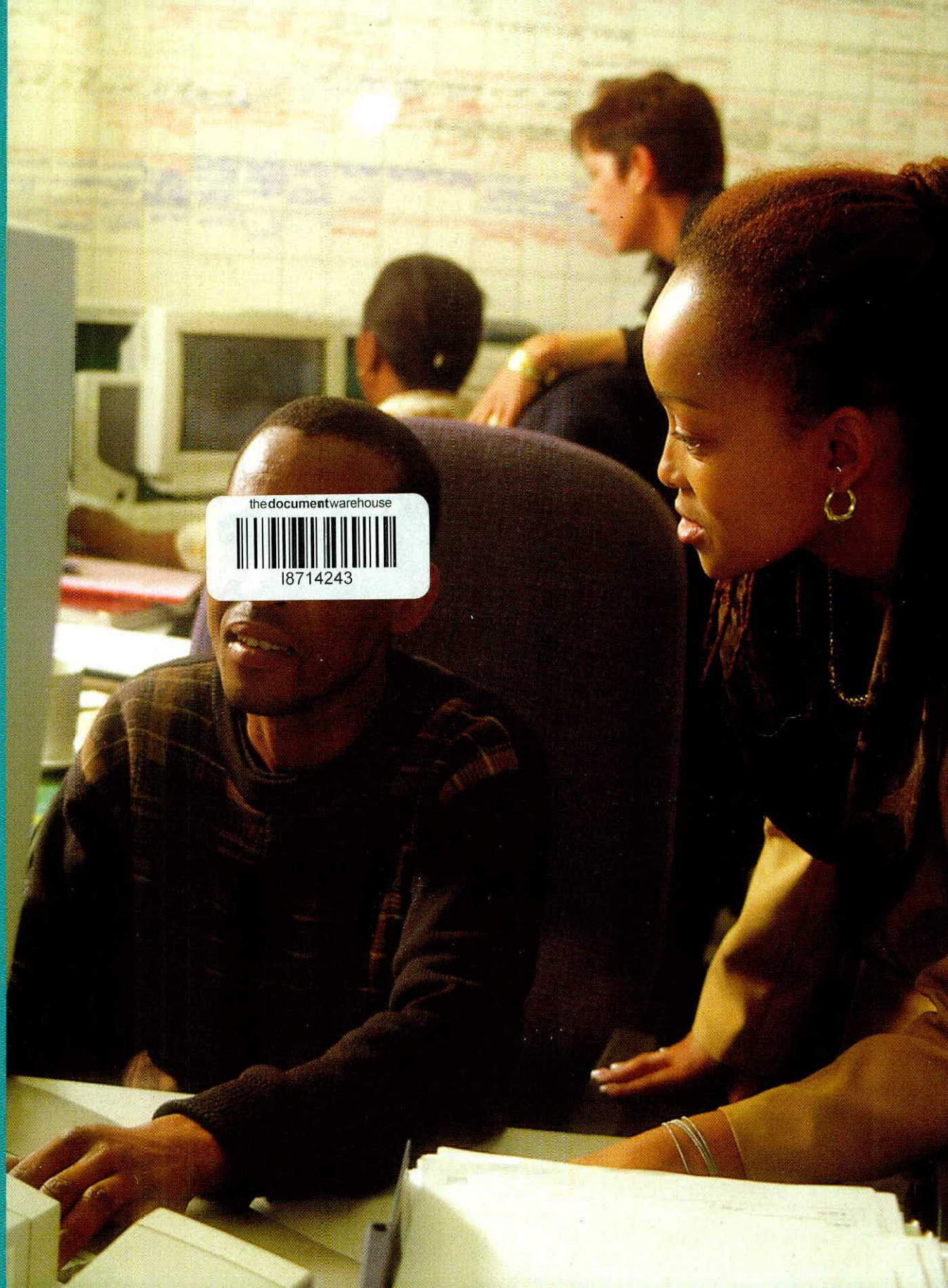


**EDUCATION, TRAINING AND DEVELOPMENT PRACTICES
SECTOR EDUCATION AND TRAINING AUTHORITY**



ANNUAL REPORT 2000 - 2001



ETDP • SETA

MISSION

The Mission of the Authority is to promote and facilitate an increase in the skills profile of the sector's workforce in order to benefit employers, workers and employees in the sector by encouraging a partnership between public and private organisations and to assure the quality of provision of education, training and development.

VISION

The Authority envisages an education, training and development sector in which:

- The skill levels of employees and workers are raised;
- There is a healthy balance between supply and demand in the labour market;
- There are diverse, flexible routes for initial and in-service education and training;
- A variety of career paths are available;
- The quality of provision is improved;
- The levy grant scheme is efficiently administered;
- There is regular liaison with providers, other SETAs, the Department, the National Skills Authority (NSA) and SAQA and its structures; and
- Internal and external communication is effective in order to advance national human resource development.

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Dedication

Over a hundred people were involved in the Education Training and Development Practices Steering Committee. We would like to take this opportunity to thank them all. We dedicate this Annual Report to these individuals and the organisations that generously allowed them the time to contribute.

Acknowledgements

The ETDP SETA wishes to acknowledge the following individuals and groups that contributed to the development of the ETDP SETA Annual Report 2000–2001. They do not appear in any order.

- The stakeholders in the ETDP sector;
- The Executive and Audit Committees that provided support to the financial auditing process;
- The individual members of the Authority;
- The SETA staff for making contributions;
- Beulah Thambadoo who drafted the historical overview of the ETDP SETA; and
- Khulisa Management Services, which has assisted in both structuring and editing this Annual Report.

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Preamble

The Education, Training and Development (ETD) sector is large and diverse with substantial skill needs. The sector includes: Departments of Education, universities, technikons, independent schools, private education and training providers, non-governmental organisations (NGOs), Early Childhood Development (ECD), libraries and archives, trade unions as employers, political parties, general research organisations, research and development organisations, and professional bodies.

The size and profile of the Education Training and Development Practices Sector Education and Training Authority (ETDP SETA) is becoming clearer. There are approximately 3 000 employers with an estimated 600 000 employees in the sector. The nine provincial departments and the national Department of Education are major employers.

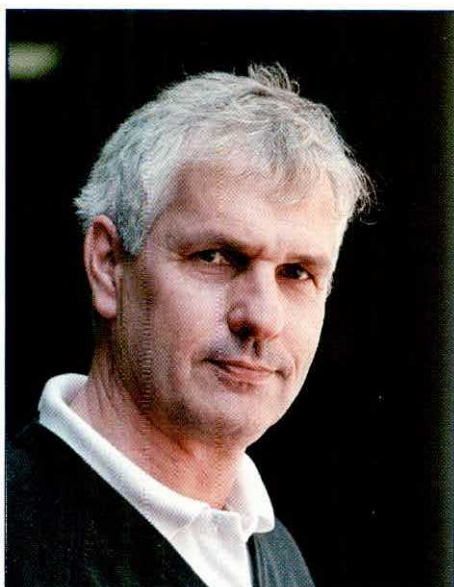
The ETD sector is important due to its labour intensive nature, its knowledge base, and its role in supporting a number of other economic sectors. Within the ETD sector, educators are the largest of the occupational groupings. Educators are described, along with many others, as "ETD practitioners". The sector supports occupationally-driven education, training and development practitioners. These practitioners are area or field experts who transfer their knowledge in training others. In addition to the practitioners, there are many other groups of employees in the sector including, but not limited to, researchers, technicians, laboratory staff, administrators, gardeners, security staff, cleaners, trade union organisers, librarians etc.

The primary focus of the ETDP SETA is Education, Training and Development in its broadest sense. In seeking to raise the skills and qualifications of all employees, the ETDP SETA is committed to raising the standard of services provided in the sector by developing individuals and organisations.

The Department of Labour (DoL) requires the ETDP SETA to report on its progress towards its strategic objectives. These targets were only established in the last quarter of the year and are not included in this Annual Report.

With the approval of the 2001–2002 Sector Skills Plan (SSP), the Business Plan, and the accreditation of the ETDP SETA as an ETQA, the ETDP SETA has accomplished a great deal over the last year. ●





Duncan Hindle, Chairperson



Muavia Gallie, Chairperson

Report from the ETDP SETA's Chairpersons

The ETDP SETA at its first Authority Meeting on 9 May 2000 decided, uniquely, to share the chairing of the Authority between its constituencies – public and private sector employers and employees. As a result, Duncan Hindle, representing the public sector employer was chair for the first six months of the Authority from 9 May 2000 to 31 October 2000. Muavia Gallie, representing employees, took over the chair on 1 November 2000 and will be chair until 31 October 2001 when Marina le Grange, representing Private Sector Employers, will take over. The following is a joint report from Duncan Hindle and Muavia Gallie.

