectiveness of Programmes the following were assessed:

- Extent to which objectives were met
- Extent of delivery of outputs and outcomes

The following are areas where the SETA has not met its relevant targets.

- Unemployed learners from rural areas registered in Learning programmes (2016/17)
- Learners completed RPL learning programmes (2016/17)
- Learners completed artisan programmes (2016/17)
- Employed learners completed learning programmes at HETIs (2015/16)
- Registered employed learners on NQF1 Qualification (2016/17)
- TVET College students completed internships (2016/17)
- Unemployed bursars completed studies at HETIs (2016/17)
- Unemployed bursars completed studies at TVET Colleges (2015/16)
- Training programmes provided to Union Officials/Shop Stewards (2015/16)

The following table identifies the likely strategic projects that were implemented in order to achieve these outcomes.

#	Output	Project
1	Unemployed learners from rural areas registered in Learning programmes (2016/17)	<ul style="list-style-type: none"> • HURP Rural Youth Development • Rural Villages Project 15/16 • The Narysec Rural Unemployed Cadres • Rural Youth Entrepreneurship & Graduate Re-Skilling Development Program (Dumelang Umonde)
2	Learners completed RPL learning programmes (2016/17)	
3	Learners completed artisan programmes (2016/17)	
4	Employed learners completed learning programmes at HETIs (2015/16)	

#	Output	Project
5	Registered employed learners on NQF1 Qualification (2016/17)	
6	TVET College students completed internships (2016/17)	<ul style="list-style-type: none"> • HET & TVET Graduate Placement 15/16 • HET & TVET Graduate Placement 16/17 • HET & TVET Graduate Placements & Internship 17/18 • TVET Internship 16/17
7	Unemployed bursars completed studies at HETIs (2016/17)	<ul style="list-style-type: none"> • HET Bursaries 15/16 • HET, TVET & Continuing Bursaries 16/17
8	Unemployed bursars completed studies at TVET Colleges (2015/16)	<ul style="list-style-type: none"> • HET & TVET Bursaries 17/18 • HET & TVET Bursaries 18/19 • HET & TVET Bursaries 19/20
9	Training programmes provided to Union Officials/Shop Stewards (2015/16)	<ul style="list-style-type: none"> • Trade Union Capacity Building 15/16 (ECCAWUSA) • Trade Unions 19/20

Each goal within the strategic plans is assessed in the sections that follow. These have been split up into 5 different areas:

- Research and Skills Planning
- Supporting Co-ops, SMEs, NGOs/ NPOs
- PIVOTAL programmes
- Bursaries and Placement
- Critical Skills Development

5.3.1 Research and Skills Planning

The table below provides the results of the effectiveness assessment for this area.

Table 2: Research and Skills Planning Effectiveness Assessment

#	Research and Skills Planning	Rating
Results Chain for 2015-2017		
1	Goal 1: Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector	Exemplary
2	Goal 3: Effective Stakeholder Engagement & Strategic Partnerships	Exemplary
Results Chain for 2017-2020		
3	Goal 1: Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector	Partially Met
4	Goal 2: An effective, efficient and client-centered organization whose systems and processes are experienced by stakeholders as being fit for purpose and enabling	Partially Met
5	Goal 5: Responsive and empowered training providers who can effectively meet the training needs of the wholesale and retail sector	Met

As can be seen from the above, the meeting of goals in the 2015-17 period was more prevalent than the 2017-20 period.

5.3.2 Supporting Co-ops, SMEs, NGOs/ NPOs

The table below provides the results of the effectiveness assessment for this area.

Table 3: Supporting Co-ops, SMEs, NGOs/ NPOs Effectiveness Assessment

#	Supporting Co-ops, SMEs, NGOs/ NPOs	Rating
Results Chain for 2015-2017		
1	Goal 1: Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector	Exemplary
2	Goal 4: A Skilled, Vibrant SMME and Cooperative Sector	Met
Results Chain for 2017-2020		
3	Goal 2: An effective, efficient and client-centered organization whose systems and processes are experienced by stakeholders as being fit for purpose and enabling	Partially Met
4	Goal 3: Effective Stakeholder Engagement & Strategic Partnerships	Partially Met
5	Goal 4: A Skilled, Vibrant SMME and Cooperative Sector	Met
6	Goal 5: Responsive and empowered training providers who can effectively meet the training needs of the wholesale and retail sector	Met

As can be seen from the above, the meeting of goals in the 2015-17 period was more prevalent than the 2017-20 period.

5.3.3 PIVOTAL programmes

The table below provides the results of the effectiveness assessment for this area.