The start-up phase of the SETA was inevitably a challenging one. The environment was uncertain in a number of respects. These uncertainties included firstly the fact that legislation regarding skills development was very new, and various aspects still required determination through regulation. In this respect it was certainly an exploratory phase, and the ETDP SETA was influential in shaping many of the subsequent decisions through the SETA Forum.

The second uncertainty was about participation. SETAs were responsible for defining their own constituencies and it soon became clear that the scope of this SETA was broad. Political parties, trade unions (as employers and employees), NGOs, and research agencies all expressed interest in participating, although many of these sub-sectors were poorly defined and organised. In drafting a constitution for the SETA, and considering representation, it was necessary to make some “educated guesses” about the size of each constituency. In the absence of research, which has since been conducted, it was agreed that we would be as inclusive as possible, but without compromising the integrity of the SETA. The constitution that was finally adopted provided for a delicate balance between the various interests of the sector, and may be revisited as more information emerge or as circumstances change.

A third unknown related to the financial contributions of the Department of Education. Although legislation provided for compulsory levies by private employers, it did not compel state departments to contribute towards the administrative and set-up costs of the SETA. An agreement by the public sector components to make an ad-hoc allocation from the

Education Labour Relations Council as an interim measure demonstrated a commitment to contribute to the establishment of the SETA. We have now reached the stage where there is a constant and substantial flow of revenue from the Departments of Education into the SETA.

All these uncertainties were compounded by the absence of an infrastructure. The decision to appoint an acting CEO started the set-up process. A period of temporary accommodation in the offices of AdvTech enabled the SETA to put in place some systems and personnel. After that, it did not take long for the ETDP SETA to establish permanent offices.

Much of the success of the SETA can be attributed to two groups. One group was appointed on a temporary basis as the "Establishment Team". They worked tirelessly, often in difficult circumstances, to ensure that the SETA was established. Special credit must go to Ms. Debbie Machard, the acting CEO, who shaped this team into a formidable unit. The second group is made up of constituencies which participated in the various structures of the SETA: the Authority, the Executive Committee, Task Teams, Working Committees and Reference Groups. Their commitment and time contributed substantially to the set-up phase.

An important element of this set-up phase was the task of building a common ETDP identity among the various constituencies. In the discussions around the constitution, groups were afforded the opportunity to work together for the first time. It was only the commitment of all parties to skills development that kept everyone on board. This allowed for strategic compromises, the most symbolic being the rotating chair of the Authority.

The SETA was formally established on 20 March 2000 and the first Authority meeting was convened on 9 May 2000. (The SETA had to put in place mechanisms for delivering on the intent and legislative demands of the Skills Development Act (no. 97 of 1998) and the Skills Development Levies Act (no. 9 of 1999).) The first financial year has covered mainly the setting up of the office and infrastructure, and the development of policy frameworks and operational plans for the SETA to fulfil its roles and responsibilities.

The first half of the year under review was guided by the need to clarify the role of the governing structures, namely the Authority, the Executive Committee and the Chambers. These structures consist of equal representation of both employer and employee representatives in the sector. Most of the resources for this period focused on building the capacity of these structures and formulating policy to guide the frameworks for delivery.

The second half was guided by the formalising and drafting of documents that agreed the frameworks of delivery, namely the Sector Skills Plan, the Business Plan and the application to be accredited as an Education and Training Quality Assurer (ETQA). These are historical documents that form the basis for ongoing deliberations and decision-making within the SETA.

The challenge for the SETA is the transformation of these frameworks into service delivery. In order to achieve this, it is important to set up the Chambers and the Joint Standing Committee. Although the initial frameworks are in place, these structures need to be operationalised.

Over the past year the SETA has put in place a consultative plan to deliver skills development within the sector. The next major challenge is service delivery.



As the first Chairpersons of the ETD P SETA, we want to express our sincere appreciation to all who have contributed to its establishment as a leader in the field. Through their collective efforts, the SETA has undoubtedly positioned itself to deliver on its mandate of improving the level of skills and qualifications in the sector. ●



Duncan Hindle

Chairperson of the Authority

9 May 2000 to 31 October 2000



Muavia Gallie

Chairperson of the Authority

1 November 2000 to 31 October 2001







Debbie Machard, Acting CEO

Acting CEO's Report

This past year, the work of the SETA was directed by the Establishment Team led by myself and composed of seconded staff, Richard Jewison and Meg Pahad, and consultants, Ezena Reyneke and Carlo Moi. I am grateful to this team, which worked diligently to establish the ETDPS SETA.

The ETDPS SETA moved from a single room in Randburg to the present offices in Rivonia in July 2000. At that stage there were no staff permanently employed by the SETA. The Establishment Team and the Executive Committee understood the Authority priorities to be:

- Developing its focus on Skills Development: the Sector Skills Plan and Workplace Skills Plans;
- Establishing the ETQA, so that providers could be accredited at the earliest achievable date;
- Developing learnerships and skills programmes; and
- Recruiting staff and establishing the infrastructure.

Accordingly, the Executive Committee prioritised both short term spending on consultancies, and medium term recruitment of staff. The Executive Committee agreed to a number of principles and procedures for the recruitment process. Executive Committee members needed to be involved in interview panels until such time as a permanent CEO and senior managers had been appointed. There would be recruitment in stages, based on priorities. Staff appointed would reflect employment equity targets. This strategy has proved to be very effective both in terms of equity and the calibre of staff being employed.

The first priority was the development of the Sector Skills Plan (SSP) and the establishment of infrastructural support, namely permanent staff. There was no possibility of employing permanent staff to develop the Sector Skills Plan in the timeframe given by the Department of Labour, so a consultancy and workshop budget was agreed on and a process set in motion to achieve the targets.

The Executive Committee embarked firstly on the employment of Skills Advisors to work with member organisations to develop Workplace Skills Plans (WSP), evaluate the plans and pay grants for skills development. The WSP Co-ordinator was employed from November 2000, three Skills Advisors from January 2001 and four more Skills Advisors from March 2001. Administrative staff were also employed for the Skills Planning, Learnerships and Education and Training Quality Assurance (ETQA) functions. In January, a Learnership Co-ordinator was employed to start the process of learnership development and assist in the development of policy and strategy in this area of work.

The second priority was the ETDQA. Part of the initial work was to clarify the staffing needs of the ETQA Division. As with the development of the SSP, a budget was agreed for consultants and workshops, and the application to SAQA was developed. In the early part of 2001, the staffing requirements became clearer and an appointments process was accelerated. Subsequent to the year end, the SETA has been accredited as an ETQA by SAQA and the most urgently required posts have been filled.

The third priority was the development of the ETDP SETA Business Plan. In this business plan, the ETDP SETA strategic objectives and targets for 2001/2002 and 2005 are laid out and aligned to the Department of Labour's National Skills Development Strategy (NSDS).

The fourth priority was the development and management of Learnerships and Skills Programmes. During the year the SETA relied on a small number of consultancies to support the establishment of ten learnerships that the Authority agreed to prioritise. In early 2001, the staffing needs became clearer. Subsequent to the year-end a number of learnerships have been formally registered with the Department of Labour and a team of Learnerships and Skills Programmes Advisors has been appointed.

As these frontline services started to develop, the needs of the finance and other sections of the organisation also became clearer. Research, Finance, Chamber support staff and other posts will be recruited in the second half of 2001.

Mrs Nomlamli Mahanjana has been appointed CEO and commenced her duties on 1 June 2001.

The ETDP SETA organogram was designed and consists of a Senior Management structure comprising the CEO and five Divisional Managers for Learnerships and Skills Programmes, Skills Planning and Research, ETDQA, Finance and Administration, and Corporate Services.

The SETA is currently operational in all its key focus areas of work. There are many gaps, and these will be filled on a priority basis. However the office is to all intents and purposes operational, and the ETDP SETA Business Plan is being implemented.

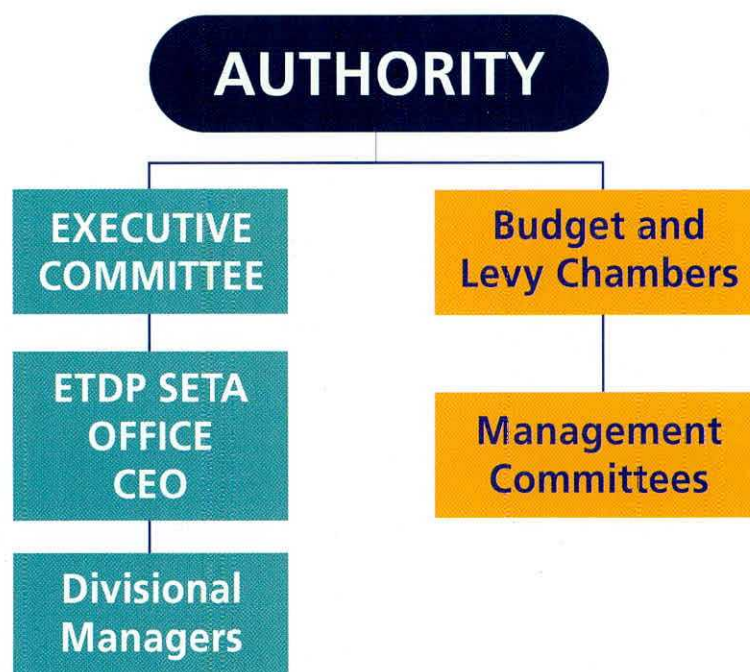


*CEO, Mrs Nomlamli Mahanjana,
commenced her duties on 1 June 2001*



Governance

The first draft of the constitution was drafted in September 1999, signed by the Steering Committee in October 1999 and accepted by the Department of Labour on 12 November 1999. The constitution lays out the governance of the ETDP SETA as shown below.



Budget and Levy Chambers

Both the Budget and Levy Chambers were launched at stakeholder meetings in January 2001. During these meetings, the composition and principles of the Chambers were agreed upon:

- Employer/Employee representivity on an equal basis in line with the Skills Development Act;
- Support for diversity and capacity building; and
- Supporting consistency and continuity between the Chamber and the Authority.

The Levy Chamber comprises 11 employer representatives and 11 labour representatives while the Budget Chamber comprises 20 employer representatives and 20 labour representatives.

Between January and March 2001, the Levy and Budget Chambers focused mainly on their role and responsibilities and how they would relate to the SETA office and the Authority. As of 31 March 2001, there is still uncertainty about the operational structure of the Chambers. However, the core principle of a central SETA office serving the Authority and both Chambers was accepted, with all working as an efficient team.

Building Awareness and Capacity

The SETA embarked on a road show in November 2000. The road show reached five provinces in November and December 2000, a further two in January and February 2001, and the final two in May and June 2001. Over 1000 SDFs and other representatives of member organisations attended. Presentations were made on the Sector Skills Plan and the SETA's Business Plan, Learnerships, WSPs and Grants and the ETQA function of the SETA.

There was a high level of debate and questioning around the SETA's strategies, and feedback was recorded on forms completed by the majority of those who attended. The feedback was used to strengthen the Sector Skills Plan and to inform the Skills Development strategy of the SETA. The provider database of the ETDQA has also been greatly strengthened as a result of the workshops. The road shows proved to be an important stage in the development of the SETA, particularly in terms of addressing the needs of constituencies. Research is currently being undertaken to determine the most effective and cost-efficient means of delivering services to member organisations.

Skills Planning and Research

Sector Skills Plan

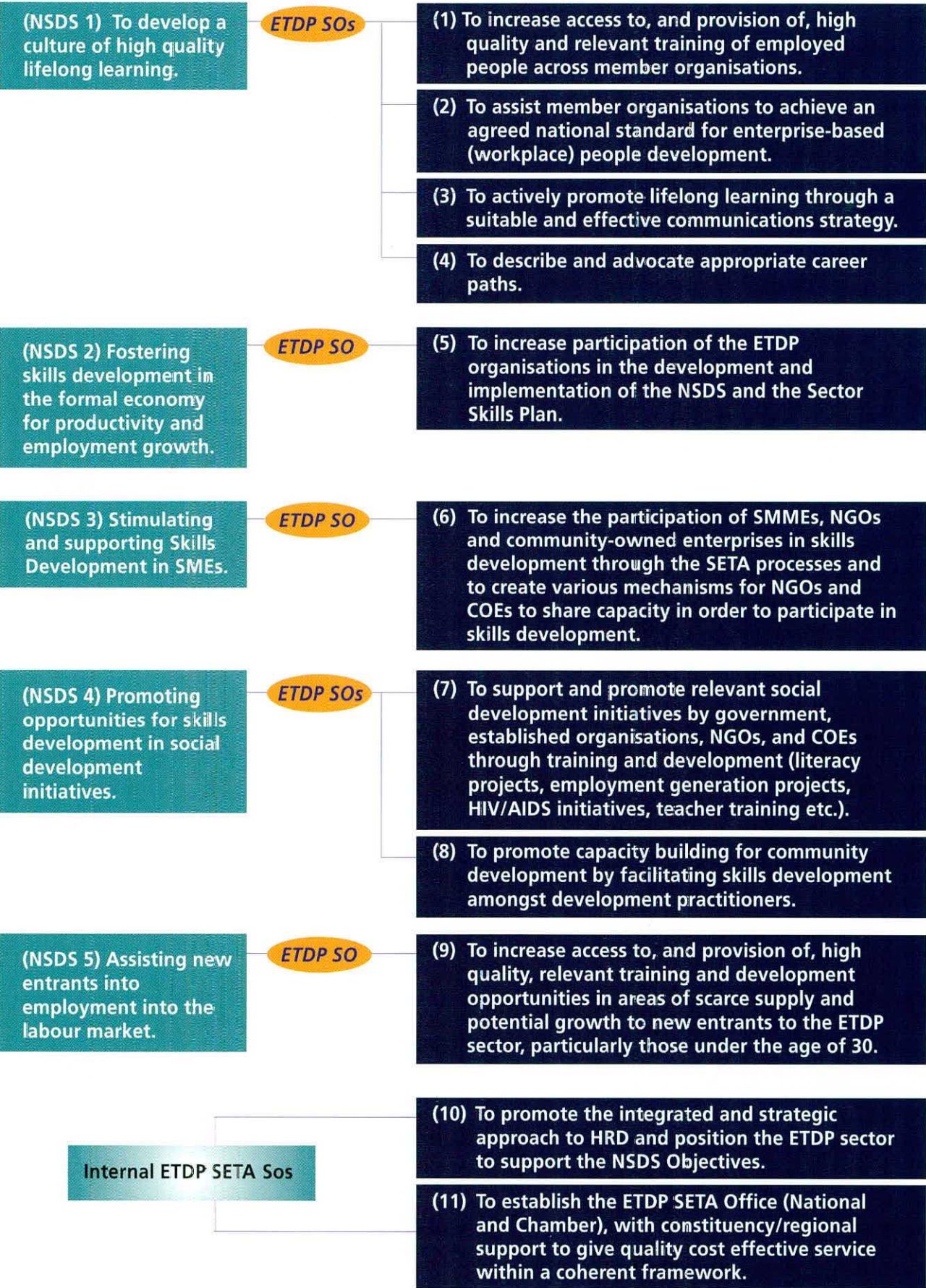
The most urgent task of the ETDPA SETA at its first meeting on 9 May 2000 was to draw up a plan for the development of the ETDPA SETA Sector Skills Plan (SSP). The Authority agreed a number of key principles should anchor the SSP: the need for research, extensive stakeholder involvement, an open process, and ongoing planning. A successful June Executive Committee meeting served to design a programme of work for the development of the SSP, and the first draft was submitted to the DoL on 1 September 2000. The DoL assessed the report and gave approval contingent upon certain issues being addressed. It was decided that the SETA would deal with those issues in the second draft of the SSP, which was completed by the end of February 2001.

The DoL recommended that the SSP research base be further developed and improved. The SETA agreed with this critique but argued that the time available would not allow in-depth research to be carried out in time for a new SSP to be developed by the end of February. The SETA engaged with the DoL Skills Development Planning Unit (SDPU) and agreed upon a research strategy that would enable this challenge to be addressed in time for the 2002 SSP review. The DoL has accepted the strategy and a tendering process is currently being concluded that will result in a major research contract being completed by the beginning of 2002. In addition to this research, the SETA is also building capacity by employing research staff, developing a Management Information System (MIS) and entering into a research management partnership. These three elements of the research strategy will enable the 2002 planning process to start from a sound information base.

The second draft of the SSP was developed parallel to the Business Plan, which allowed for resource implications to be calculated simultaneously with the development of SETA objectives. The second draft of the SSP aligned the SETA objectives to the National Skills Development Strategy (NSDS) Objectives (refer to Figure 1 below), with accompanying targets for 2001 and 2005. The second draft of the SSP was submitted on 28 February and the Business Plan on 16 March, 2001. At a feedback meeting held on 15 May 2001 the SETA was informed that the DoL Director General has signed the SSP and the Business Plan. These documents will form the basis of a Memorandum of Understanding between the SETA and the DoL.