Table 4: PIVOTAL Programmes Effectiveness Assessment

#	PIVOTAL programmes	Rating
Results Chain for 2015-2017		
1	Goal 1: Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector	Exemplary
Results Chain for 2017-2020		
2	Goal 1: Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector	Partially Met
3	Goal 3: Effective Stakeholder Engagement & Strategic Partnerships	Partially Met

As can be seen from the above, the meeting of goals in the 2015-17 period was more prevalent than the 2017-20 period.

5.3.4 Bursaries and Placement

The table below provides the results of the effectiveness assessment for this area.

Table 5: Bursaries and Placement Effectiveness Assessment

#	Bursaries and Placement	Rating
Results Chain for 2015-2017		
1	Goal 1: Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector	Exemplary
Results Chain for 2017-2020		
2	Goal 1: Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector	Partially Met
3	Goal 3: Effective Stakeholder Engagement & Strategic Partnerships	Partially Met
4	Goal 5: Responsive and empowered training providers who can effectively meet the training needs of the wholesale and retail sector	Met

As can be seen from the above, the meeting of goals in the 2015-17 period was more prevalent than the 2017-20 period.

5.3.5 Critical Skills Development

The table below provides the results of the effectiveness assessment for this area.

Table 6: Critical Skills Development Effectiveness Assessment

#	Critical Skills Development	Rating
Results Chain for 2015-2017		
1	Goal 1: Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector	Exemplary
2	Goal 2: Effective and efficient organisation	Met
Results Chain for 2017-2020		
3	Goal 1: Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector	Partially Met

As can be seen from the above, the meeting of goals in the 2015-17 period was more prevalent than the 2017-20 period.

5.3.6 Partnerships

The table below provides the results of the effectiveness assessment for this area.

Table 7: Partnerships Effectiveness Assessment

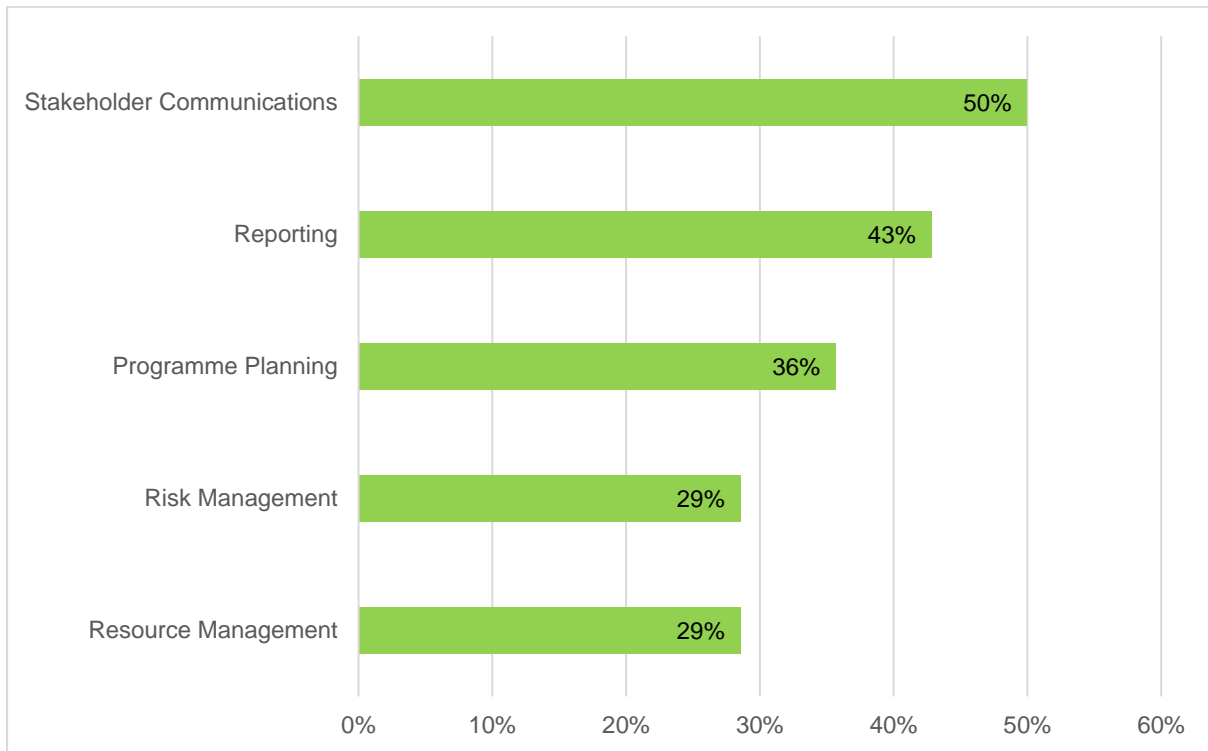
#	Partnerships	Rating
Results Chain for 2015-2017		
1	Goal 3: Effective Stakeholder Engagement & Strategic Partnerships	Exemplary
Results Chain for 2017-2020		
2	Goal 1: Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector	Partially Met
3	Goal 3: Effective Stakeholder Engagement & Strategic Partnerships	Partially Met

As can be seen from the above, the meeting of goals in the 2015-17 period was more prevalent than the 2017-20 period.

5.4 Programme Management and Governance

W&RSETA personnel were asked their views surrounding certain programme management and governance processes. The graph below indicated the number of positive responses received (i.e., ratings of either 4 out of 5 or 5 out of 5 on the Likert scale).

Figure 2: Programme Management and Governance Assessment



As can be seen from the above, there is room for improvement in all areas, with planning, risk management and resource management being the lowest rated.

Regarding “planning” – consultations have indicated the late approval of projects can have an adverse effect in project implementation, which is something that should be avoided.

6 Conclusion

This impact study is premised on a Results Measurement Matrix. Assessment of the SETA's strategic projects has been done by reviewing its achievement of strategic objectives.

Many of the SETA's strategic projects appear to have been successful in their implementation and subsequent impact, however; there have been a few projects that appear to not have been successful.

Projects that did not appear to be to be very successful appeared to involve:

- Rural placements
- HET and TVET placements
- RPL programmes

Based on feedback received, project implementation appears to suffer from 2 main challenges: approval of projects, and communication strategies (especially in the context of rural projects).

Timeous Approval of Projects

The approval of some projects appeared to be delayed, giving less time in the financial year for project implementation. This provides a challenge in the project meeting its goals; there is simply not enough time to implement the project fully.

Communication Strategies

A rural area will be within a municipal ward, where you find traditional counsellors, leaders, ward counsellors and municipalities. The people also belong to certain religious denominations, there might also be social government offices. All these parties need to be aligned. It was reported that when the whole community was involved, the learner would receive more support and encouragement to complete the programme. It is also important to communicate with the learner's parents so that they can provide support. Getting this buy-in from all parties takes considerable time and effort, which makes it important for the project to be approved in good time.

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8 Appendix: Results Measurement Matrix

The following indicates the outputs and outcomes that the SETA has met or not met for the period under review.

8.1.1 2015 – 17 Outcome 1: A skilled, capable, competent and professional workforce in the Wholesale and Retail Sector

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector				
Outputs	Output indicators		Target	Actual
Output 1.1. Completed Sector Skills Plan that has been submitted to DHET	1.1.1	Research and submit sector skills plan in 2015/16	1 (2015-2016)	1
	1.1.2	Updated sector skills plan	1 (2016-2017)	1
Output 1.2. Registered learners from NGOs on learning programmes	1.2.1	Learners from 9 NGOs registered on learning programmes in year 1	9	16
Output 1.3. Learners enrolled in NQF 2 - 4 learning programmes	1.3.1	2800 learners enrolled in NQF 2 to 4 Learnership (Learning) programmes.	(18.1) 1 400	(18.1) 3 066
			(18.2) 1 400	(18.2) 2 954
Output 1.4. Learners registered in learning programmes addressing W&R sector scarce skills	1.4.1	3 500 learners registered in NQF2-4 Learnership programmes addressing Wholesale and Retail Scarce Skills as identified in SSP, during the period April 2016 to March 2017	(18.1) 1 800	(18.1) 1977
			(18.2) 1 700	(18.2) 2 088
Output 1.5. Learners completed learning programmes	1.5.1	1 680 learners complete learning programmes	(18.1) 840	(18.1) 1 635
			(18.2) 840	(18.2) 1 708
Output 1.6 Learners completed learning programmes addressing W&R sector sector skills	1.6.1	2 100 learners complete NQF2-4 Learnership programmes in Wholesale and Retail Scarce Skills and Certificates are issued during the period April 2016 to March 2017	(18.1) 1 080	(18.1) 1 373
			(18.2) 1 020	(18.2) 1 399
Output 1.7 Learners registered and completed in NQF 2-4 skills	1.7.1	1500 learners registered in NQF 2-4 Skills Programmes	2015/16 (18.1) 1 000 2016/17 (18.1) 1 000	2015/16 (18.1) 665 2016/17 (18.1) 1833