Figure 1 Alignment of ETDP SETA and NSDS Strategic Objectives (Sos)*



* These were the Strategic Objectives for the ETDP SETA in its first year of operation. In September 2001, at an ETDP SETA Authority meeting, these Strategic Objectives were adapted to better align with the NSDS objectives and success indicators.

Workplace Skills Plans and Grants

The May 2000 Authority meeting outlined a number of aims for the first year, with the guiding principle of maximising levy payment back to member organisations. Upon Executive approval, the SETA began the process of appointing a WSP Co-ordinator and a number of Skills Advisors. The first appointment was made in November 2000 and others followed in January and March 2001. A consultant was contracted to assess the Skills Development Facilitator (SDF) registration for Grant A payment and WSPs for Grant B payment.

Initial analysis revealed that many organisations' WSPs lacked the information required even to meet the very simple criteria agreed by the Authority. The Skills Advisors contacted these organisations' SDFs for the additional information and the majority of Grants A and B were approved for payment by the end of March 2001.

Grant C is payable on receipt of reports (due 30 June 2001) for either the full 2000–2001 year or part of that year, together with evidence of programmes run. As the levy verification will already have been carried out in respect of Grants A and B, and the fact that levy money is already received by the SETA, it is anticipated that there will be no undue delays in paying Grant C for the 2000–2001 financial year.

Grant D was allocated to applications from groups of employers for the development of capacity relating to learnerships. A number of learnerships are already in receipt of SETA funding (see Table 2 below), and further learnerships are earmarked to receive support in the next six months. Overall, the policies adopted in the Sector Skills Plan and by the Authority have been implemented, and although the numbers of organisations claiming grants is a small percentage of the total SETA membership, the majority of large organisations have claimed.

Table 1 Grants Process as of 31 March 2001

	Grant A SDFs	Grant B WSPs
Total Received	1131	277
Evaluation/Pending	635	95
Grants Department for Processing	93	182
Within Grants Department		
Disbursed	0	67
Approved	43	43
Levy Verification Process		
Pending (levies not correct)	4	14
Pending (levy verification not yet received)	31	46
Incorrect SETA Classification	15	12
Total	93	182

2001–2002 Grants

Alongside the processing of SDF registrations and WSPs, and the payment of grants for the year 2000–2001, the SETA has also been developing policies and procedures for the disbursement of grants in the year 2001–2002.

The following progress can be recorded:

- The form for registering SDFs has been agreed and distributed. An SDF database is being developed and used to improve communication with the SDF, as the link person between the SETA and member organisations.
- The WSP format was subject to extensive consultation with SDFs at workshops in all the SETA's sub-sectors. The inputs from these workshops were incorporated into the revised template. This template has now been distributed to all member organisations that registered a SDF and has been placed on the SETA website.
- A guide to completing WSPs accompanies the WSP template. Skills Advisors are also assisting member organisations to complete their WSPs. It is anticipated that there will be a significant increase in the number of WSPs submitted in the second year of the SETA's operation.

For 2001–2002, the SDF and WSP grants (A and B) of year one (2000–2001) have been merged into a planning grant. The criteria that the SETA will use to evaluate the WSP for planning grant purposes was agreed at the June 2001 Authority meeting.

The Authority also agreed on the format for reports on the implementation of WSPs, and the criteria for paying the implementation grant. Advance agreement on these policies and the appointment of WSP evaluators from September 2001 will enable the SETA to speed up the payment of grants to member organisations for quality training of their employees.

In addition, the Authority has agreed a framework for a range of discretionary or developmental grants to support sector priorities identified in the Sector Skills Plan. It is the intention of the Authority to ensure the maximum distribution of levy funds through grants to member organisations. We now believe that we have the policies, procedures and systems in place to enable this objective to be achieved.

Learnerships and Skills Programmes

The Authority meeting in May 2000 established a Learnerships Working Group, which developed a strategy for identifying potential learnerships for the next Authority meeting. A format for proposals was circulated and by August, 10 proposals had been received and approved by the Authority for further development. The Authority agreed to criteria that would be used to assess all learnership proposals and agreed that a business plan would need to be submitted showing how the various aspects of the learnerships would be developed, managed and implemented.

The Working Group became an important forum not just for policy recommendations to the Authority but also for sharing ideas between learnerships. The Working Group increased in size and opened up to all organisations involved in the project teams developing learnerships. From January 2001, the Working Group was strengthened by the appointment of the SETA's Learnerships Co-ordinator. The DoL supported the work with two consultants who assisted in the development of business plans and gave valuable advice and guidance.

Formal registration of four of the learnerships was achieved by the end of March 2001, with a fifth learnership registered in May 2001. Feedback from the DoL assessment process has been received for three of the five learnerships.

Table 2 Learnerships

Level	Learnership	What the qualification means
Level 4	Adult Educators Certificate Learnership	National Certificate in ABET Practice
Level 5	Adult Educators CertificateLearnership	Adult Educators Certificate Learnership
Level 5	Occupationally Directed Practitioners Learnership	Occupationally Directed ETD Practitioner Certificate
Level 5	Learnership for Educators in Schooling piloted by KwaZulu Natal and Eastern Cape Departments of Education	National Professional Diploma in Education (NPDE) (Registered in May 2001)
Level 6	Learnership for Educators in Schooling	Post Graduate Certificate in Education or B.Ed.

The Level 6 Learnership for Educators in Schooling started in January 2001, with 118 learners. The two ABET practitioner learnerships (Level 4 and Level 5) started in July 2001.

The process of developing learnerships has been a worthwhile learning experience. The SETA has discovered that the levels of resources required for learnerships are greater than anticipated. The demands of quality control, project management, workplace capacity, learner contracts, monitoring processes, etc. are great and require detailed planning. The SETA has put in place a process of developing an implementation strategy that will address all the issues that have emerged.



SCHOOLS Learnership
Secondary school

The size and shape of the Learnerships and Skills Programmes Division has not yet been clearly defined, making it difficult to establish staffing needs. In response to the lack of human resource capacity in this division, it has been agreed to appoint four Learnership Advisors, who will mainly be project managers, to assist in the development and implementation of learnerships and skills programmes. It has also been agreed that there will be a number of staff in the ETDQA who will be responsible for the quality assurance of learnerships. These staff were appointed from September 2001. Other needs will be identified during the review of implementation strategy, and will be included in the 2002/2003 Business Plan.

The SETA's limited capacity prevented it from focusing on both learnerships and the development of skills programmes for 2000. However, consensus was reached at the February 2001 Authority meeting to prioritise the development of these programmes.

Education, Training and Development Quality Assurance

Intensive work by the ETDQA Reference Group and consultants enabled the SETA to complete its ETQA application to SAQA by February 2001. The application is comprehensive and detailed, outlining appropriate strategies, policies and procedures. The ETDQA SETA was accredited as an ETQA on 18 April 2001 to quality assure all the qualifications and standards registered on the National Qualifications Framework (NQF) in relation to:

- Occupationally-Directed ETD Practitioner, Level 4 to Level 6;
- Adult Basic Education and Training Practitioner, Level 4 to Level 6;
- Early Childhood Development Practitioner, Levels 1, 4 and 5; and
- Generic Assessor Standards.

The ETDQA SETA, through the ETDQA, is in the process of negotiating a Memorandum of Understanding with the Council for Higher Education and will do likewise with the General and Further Education Quality Assurance Council (GENFETQA), once established, to ensure that the SETA's responsibilities are effective, practical and cost-effective.

The ETDQA is currently exploring the most effective ways of carrying out its responsibilities to SAQA in partnership with other ETQAs to avoid unnecessary duplication of functions. Examples of potential disagreements include those standards that fall inside the ETDQA primary focus, for example the Generic Assessor standards (e.g. assessors, moderators, and verifiers) and the Occupationally-Directed ETD Standards (e.g. facilitator, coach) that are also part of a range of other qualifications.

Because of the urgent need for all ETQAs to register assessors linked to the qualifications and standards in their primary focus, the ETDQA is prioritising the quality assurance of the Generic Assessor Standard 'Plan and Conduct Assessment' which will be phased in by SAQA as a minimum requirement for all registered assessors. The ETDQA will explore, in the context of implementing quality assurance processes for the assessor standard, models for the quality assurance of 'cross-cutting' standards across all economic sectors.

In the case of the assessor standard, the ETDQA and SAQA believe that this standard has a particularly important status, since it will underpin the credibility of assessment across all sectors and at all levels on the NQF. Therefore the ETDQA will seek an agreement with SAQA that it should perform the role of a 'moderating body' (that is, it will focus on the verification of learner achievements) in this context.