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector				
Outputs	Output indicators		Target	Actual
programmes			2015/16 (18.2) 500 2016/17 (18.2) 500	2015/16 (18.2) 123 2016/17 (18.2) 666
	1.7.2	1 200 learners complete their NQF 2-4 Skills Programmes	2015/16 (18.1) 800 2016/17 (18.1) 800	2015/16 (18.1) 613 2016/17 (18.1) 1 452
			2015/16 (18.2) 400 2016/17 (18.2) 400	2015/16 (18.2) 354 2016/17 (18.2) 268
Output 1.8. Unemployed learners from rural areas registered in Learning programmes	1.8.1	500 unemployed learners in Rural Areas registered in Learning	2015/16 500	2015/16 568
			2016/17 500	2016/17 0
Output 1.9. Learners complete learning programmes	1.9.1	250 unemployed learners complete Learning programmes	2015/16 250	2015/16 455
			2016/17 250	2016/17 254
Output 1.10. Employed learners registered on RPL learning programmes	1.10.1	300 employed Learners registered on RPL Learning programmes	2015/16 300	2015/16 311
			2016/17 300	2016/17 168
Output 1.11. Learners completed RPL learning programmes	1.11.1	150 learners completed RPL Learning programmes	2015/16 150	2015/16 358
		250 learners completed RPL learning programmes and are certificated by 31 March 2017	2016/17 250	2016/17 73
Output 1.12. Learners registered on learning programmes addressing artisan occupations based on the SSP research	1.12.1	200 learners registered on Learning Programs addressing artisans occupations based on the SSP research.	(18.1) 150	(18.1) 381
			(18.2) 50	(18.2) 269
	1.12.2	250 learners registered in Learnerships and/or Apprenticeships addressing scarce skills artisans occupations based on the SSP research by 31 March 2017	(18.1) 150	(18.2) 96

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector					
Outputs	Output indicators		Target	Actual	
Output 1.13 Learners completed artisan programmes	1.13.1	120 learners complete artisan programmes	(18.1) 80	(18.1) 84	
			(18.2) 40	(18.2) 40	
	1.13.2	100 learners complete their Learnerships and/or Apprenticeships programmes	(18.1) 60	(18.1) 0	
			(18.2) 40	(18.2) 13	
	1.13.3	890 employed Learners registered at HETIs	500 (NQF 5)	259	
			350 (RMDP NQF6)	452	
			40 (ILDLP NQF7)	59	
	Output 1.14. Employed learners registered at HETIs	1.14.1	1 075 employed learners registered in programmes in Wholesale and Retail Scarce Skills, at HETIs during the period April 2016 to March 2017	1075	(NQF 5) 259
					(RMDP) 452
				(ILDLP) 59	
Output 1.15 Employed learners completed learning programmes at HETIs	1.15.1	548 employed learners complete learning at HETIs	200(NQF5)	1	
			200(RMDP NQF6)	329	
			38(ILDP NQF7)	45	
	1.15.2	750 employed learners complete learning programmes in Wholesale and Retail Scarce Skills Qualifications at HETIs by 31 March 2017	750	(NQF 5) 1 (RMDP) 329 (ILDLP) 45	
	Output 1.16. Registered employed learners on NQF1 Qualification	1.16.1	500 employed learners are registered on NQF 1 Learnership (AET)	500	232
1.16.2		500 employed and unemployed learners are registered in NQF 1(AET) Qualification/ Learnership by 31 March 2017	250(18.1)	344	
			250(18.2)	0	
Output 1.17. Certificated	1.17.1	200 employed learners complete NQF 1 Learnership (AET)	200	232	

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector				
Outputs	Output indicators		Target	Actual
employed learners on NQF1 Qualification	1.17.2	200 employed and unemployed Not achieved learners complete NQF 1 Qualification (AET)/ Learnership and are certificated by 31 March 2017	100(18.1)	0
			100(18.2)	190
Outcome 1.18 Registered learners from co-operatives on skills programmes	1.18.1	20 Co-operatives register learners on skills programmes	20	20
Output 1.19 TVET College students placed in W&R sector internships	1.19.1	300 Students from TVET Colleges are placed in Wholesale & Retail organisations on an internship	300	108
Output 1.20. TVET College N6 students in W&R sector placed on an internship for 3 - 18 months	1.20.1	350 TVET College N6 Students in Wholesale and Retail Scarce Skills Qualifications are placed in Wholesale & Retail organisations on an internship for 3, 6, 12 or 18 months by 31 March 2017	350	791
Output 1.21. TVET College students completed internships	1.21.1	630 students from TVET Colleges complete their internships during the period April 2015 to March 2018	630	459
	1.21.2	245 TVET College N6 students in Wholesale and Retail Scarce Skills Qualifications complete their internships for 3, 6, 12 or 18 months by 31 March 2017	245	0
Output 1.22. Full bursaries provided to unemployed bursars at HETIs	1.22.1	600 unemployed beneficiaries continue bursaries at Universities on programmes that address Scarce Skills (Final Year)	600	626
	1.22.2	1 000 new unemployed students awarded bursaries for programmes addressing Wholesale and Retail Scarce Skills Qualifications at HETIs by March 2017	1 000	1306
	1.22.3	600 continuing students awarded bursaries at TVET Colleges and/or HETIs for programmes addressing Wholesale and Retail Scarce Skills Qualifications by 31 March 2017	600	626
Output 1.23. Unemployed bursars completed studies at HETIs	1.23.1	378 Unemployed bursars complete their studies at HETIs	378	239
	1.23.2	700 unemployed bursars complete their current year of studies in Wholesale and Retail Scarce Skills Qualifications at HETIs during the	700	187

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector				
Outputs	Output indicators		Target	Actual
		period April 2016 to March 2017		
Output 1.24. Full bursaries provided to unemployed bursars at TVET Colleges	1.24.1	195 Unemployed beneficiaries continue with full bursaries at TVET Colleges on programmes that address Scarce Skills (Final Year)	195	196
Output 1.25. Unemployed bursars completed studies at TVET Colleges	1.25.1	117 unemployed bursars complete their studies at TVET Colleges	117	0
Output 1.26. Bursaries provided to unemployed beneficiaries at HETI and/or TVET Colleges	1.26.1	800 beneficiaries continue with full bursaries at TVET Colleges and/or HETIs (second year)	800	825
	1.26.2	600 continuing students awarded bursaries at TVET Colleges and/or HETIs for programmes addressing Wholesale and Retail Scarce Skills Qualifications by 31 March 2017	600	626
Output 1.27.1 Unemployed bursars complete studies at HETI and/or TVET Colleges	1.27.1	1 680 unemployed bursars complete their studies at HETIs and/or TVET Colleges by 31 March 2016	1 680	0
	1.27.2	420 unemployed bursars complete their studies in Wholesale and Retail Scarce Skills Qualifications at HETIs and/or TVET Colleges by 31 March 2017	420	279
Output 1.28. HETI unemployed graduates placed in W&R organisations for workplace experience	1.28.1	1000 unemployed HETI graduates are placed in workplaces to gain workplace experience	1 000	859
Output 1.29. HETI unemployed graduates complete W&R organisations for workplace experience	1.29.1	600 HETI Unemployed graduates complete their workplace	600	299
Output 1.30. TVET College unemployed	1.30.1	1000 Unemployed TVET College Graduates placed in companies for workplace experience	1 000	720

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector				
Outputs	Output indicators		Target	Actual
graduates placed in W&R organisations for workplace experience				
Output 1.31. TVET College unemployed graduates complete W&R organisations for workplace experience	1.31. 1	600 unemployed TVET College graduates complete their workplace	600	346
Output 1.32. Bursaries provided to employed bursars for MBA/Masters studies at HETIs	1.32. 1	2 Candidates register for MBA/ Masters qualification	2	2
Output 1.33. Bursaries provided to employed bursars for doctoral studies at HETIs	1.33. 1	2 Candidates register for Doctoral (PhD or D) studies with Retail specialisation	2	4
Output 1.34. Training programmes provided to Union Officials/Shop Stewards	1.34. 1	1000 Trade Union members/officials are registered on Learning Programmes	1 000	0
Output 1.35. Learning programmes completed by union officials/shop stewards	1.35. 1	400 Trade Union members/ officials complete their learning programmes	400	409
Output 1.36. Registered employed learners on scarce and critical programmes	1.36. 1	500 employed learners registered on Skills programmes addressing Scarce/critical skills	500	6 316
Output 1.37. Certificated employed learners on skills	1.37. 1	300 employed learners certificated	300	2 764

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector				
Outputs	Output indicators		Target	Actual
programmes				
Output 1.38. Career Guidance Events conducted	1.38.1	100 Career guidance events hosted nationally	100	110

8.1.2 2015 – 17 Outcome 2: Effective and efficient organisation

Outcome: Goal 2 - Effective and efficient organisation				
Outputs	Output indicators		Annual Target	Actual Target
Output 2.1. Disburse mandatory grants to compliant companies	2.1.1	5000 Levy paying compliant companies are paid Mandatory Grants	5 000	5 179
Output 2.2. Developed and re-curriculated qualifications	2.2.1	4 Qualifications developed and submitted to QCTO	4	4

8.1.3 2015 – 17 Outcome 3: Effective Stakeholder Engagement & Strategic Partnerships

Outcome: Goal 3 - Effective Stakeholder Engagement & Strategic Partnerships				
Outputs	Output indicators		Annual Target	Actual Target
Output 3.1. Produced research papers	3.1.1	4 Research Studies conducted and published on website	4	6
			4	7
Output 3.2. Retail Chair appointed at HETIs	3.2.1	1 Chair of Retail appointed	1	1
Output 3.3. Schools of Excellence established	3.3.1	4 Schools of Excellence Established in TVET Colleges	4	6
Output 3.4. Delivery of W&R qualifications to TVET Colleges expanded	3.4.1	9 TVET Colleges awarded extension of scope to deliver W&R qualifications	9	10
	3.4.2	18 Lecturers register for Development Programmes	18	30