Quality Assurance in ETD Learnerships

As more and more learnerships are proposed, the work of evaluating proposals and giving advice from the perspective of the accreditation of integrated provision (including workplace and other components) and the integrated assessment of learners will be an increasingly important role for the ETDQA.

Accreditation of Providers

Providers that fall entirely within the ETDQA primary focus will receive accreditation files during June 2001. They should then begin the self-evaluation process that is the first step towards accreditation.

Programme Evaluation

The ETDQA is trying to ensure a streamlined process for programme evaluation, to be carried out by the ETDQA in relation to ETD programmes offered by providers that are accredited by other ETQAs. We are seeking agreements with the DoE to ensure co-ordination of the handling of questions relating to the recognition of qualifications in terms of the Conditions of Service Act and the REQV remuneration levels, as well as matters concerning the Registration of Providers, and the quality assurance of learner achievements within learnerships. We are also continuing discussions with the South African Council of Educators (SACE) to ensure that professional licensing will be considered during the 'one-stop shop' programme evaluation. We wish to save time and money by co-ordinating as far as possible all elements that impact on providers and learners.

Further Research and Development

Initial research on the size and shape of the sector was invaluable in setting preliminary targets and drawing up the business plan. However, the exact numbers and range of providers and learners, and the extent of recognition of prior learning (RPL) required, will only emerge through the implementation process.

Human Resources

The first year of the ETD SETA was very much one of building structures and planning. The number of staff employed during the year was relatively small – 15 permanent staff had been appointed by 31 March. A very large amount of work was needed to put in place the most basic requirements of the relevant employment legislation. The SETA determined that certain minimum Human Resources and Human Resource Development policies would be in place by the time the first staff member was employed in November 2000. The following policies and procedures were agreed:

- Recruitment and Selection Policies;
- Contracts of Employment;
- Salary Structures;
- Conditions of Employment;
- Induction Programmes;
- Staff Benefits;
- Policies on Communicating Management Decisions;
- Basic Staff Appraisal; and
- Employment Equity Targets.

The SETA has since built on these policies and a comprehensive Staff Development and Management System is in continuous development.

During the year, human resources needs and avenues for building capacity were identified. Short term needs have been met by buying in the services of research and other consultancies. Long term needs have yet to be assessed for many other functions (such as

Research, ETQA, information technology, communications, etc.), where the balance is in favour of contracting in service providers. Where the capacity needs have been confirmed, medium to long term posts have been developed, staff profiles agreed and adverts placed.

Table 3 Remuneration and Staff Levels as at 31 March 2001

Occupational Categories	Total	MALE				FEMALE				REMUNERATION BAND	
		African	Coloured	Indian	White	African	Coloured	Indian	White	Low	High
Chief Executive Officer	No appointments made										
Division Managers	No appointments made										
Division Co-ordinators	2	1							1	R222 000	R260 000
Skills Advisors/ Researchers	8	3	1			2		1	1	R145 000	R165 000
Division Administrators	3					3				R80 000	R100 000
Office Administrators	2					2				R40 000	R60 000
TOTAL	15	4	1			7		1	2		

Table 4 Staff Profile of ETDP SETA as of July 2001

The following table lays out the gender and ethnicity of the SETA's employees as of July 2001.

Position	Black		White		Subtotal
	Male	Female	Male	Female	
Senior Management	3	1	1	1	6
Senior Professional	3	1	0	1	5
Professional	5	6	2	0	13
Administrative	0	4	0	0	4
Semi-skilled	0	1	0	0	1
Subtotal	11	13	3	2	29

The SETA employs one professional black male person with a disability.

The following three tables detail the gender and ethnicity of the SETA's Authority members and the two Chambers.

Table 5 Demographics of Authority Members (9 May 2000–31 March 2001)

	Black	White	Total
Female	8	9	17
Male	14	23	37
Total	22	32	54

Note that the 54 Authority Members includes the 15 individuals who resigned during this period.

Table 6 Demographics of Levy Chamber Members (2001–2002)

	Black	White	Total
Female	5	6	11
Male	9	7	16
Total	14	13	27

Table 7 Demographics of Budget Chamber Members (2001–2002)

	Black	White	Total
Female	10	4	14
Male	19	5	24
Total	29	9	38

Finance and Administration

The first year of operation can be categorised as one of establishment. Interim mechanisms had to be implemented to ensure a sound control environment. Achievements this year include:

- Financial policies and procedures, limits of authority and systems of internal control were adopted and established during the year.
- Full accounting, payroll and budgeting functions were made operational and monthly financial reporting mechanisms were established with the Executive Committee and Authority.
- The office infrastructure and communications capabilities of the organisation were fully established during the year. Further procurement of infrastructure needs will be made as the organisation becomes more capacitated.
- The ETDP SETA registered with all required statutory bodies and successfully established the organisation's pension and medical aid funds for all current and incumbent personnel.
- The costing and budgeting of divisional and chamber activities culminated in the submission of the 2001 and 2002 budget with the business plan for the respective years. The budget was approved by the Authority and the DoL and is subject to continuous review and monitoring within the organisation.

Furthermore, continuous review, reconciliation and verification methods have been adopted to ensure the accuracy of the Skills Development Levies received by the organisation. The first tranche of grants was disbursed in February 2001 to all employers with approved Grant A and Grant B applications. Grants could only be disbursed to employers where the Skills Development Levies were successfully verified between the organisation and the employers. The second tranche of grant disbursements is planned for the end of May 2001. The ETDP SETA has adopted a quarterly grant disbursement cycle.

In terms of administration, the ETDP SETA and divisional information systems have been interim in nature. The organisation has successfully awarded a tender to an organisation for the development and production of the technical specifications required for all information systems. Fully established and integrated information systems are planned for implementation in June to July 2001. ●





UNIVERSITY
Lab technician

Driving the ETDP SETA – Members of the Auth

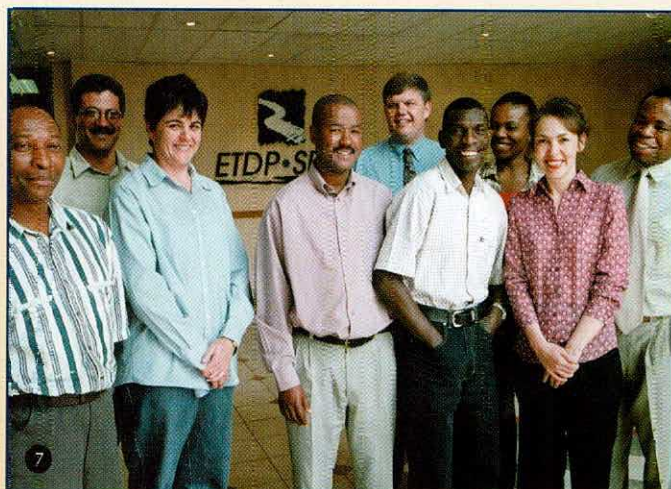


1. ETDP SETA Authority meeting in June 2001
2. The Executive Committee: [back] Duncan Hindle, Nozuko Ngozi, Marina Le Grange, Muavia Gallie, Marrietta Van Rooyen: [front] Thantshi Serote, Elizabeth Thobejane, (not in pic) Enoch Rabotapi
3. Members of the Establishment Team, with others
4. SETA staff at a 'bosberaad' in January 2001

5. Members of staff at the R



Priority, Management and Staff, past and present



onia offices, September 2001

- 6. The Senior Management Team, September 2001
- 7. Members of the ETDQA Division
- 8. Members of the Skills Planning and Research Division
- 9. Members of the Learnerships and Skills Programmes Division



GENERIC ASSESSOR
QUALITY ASSURANCE

Annual Financial Statements

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AUDITOR - GENERAL

REPORT

OF THE

AUDITOR - GENERAL

ON THE

FINANCIAL STATEMENTS OF THE EDUCATION, TRAINING
AND DEVELOPMENT PRACTICES SECTOR EDUCATION
TRAINING AUTHORITY

FOR

THE YEAR ENDED 31 MARCH 2001

PUBLISHED BY AUTHORITY





AUDITOR - GENERAL

REPORT OF THE AUDITOR-GENERAL ON THE FINANCIAL STATEMENTS OF THE EDUCATION, TRAINING AND DEVELOPMENT PRACTICES SECTOR EDUCATION TRAINING AUTHORITY FOR THE YEAR ENDED 31 MARCH 2001

1. AUDIT ASSIGNMENT

The financial statements as set out on pages 31 to 40, for the year ended 31 March 2001 have been audited in terms of section 188 of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), read with sections 3 and 5 of the Auditor-General Act, 1995 (Act No. 12 of 1995). These financial statements, the maintenance of effective control measures and compliance with the relevant laws and regulations are the responsibility of the accounting officer. My responsibility is to express an opinion on these financial statements and compliance with relevant laws and regulations, applicable to financial matters, based on the audit.