Outcome: Goal 3 - Effective Stakeholder Engagement & Strategic Partnerships				
Outputs	Output indicators		Annual Target	Actual Target
	3.4.3	10 Lecturers Complete Development Programmes	10	26
Output 3.5. Established W&R Academies	3.5.1	1 Wholesale and Retail Academy established during the period 1 April 2015 to 31 March 2016	1	1

8.1.4 2015 – 17 Outcome 4: Effective Stakeholder Engagement & Strategic Partnerships

Outcome: Goal 4 - Effective Stakeholder Engagement & Strategic Partnerships				
Outputs	Output indicators		Annual Target	Actual Target
Output 4.1. Small & medium companies assisted with skills planning process	4.1.1	6000 small & medium companies assisted with skills planning process	2015/16 6 000	5542 small
				1260 medium
			2016/17 6 000	7032 small
				1312 medium
Output 4.2. Large companies assisted to submit Annexure 2	4.2.1	540 Large companies assisted to submit Annexure 2	540	2015/16 631
				2016/17 585
Output 4.3. Skills development programmes provided to small levy paying and non-levy paying companies and informal traders	4.3.1	5000 SMME companies, including informal traders benefit from Skills Development initiatives by 31 March 2016	3500 LP	3771
			1500 NLP	1954

8.1.5 2018 – 20 Outcome 1: Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector				
Outputs	Output indicators		Annual Target	Actual Target
Output 1.1. Develop a robust research methodology that is reflective of	1.1.1	4 research studies, conducted and completed by 31 March	4	4

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector				
Outputs	Output indicators		Annual Target	Actual Target
different subsectors, identifies skills needs and opportunities, and publishes research to keep sector informed				
Output 1.2. Develop a robust research methodology that is reflective of different subsectors, identifies skills needs and opportunities, and publishes research to keep sector informed	4.2.1	High-performance culture with effective performance management, relevant organisational and governance policies and procedures, and effective stakeholder relations	4	4
Output 1.3. Developed an SSP that is based on a detailed labour market analysis, consulted with stakeholders and identify scarcity of skills and skills priorities for the sector that is relective of the skills need experienced by stakeholders	1.3.1	1 SSP submitted to DHET	1	1
Output 1.4. Developed and strengthened programme to encourage students to study further in Masters and doctoral degrees	1.4.1	Number of students that pass	Registered: 25	0
			Certificated: 12	0
Output 1.5. Developed and implemented strategic programmes that support key skills issues in the	1.5.1	Number of qualifications developed in niche areas identified	2	0

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector				
Outputs	Output indicators		Annual Target	Actual Target
sector such as digital revolution, the green agenda and responsible buying				
Output 1.6. Well informed and empowered learners with knowledge of career paths in the sector	1.6.1	Number of career guidance events held.	100	147
Output 1.7. Implementation of Learnerships, skills programmes, apprenticeships, internships and WIL supported whilst ensuring that gender and racial equity is ensured.	1.7.1	-	3 066	3 990
Output 1.8. Special projects implemented to address sectoral, provincial, national imperatives and priorities whilst focusing on youth and gender and racial equity.	1.8.1	-	1 500	1632
Output 1.9. Bursaries provided to students accepted in relevant programmes to address scarce skills in the sector	1.9.1	Number of bursaries that address critical and scarce needs.	Register 400 for RMPD	Registered RMDP: 59
			Complete 320 RMDP	Complete RMDP: 0
			Register 60 for ILDP	Registered ILDP: 60
			Complete 48 ILDP	Complete ILDP: 56
Output 1.10. The Work Placement programme reviewed and strengthened to support job shadowing and	1.10.1	Number of learners placed	Placed TVET: 2 000	4
			Placed HETI: 2 000	103
			Complete TVET: 1000	0
			Complete HETI: 1000	1

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector				
Outputs	Output indicators		Annual Target	Actual Target
work-placement initiatives				
Output 1.11. To develop and strengthen a programme to encourage students to study further in masters and doctoral degrees	1.11.1	Number of students awarded bursaries and complete their studies for MBA/masters and PHDs/doctoral studies	Registered: 25	0
			Certificated: 12	0
Output 1.12. The Work Placement programme reviewed and strengthened to support job shadowing and work-placement initiatives	1.12.1	Number of learners placed	Placed TVET: 2 000	4
			Placed HETI: 2 000	103
			Complete TVET: 1000	0
			Complete HETI: 1000	1
Output 1.13. To strengthen programme to place unemployed learners in internship programmes	1.13.1	Number of interns placed and quality of the placement	Placed: 350	18
			Complete: 245	21
Output 1.14. Annually updated sector skills plan that identifies the sectors needs and is supported by stakeholders.	1.14.1	800 stakeholders consulted annually across all sub-sectors in all regions.	800	1036
	1.14.2	60% satisfaction rating on returned questionnaires	60%	65%
Output 1.15. Employed and unemployed learners are trained and certificated in scarce and critical skills	1.15.1	Audited and Verifiable learner records	Trained - Employed: 2000	2191
			Trained - Unemployed: 2100	2479
			Certificate - Employed: 1200	569
			Certificate - Unemployed: 1200	709
Output 1.16. Employed and unemployed learners are	1.16.1	Audited and verifiable learner records	Registered Employed: 1000	657
			Unemployed: 500	123

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector				
Outputs	Output indicators		Annual Target	Actual Target
trained and certificated in scarce and critical skills			Certificated Employed: 800	613
			Unemployed: 400	354
Output 1.17. Well informed and empowered learners with knowledge of career paths in the sector	1.17.1	300 learners assisted with accessing W&RSETA opportunities	300	0
Output 1.18. Establish and strengthen strategic partnerships and relationships to address and respond to national government priorities and strategic imperatives	1.18.1	Number of new/ updated qualifications submitted to QCTO	2	0
Output 1.19. Established and strengthened strategic partnerships and relationships to address and respond to	1.19.1	Number of strategic partnerships developed	14	14
Output 1.20. Establish and strengthen strategic partnerships and relationships to address and respond to national government priorities and strategic imperatives	1.20.1	Number of strategic partnerships developed	10	15
Output 1.21. Stakeholders input and buy-in into the priorities identified in the SSP, active participation in	1.21.1	-	4	8

Outcome: Goal 1 - Skilled, capable, competent and professional workforce in the Wholesale and Retail Sector				
Outputs	Output indicators		Annual Target	Actual Target
SETA learning programmes and expressed satisfaction with SETA services				
Output 1.22. Training programmes for labour union representatives that enhance their ability to participate in the planning of training and in overseeing implementation of the planned training	1.22.1	800 members/ officials	800	442

8.1.6 2018 – 20 Outcome 2: Effective and efficient organisation

Outcome: Goal 2 - Effective and efficient organisation				
Outputs	Output indicators		Annual Target	Actual Target
Output 2.1. Integrated and effective systems aligned to business processes that address human and financial resources, governance and ICT	2.1.1	Contracts Management System developed and approved	1	1
	2.1.2	'Contracts Management User Manual developed and approved	1	1
	2.1.3	A Training and Capacitation session conducted for all internal users on the use of Contracts Management User Manual		
	2.1.4	90% Reduction of audit findings on SCM processes and activities	90%	50%
	2.1.5	10% Increased Achievement of the Annual Performance Plan	10%	0
	2.1.6	Organisational Succession Plan developed and approved by 31 March 2018	1	0
	2.1.7	75% Satisfaction rate indicated by W&RSETA employees in Employee Satisfaction Survey conducted	75%	0%
	2.1.8	Unqualified audit	1	1

Outcome: Goal 2 - Effective and efficient organisation				
Outputs	Output indicators		Annual Target	Actual Target
	2.1.9	80% Compliance to ICT governance framework	80%	0%
	2.1.10	65% Integration of ICT systems	65%	75%
Output 2.2. Modernised, Effective systems to efficiently manage finances, assets, procurement and supply chain.	2.2.1	Automation of 10 Organisational Systems and Processes	10	0
	2.2.2	10 Newsletters published	10	10
	2.2.3	10 Participations in exhibitions, conferences and trade related expositions organised by constituent organisations, DHET and other relevant stakeholders	10	7
	2.2.4	1 stakeholder recognition initiative implemented by March 2018	1	0
Output 2.3. Developed and implemented methodology to collect and collate information to establish an effective monitoring and evaluation system	2.3.1	Zero findings on 4 quarterly performance information reports by 31 March 2018	4	2
Output 2.4. Human and financial resources are aligned to implement the strategic plan whilst ensuring good governance, adherence to laws and regulations and a service delivery orientation	2.4.1	97% Improvement of W&Rseta quarterly performance	97%	95%
Output 2.5. Enabled systems that have effective financial management, supply chain management, learner registration and progress tracking, grant payment management, project management,	2.5.1	80% satisfaction rate based on reliability on system reliability	80%	0

Outcome: Goal 2 - Effective and efficient organisation				
Outputs	Output indicators		Annual Target	Actual Target
monitoring of projects and learner progress and impact assessment				
Output 2.6. Integrated and effective systems aligned to business processes that address human and financial resources, governance and ICT	2.6.1	1 stakeholder recognition initiative implemented by March 2018	1	0
	2.6.2	10 stakeholder newsletters	10	10
Output 2.7. Modernised, effective systems to efficiently manage finances, assets, procurement and supply chain	2.7.1	1 ERP System	1	0
Output 2.8. Efficiently disbursed grants to compliant levy paying companies to encourage participation and investment in skills development.	2.8.1	6 000 levy paying companies paid mandatory grants by March 2018	6 000	4 947