2. REGULARITY AUDIT

2.1 NATURE AND SCOPE

2.1.1 Financial audit

The audit was conducted in accordance with generally accepted government auditing standards, which incorporate generally accepted auditing standards. These standards require the audit to be planned and performed to obtain reasonable assurance that the financial statements are free of material misstatement. An audit includes:

- examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements;
- assessing the accounting principles used and significant estimates made by management; and
- evaluating the overall financial statement presentation.

I believe that the audit provides a reasonable basis for my opinion.

2.1.2 Compliance audit

Furthermore, an audit includes an examination, on a test basis, of evidence supporting compliance in all material respects with the relevant laws and regulations which came to my attention and are applicable to financial matters.

I believe that the audit provides a reasonable basis for my opinion.

2.2 QUALIFICATION

2.2.1 Disclaimer: Financial audit

Potential understatement of levies

Although this matter was not within the control of the Education, Training and Development Practices (ETDP) Sector Education and Training Authority

(SETA), an uncertainty regarding the completeness of levies received as disclosed in the income statement (administration levy income) and the balance sheet, existed for the year under review as a result of an uncertainty regarding the allocation of employers to specific SETA's. These employers had been linked to a suspense SETA, called SETA zero, which was administered by the Department of Labour and the South African Revenue Services (SARS). Contributions made by these employers were then allocated to SETA zero. At the time of compiling this report this matter had not yet been finalised.

2.3 AUDIT OPINION

2.3.1 Disclaimer of opinion: Financial audit

Because of the significance of the matter discussed in subparagraph 2.2.1, I do not express an opinion on the financial statements of the Education, Training and Development Practices Sector Education Training Authority for the year ended 31 March 2001.

2.3.2 Unqualified opinion: Compliance audit

Based on the audit work performed nothing has come to my attention that causes me to believe that material non-compliance with laws and regulations, applicable to financial matters, has occurred.

3. APPRECIATION

The assistance rendered by the staff of the Education, Training and Development Practices Sector Education Training Authority during the audit is sincerely appreciated.



DORIS L.T. DONDUR
for Auditor-General

Johannesburg
15/9/2001

STATEMENT 1

EDUCATION TRAINING AND DEVELOPMENT PRACTICES
SECTOR EDUCATION AND TRAINING AUTHORITY

BALANCE SHEET AS AT 31 MARCH 2001

	Notes	2000-2001 R
ASSETS		
Non-current assets		
Property, plant and equipment	3	1 304 384
Current assets		
Trade and other receivables	4	60 316 630
Short term investments	5	21 152 799
Cash and cash equivalents	5	22 728 711
		16 435 120
Total assets		61 621 014
EQUITY AND LIABILITIES		
Capital and reserves		
Accumulated funds		34 063 235
Current liabilities		
Trade and other payables	6	27 557 779
Non-interest bearing loan	7	25 322 523
		2 235 256
Total equity and liabilities		61 621 014

Rivonia 7 September 2001


N MAHANJANA
 Chief Executive officer


M GALLIE
 Chairperson

STATEMENT 2

EDUCATION TRAINING AND DEVELOPMENT PRACTICES
SECTOR EDUCATION AND TRAINING AUTHORITY

INCOME STATEMENT FOR THE YEAR ENDED 31 MARCH 2001

	Notes	<u>2000-2001</u> <u>R</u>
Revenue		40 356 998
Administration levy income	8	39 356 998
Other operating income	9	1 000 000
Expenses		6 293 763
Staff expenses	10	723 414
Other operating expenditure	11	5 489 855
Depreciation	3	80 494
Net surplus for the year		<u>34 063 235</u>

STATEMENT 3

EDUCATION TRAINING AND DEVELOPMENT PRACTICES
SECTOR EDUCATION AND TRAINING AUTHORITY

STATEMENT OF CHANGES IN EQUITY AS AT 31 MARCH 2001

	Notes	2000-2001 R
Balance at 1 April		-
Net surplus for the year		34 063 235
Balance at 31 March		34 063 235

STATEMENT 4

EDUCATION TRAINING AND DEVELOPMENT PRACTICES
SECTOR EDUCATION AND TRAINING AUTHORITY

CASH FLOW STATEMENT FOR THE YEAR ENDED 31 MARCH 2001

	Notes	<u>2000-2001</u> <u>R</u>
Cash flows from operating activities		
Cash generated from operations	14	38 313 453
Cash flows applied to investing activities		
Acquisition of property, plant and equipment	15	(1 384 878)
Cash flows applied to financing activities		
Increase in non-interest-bearing loan		2 235 256
Net increase in cash and cash equivalents		<u>39 163 831</u>
Cash and cash equivalents at beginning of period		<u>-</u>
Cash and cash equivalents at end of period	5	<u>39 163 831</u>



SCHEDULE A**EDUCATION TRAINING AND DEVELOPMENT PRACTICES
SECTOR EDUCATION AND TRAINING AUTHORITY****NOTES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31
MARCH 2001****1. Legislation**

The Education Training and Development Practices Sector Education Training Authority was established in terms of Section 9(1) of the Skills Development Act, 97 of 1998 as a Sector Education Training Authority (SETA) with effect from 20 March 2000. The registered scope of coverage of the SETA is as approved and set out in the Government Gazette Notice No. 265 of 20 March 2000.

2. Accounting policies

The annual financial statements are prepared on the historical cost basis and in accordance with Generally Accepted Accounting Practice and applicable legislation. The principal accounting policies set out below have been adopted and applied by the SETA.

2.1. Recognition of revenue and expenditure

Revenue and expenditure are recognised on the accrual basis, except for the administration levy received from the Department of Education which is recognised on a cash basis, or when the receipt of the funds are certain.

2.2. Revenue

Revenue consists of the administration allocation of Skills Development Levies applicable to the SETA as regulated by the Skills Development Act, 97 of 1998 net of value-added tax, together with the discretionary administration levy received from the Department of Education.

Interest received on bank balances and investments are transferred directly to the Discretionary Grant Fund.

2.3. Property, plant and equipment

Property, plant and equipment are disclosed at cost or valuation less accumulated depreciation. Fixed assets are depreciated on the straight-line method over their estimated useful lifetime. The depreciation rates per annum are as follows.

- Computer equipment and software 33%
- Office and audio visual equipment 20%
- Furniture, fittings and kitchen equipment 15%
- Leasehold improvements 15%

2.4. Pension funds

The ETDP SETA pension fund is governed by the Pension Fund Act, 1956(Act 24 of 1956) and is a defined contribution plan for employees on the permanent staff of the organisation.

Contributions are at a rate of 15% of pensionable emoluments of which members contribute 7.5%.

2.5. Taxation

No provision is made for income tax as the SETA is exempted in terms of Section 10 of the Income Tax Act, 1962(Act No. 58 of 1962)

EDUCATION TRAINING AND DEVELOPMENT PRACTICES
SECTOR EDUCATION AND TRAINING AUTHORITY

NOTES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2001
(continued)

3. Property, plant and equipment

DESCRIPTION	COST	ACCUMULATED DEPRECIATION	NET CARRYING VALUE 2001
Computer equipment	658 260	56 896	601 364
Furniture and fittings	569 492	14 580	554 912
Office equipment	51 116	4 669	46 447
Audio visual equipment	82 522	2 751	79 771
Kitchen equipment	7 423	1 237	6 186
Leasehold improvements	16 065	361	15 704
TOTAL	1 384 878	80 494	1 304 384

The net carrying value is reconciled as follows

DESCRIPTION	PURCHASES	DISPOSALS	DEPRECIATION	NET CARRYING VALUE 2001
Computer equipment	658 260	-	56 896	601 364
Furniture and fittings	569 492	-	14 580	554 912
Office equipment	51 116	-	4 669	46 447
Audio visual equipment	82 522	-	2 751	79 771
Kitchen equipment	7 423	-	1 237	6 186
Leasehold improvements	16 065	-	361	15 704
TOTAL	1 384 878	-	80 494	1 304 384

Property, plant and equipment are depreciated as stated in note 2.