8.1.7 2018 – 20 Outcome 3: Effective Stakeholder Engagement & Strategic Partnerships

Outcome: Goal 3 - Effective Stakeholder Engagement & Strategic Partnerships				
Outputs	Output indicators		Annual Target	Actual Target
Output 3.1. Developed and implemented strategic projects that support 44 transformational imperatives focusing on Rural, SME, AET, Trade Union and NPO/NGO and Artisan development and	3.1.1	Number of learners and artisans placed in strategic areas for transformation.	Registered: 500	Registered: 150
			Complete: 250	Certificated: 334

Outcome: Goal 3 - Effective Stakeholder Engagement & Strategic Partnerships				
Outputs	Output indicators		Annual Target	Actual Target
Disability programme, Trade Union and NPO/NGO development.				
Output 3.2. Developed and implemented strategic programmes that support key skills issues in the sector such as digital revolution, the green agenda and responsible buying	3.2.1	Number of qualifications developed in niche areas identified	2	0
Output 3.3. Unemployed learners placed in internship programmes	3.3.1	Number of interns placed and quality of the placement	Placed 350	18
			Complete 245	21
Output 3.4. Programmes aimed at increasing access to employment opportunities for persons with disabilities are developed and implemented in order to contribute towards economic development and transformation within the wholesale and retail sector	3.4.1	Number of unemployed people with disabilities registered and complete NQF 2 Learnerships	400 registered	311
			320 complete	0
Output 3.5. Established and strengthened strategic partnerships and relationships to address and respond to	3.5.1	Number of strategic partnerships developed	14	14
Output 3.6. Establish and strengthen strategic partnerships and relationships to	3.6.1	Number of strategic partnerships developed	10	15

Outcome: Goal 3 - Effective Stakeholder Engagement & Strategic Partnerships				
Outputs	Output indicators		Annual Target	Actual Target
address and respond to national government priorities and strategic imperatives				
Output 3.7. Agreements forged with strategic partners that can directly or indirectly contribute to implementation of learning programmes in the sector	3.7.1	-	4	4
Output 3.8. Partnerships established with TVETs and HEIs to increase their capacity to deliver wholesale and retail related qualifications	3.8.1	-	15	16

8.1.8 2018 – 20 Outcome 4: A skilled, vibrant SMME and Co-operative Sector

Outcome: Goal 3 - A skilled, vibrant SMME and Co-operative Sector				
Outputs	Output indicators		Annual Target	Actual Target
Output 4.1. Developed and implemented strategies to assist Small and Medium Organisations to submit information required to be included in the Workplace and Sector Skills Plan to enable access to funding and training.	3.1.1	Target for Support to SMME and Cooperative Sector.	5 689	5 789
Output 4.2. Developed and	4.2.1	Number of learners and artisans placed in strategic areas for transformation.	Registered: 500	Registered: 150

Outcome: Goal 3 - A skilled, vibrant SMME and Co-operative Sector				
Outputs	Output indicators		Annual Target	Actual Target
implemented strategic projects that support 44 transformational imperatives focusing on Rural, SME, AET, Trade Union and NPO/NGO and Artisan development and Disability programme, Trade Union and NPO/NGO development.			Complete: 250	Certificated: 334
Output 4.3. Projects implemented to address the identified skills needs of SMEs, co-operatives and the informal sector	4.3.1	20 co-operatives	220 unemployed members registered	228
			110 unemployed members of co-operatives completed	97
			100 NGOs/NPOs supported to register	93
			50 Beneficiaries	347

8.1.9 2018 – 20 Outcome 5: Responsive and empowered training providers who can effectively meet the training needs of the wholesale and retail sector

Outcome: Goal 5 - Responsive and empowered training providers who can effectively meet the training needs of the wholesale and retail sector				
Outputs	Output indicators		Annual Target	Actual Target
Output 5.1. Assessment centres made available for all occupational qualifications under their quality assurance jurisdiction	5.1.1	1 Assessment Centre	1	1
Output 5.2. Increased the number of small black providers to deliver skills development services, increase the capacity of public institutions to deliver skills development interventions needed in the sector.	5.2.1	Number of capacitated TVET lecturers	30	34

Outcome: Goal 5 - Responsive and empowered training providers who can effectively meet the training needs of the wholesale and retail sector				
Outputs	Output indicators		Annual Target	Actual Target
Output 5.3. To develop and strengthen a programme to encourage students to study further in masters and doctoral degrees	5.3.1	Number of trainers placed in training programmes.	2	2
Output 5.4. Support the development and accreditation of training providers to promote an inclusive training provider base	5.4.1	-	2	2