2001
R

4. Trade and other receivables

Administration levies receivable	20 502 179
Department of Education	15 500 141
Department of Labour	5 002 038
Department of Labour – European Union	
Learnership curriculum development funding	273 600
Deposits	305 000
Payments in advance	65 430
Staff study loans	6 590
	21 152 799

SCHEDULE A (continued)

EDUCATION TRAINING AND DEVELOPMENT PRACTICES
SECTOR EDUCATION AND TRAINING AUTHORITYNOTES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2001
(continued)2001
R

5. Cash and cash equivalents

32 day notice deposit	22 728 711
Market link call deposit	14 623 117
Current account	1 811 707
Cash on hand	296
	<u>39 163 831</u>

6. Trade and other payables

Levies available for grant disbursements	13 369 727
Total levies received	15 265 829
Less : Transferred to Discretionary grant reserve	(1 526 583)
	<u>13 739 246</u>
Less : Grants disbursed during the year	(369 519)
Department of Education: Administration levies received in advance	7 760 223
Vat control account	1 082 255
Discretionary grant reserve	2 081 432
Transferred from : Levies available for grant disbursements	1 526 583
Interest received on bank balances and investments (Note. 9)	554 849
Trade creditors and provisions	788 886
Learnership curriculum development funding	
Funding received from the European Union	240 000
	<u>25 322 523</u>

7. Non-interest-bearing loan

Department of Labour	<u>2 235 256</u>
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The loan is repayable in equal monthly instalments commencing on 31 May 2001 with the final instalment payable on 31 March 2002. The loan is interest free.

EDUCATION TRAINING AND DEVELOPMENT PRACTICES
SECTOR EDUCATION AND TRAINING AUTHORITY

NOTES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2001
(continued)

	<u>2001</u> <u>R</u>
8. Administration levy income	
Department of Labour	12 422 400
Administration allocation (20%)	8 281 600
Exceptional set-up allocation (10%)	4 140 800
Department of Education	26 934 598
	<u>39 356 998</u>
9. Other operating income	
Establishment grant	1 000 000
Received from the Education Labour Relations Council	
Interest received on bank balances and investments	554 849
Less : Transfer to Discretionary Grant Fund (Note. 6)	<u>(554 849)</u>
	<u>1 000 000</u>
10. Staff expenses	
Employee direct expense	665 020
Staff induction and training	35 316
Relocation expenses	23 078
	<u>723 414</u>

SCHEDULE A (continued)**EDUCATION TRAINING AND DEVELOPMENT PRACTICES
SECTOR EDUCATION AND TRAINING AUTHORITY****NOTES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2001
(continued)**

	2001
	R
11. Other operating expenses	
Audit fees	100 000
Bank charges	8 834
Consulting fees	2 283 546
Establishment team	1 234 346
Other consultants	1 049 200
Courier fees	33 965
Hire of equipment	30 256
Insurance	11 633
Office expenses	28 996
Postage and printing	201 178
Promotions	144 964
Recruitment expenses	552 134
Repairs and maintenance	13 155
Rent, security and cleaning	450 732
Seminars and conferences	339 304
Subscriptions	903
Stationery	125 253
Telephone and fax	98 037
Travel and accommodation	777 612
Water and electricity	26 853
Learnership development funding	200 000
Learnership project management funding	62 500
	<u>5 489 855</u>

12. Operating lease commitments

The future minimum commitments are as follows:

Due within one year	1 177 295
Thereafter	5 284 454
	<u>6 461 749</u>

The office premises are leased. Certain items of office equipment are leased under operating leases. Operating lease rentals are charged as an expense when incurred.

13. Comparative amounts

No comparative amounts are reflected in the annual financial statements as this is the ETDP SETA's first year of operation.

EDUCATION TRAINING AND DEVELOPMENT PRACTICES
SECTOR EDUCATION AND TRAINING AUTHORITY

NOTES TO THE CASH FLOW STATEMENT AS AT 31 MARCH 2001

	<u>2001</u> <u>R</u>
14. Cash generated by operations	
Net surplus for the year	34 063 235
Adjusted for :	
Depreciation	80 494
	<u>34 143 729</u>
Working capital changes	
Increase in trade and other receivables	(21 152 799)
Increase in trade and other payables	25 322 523
	<u>38 313 453</u>
15. Acquisition of property, plant and equipment	
Computer equipment	658 260
Furniture and fittings	569 492
Office equipment	51 116
Audio visual equipment	82 522
Kitchen equipment	7 423
Leasehold improvements	16 065
	<u>1 384 878</u>



Appendix A: ACRONYMS

AETASA	Adult Education Trainers' Association of South Africa
AIDS	Acquired Immune Deficiency Syndrome
APPETD	Alliance of Private Providers of Education, Training and Development
CEO	Chief Executive Officer
COSATU	Congress of South African Trade Unions
CTP	Committee of Technikon Principals
DoE	Department of Education
DoL	Department of Labour
EC DoE	Eastern Cape Department of Education
ETD	Education, Training and Development
ETDP	Education, Training and Development Practices
ETDQA	Education and Training Development Quality Assuror
ETQA	Education and Training Quality Assurance
FSED	Free State Education Department
GDE	Gauteng Department of Education
GENFETQA	General and Further Education and Training Quality Assuror
HIV	Human Immune-Deficiency Virus
HRD	Human Resources Development
KZN DoE	KwaZulu Natal Department of Education
MIS	Management Information System
MP DoE	Mpumalanga Education Department
NAISA	National Alliance of Independent Schools Associations
NAPTOSA	National Professional Teachers' Organisation of South Africa
NC DoE	Northern Cape Department of Education
NdoE	National Department of Education
NDPE	National Professional Diploma in Education
NEHAWU	National Education Health and Allied Workers Union
NGO	Non-Governmental Organisation
NP DoE	Northern Province Department of Education
NQF	National Qualifications Framework
NSA	National Skills Authority
NSB	National Standard Bodies
NSDS	National Skills Development Strategy
NTESU	National Tertiary Education Staff Union
NUTESA	National Union of Technikon Educators of South Africa
NW DoE	North West Department of Education
SABPP	South African Board for Personnel Practice
SACE	South African Council of Educators
SADTU	South African Democratic Teachers' Union
SANGOCO	South African Non Governmental Organisation Coalition
SAOU	Suid Afrikaanse Onderwysers Unie
SAQA	South African Qualifications Authority
SARS	South African Revenue Service
SAUVCA	South African University Vice Chancellors Association
SDF	Skills Development Facilitator
SETA	Sector Education and Training Authority
SCB	Standard Generating Body
SME	Small and Medium Enterprise
SDPU	Skills Development Planning Unit
SSP	Sector Skills Plan
SO	Strategic Objective
WCED	Western Cape Education Department
WSP	Workplace Skills Plans

Appendix B: GLOSSARY OF TERMS

Sector Education and Training Authority	Sector Education and Training Authorities were established in terms of Section 9 of the Skills Development Act of 1998. Some of the key functions of a SETA include: ● Developing a Sector Skills Plan within the framework of the national skills development strategy; ● Implementing its Sector Skills Plan; ● Approving Workplace Skills Plans; ● Monitoring education and training in the sector; ● Establishing and promoting learnerships; ● Applying for and receiving SAQA for accreditation; and ● Collecting and disbursing the skills development levies in its sector.
Education Training and Development Practitioner	A person who teaches, trains, or facilitates processes leading to the development of people and organisations.
ETD Practice	The ETDP SETA describes ETD Practice as including educators (ETD Practitioners), managers, support staff and governance structures.
Budget Chamber	It consists of the public sector employer, currently the national and nine provincial departments of education represented by 20 employer and 20 employee representatives. The Chamber is a formal structure of the ETDP SETA.
Levy Chamber	It consists of the organisations that pay levy on their payrolls to the SETA. The chamber is made of 11 employer and 11 employee representatives. Effectively it means all those not employed in the departments of education. The Chamber is a formal structure of the ETDP SETA.
Occupationally-Directed Education Training and Development Practitioner	A term used by the Standards Generating Body, it simply means a trainer or person involved in training. The individual becoming the trainer may be an expert in their own field and thus train others. For example, a mining engineer training miners is an Occupationally-Directed ETD practitioner.
Large, Medium, Small, and Micro	Large enterprises employ 150 or more employees. Medium enterprises employ 50 to 150 employees. Small and micro enterprises employ fewer than 50 employees. Micro usually refers to less than five employees.
Learnership	A programme of learning that includes a large element of workplace or on the job training, and leads to a qualification on the NQF. It should be aimed at securing employment for the learner at the end of the programme.
Skills Development Facilitator (SDF)	A person responsible for the development and planning of a firm's or a group of firm's skills development strategy for a specific period. This includes the development and implementation of an annual workplace skills plan and the submission of an annual training report. This person also serves as the firm's resource with regard to the criteria required for accreditation of courses, skills programme and learnership development.
Workplace Skills Plan (WSP)	An organisation wishing to claim grants from the SETA must submit a WSP. The WSP is a one-year plan for the development of all the staff employed in the organisation, prepared using Department of Labour (DoL) guidelines.



Appendix C: ETDp SETA LIST OF AUTHORITY MEMBERS

May 9 2000–March 31, 2001

Organisation	Name
AETASA	Vincent Da Vinci
AETASA	Themba Mahlangu (Resigned after First Authority Meeting)
APPETD	Dieter Kusel
APPETD	Richard Pike
APPETD	Gerrie de Villiers
APPETD	Marietta van Rooyen
APPETD	Clive Tasker (Resigned after First Authority Meeting)
CTP	Marina Le Grange
EC DoE	Nozuko Ngozi
ETDP SETA	Debbie Machard
FSED	Patricia Raubenheimer
GDE	Isaac Netshivungululu
GDE	David Diale (Resigned after Second Authority Meeting)
NAISA	Thantshi Serote
NAISA	Jane Hofmeyr (Resigned after Second Authority Meeting)
KZN DoE	Ntombizonke Cele
KZN Doe	Fusi Radebe (Resigned after First Authority Meeting)
MP DoE	Solomon Nkine (Resigned after First Authority Meeting)
MP DoE	Tim Naidoo
NAPTOSA	Jenny Coetzee
NAPTOSA	Suzanne Rees
NAPTOSA	Enoch Rabotapi
NAPTOSA	Silas Makgopa
NAPTOSA	Cecil Scorgie (Resigned after First Authority Meeting)
NC DoE	Clifford Barnes
NDoE	Duncan Hindle
NEHAWU	Elizabeth Thobejane
NEHAWU	Cedric Mulaudzi
NEHAWU	Sheila Dipadi
NEHAWU	Dan Motaung
NEHAWU	Richard Jewison (Resigned after First Authority Meeting)
NEHAWU	Bongani Memeza (Resigned after First Authority Meeting)
NEHAWU	Arnold Josephs (Resigned after First Authority Meeting)
NP DoE	Ignatius Kgomo
NTESU	Charlie Molepo
NTESU	David Knox (Resigned after Second Authority Meeting)
NUM	Bongani Ndamase (Resigned after First Authority Meeting)
NUTESA	James Taylor
NUTESA	Du Toit De Beer
NW DoE	Abie Seakamela
PSA	Meisie da Silva (Resigned after First Authority Meeting)
SABPP	Moiria Katz
SACE	Tello Khodumo
SACE	Ella Mokgalane (Resigned after First Authority Meeting)
SADTU	Glen Abrahams
SADTU	Muavia Gallie
SADTU	Vincent Maphumulo
SADTU	Mary Johnson
SADTU	Pinky Mncube
SADTU	Richard Pretorius (Resigned after First Authority Meeting)
SADTU	Mary Adroaanse
SANGOCO	Leonard Saul
SAOU	Ferdinand Potgieter
SAUVCA	Louw Botha
WCED	Jan Hurter

Appendix D: ETD P SETA List of Levy Chamber Members
2001-2002

Organisation	Name
Adult Educators	Khulekani Mathe
APPETD	Gerrie De Villiers
APPETD	Jay Ramnundlall
APPETD	Mamsie Mothsekga-Sebolai
CTP	Dan Makoena
FEDUSA	Dennis George
HSRC	Mapotlo Ledwaba
NAISA	Brian Drury
NAISA	Mark Henning
NAPTOSA	Sue Rees
NAPTOSA	Penny Mackrory
NAPTOSA	Stuart Foulds
NAPTOSA	Wendy Skjolhammer
NEHAWU	Bradley Skei
NEHAWU	Elizabeth Thobejane
NEHAWU	Ray Jafta
NEHAWU	Pat Motubatse
NTESU	David Knox
NUTESA	Moses Peo
NUTESA	Val Potterton
NUTESA	Robin Minne
SADTU	Silas Sebola
SADTU	Vincent Maphumulo
SANGOCO	Pinky Mamabola
SANGOCO	Albertina Dano
SAUVCA	Gail Reiner

Appendix E: ETD P SETA List of Budget Chamber Members 2001-2002

Organisation	Name
Eastern Cape DoE	Nozuko Ngozi
Eastern Cape DoE	Zama Tom
Free State DoE	Patricia Raubenheimer
Free State DoE	Bertha Kitching
GDE	Isaac Netshivhugululu
GDE	Lydia Mathinya
KwaZulu Natal DoE	Ntombizonke Cele
KwaZulu Natal DoE	A.S. Thela
Mpumalanga DoE	Tim Naidoo
Mpumalanga DoE	Deon Lubbe
Mpumalanga DoE	Ria Massyn
NAPTOSA	Silas Makgopa
NAPTOSA	Nomthandazo Nkabinde
NAPTOSA	E.W. Letlape
NAPTOSA	Phumezo Mhletywa
National DoE	Duncan Hindle
National DoE	Palesa Tyobeka
NEHAWU	Shiela Dipadi
NEHAWU	Cedrick Mulaudzi
North West DoE	Abie Seakamela
North West DoE	Ezzy Lukhaimane
Northern Cape	Isaac Mogotsi
Northern Cape DoE	Clifford Barnes
Northern Cape DoE	Isaac Mogotsi
Northern Province DoE	Dan Mavasa
Northern Province DoE	Dennis Maselesela
SADTU	Pinky Mncube
SADTU	Colin Modiboa
SADTU	Ruth Modiole
SADTU	Mpho Mofokeng
SADTU	Johan Josias
SADTU	Gogaki Mmako
SADTU	Mqhathu Mbhedesho
SADTU	Muavia Gallie
SAOU	Johan Bouwer
SAOU	Roelf Burger
WCED	Linda Rose
WCED	Jan Hurter

Appendix F: An Historical Timeline

- 1970s Black workers and their trade unions see training as a means to achieving their demands for better wages.
- 1980s The struggle to persuade employers to accede to worker demands continued. The entire education system is discredited and rejected.
- 1989 NUMSA establishes research group comprising workers and union officials to formulate recommendations on training.
- 1991 Proposal is formally accepted by Congress of South African Trade Unions (COSATU).
- 1990s Non-governmental education sector resistance resulted in the formation of the National Education Policy Initiative (NEPI).

President de Klerk's announcement of government's intention to dismantle apartheid fuels the change of policy towards worker and student demands.
- 1992 NEPI reports on the need for a non-racial unitary system of education and training published.
- 1992: Meeting of Department of Manpower and Trade Union Representatives result in formation of representative Task Team to develop a new national training strategy.
- 1994: Publication of the African National Congress (ANC) Policy Framework for Education and Training, the Discussion Document on a National Training Strategy Initiative, the Centre for Education Policy Development, Management and Evaluation (CEPD) Implementation Plan for Education and Training and White Papers on Reconstruction and Development.
- 1995: Publication of White Papers on Education and Training. These publications underscored the need for the development and implementation of the National Qualifications Framework (NQF).
- 1995: NQF Bill was passed into law as South African Qualifications Authority Act (No. 58 of 1995).
- 1995: Establishment of the Education Training and Development Practitioners Project.
- 1996: Appointments to the first South African Qualifications Authority (SAQA) made in May.

First meeting of SAQA held in August.
- 1998: SAQA publishes the National Standards Bodies (NSB) Regulations making provision for the registration of National Standards Bodies and Standard Generating Bodies (SGBs).

The Education and Training Quality Assurance (ETQA) regulations were also published.

1998: Skills Development Act is passed.

1999: Skills Development Levies Act is passed.

Work begins on the formation of the ETDP SETA in January.

The National Skills Authority was established in April.

Deadline for the registration of all SETAs, 12 November.

2000: Twenty-five Sector Education and Training Authorities come into being on 20th March, including the ETDP SETA.

On 1st April a pay roll levy was introduced to fund the new skills development and implementation framework.

The first meeting of the newly formed ETDP SETA Authority met on 9th May.

ETDP SETA Executive Committee approved a work plan for production of a Sector Skills Plans (SSP). After an extensive stakeholder process the first SSP was submitted on 1st September.

In September the first permanent employees of the SETA were appointed, with more staff joining in January and March 2001.

ETDP SETA embarked on a road show of provincial workshops in November and December 2000 and January March 2001.

2001: In January the first four learnerships developed by the SETA are provisionally registered with the DoL.

A series of workshops and Authority meetings align the SSP objectives to the National Skills Development Strategy (NSDS) and agree a business plan.

The February Authority meeting endorses the revised SSP, as well as the ETQA application to SAQA. The SSP is submitted on 28th February to the Department of Labour (DoL), and the ETQA application is submitted to SAQA.

ETDP SETA Business Plan for 2001-2002 authorised by the Executive Committee in March, and submitted on 16th March to the DoL.

The SAQA meeting of 18th April accredits ETDQA.

15th May – The SETA receives feedback from the DoL that the Sector Skills Plan and Business plan have been assessed and approved.

ETDP SETA Contacts



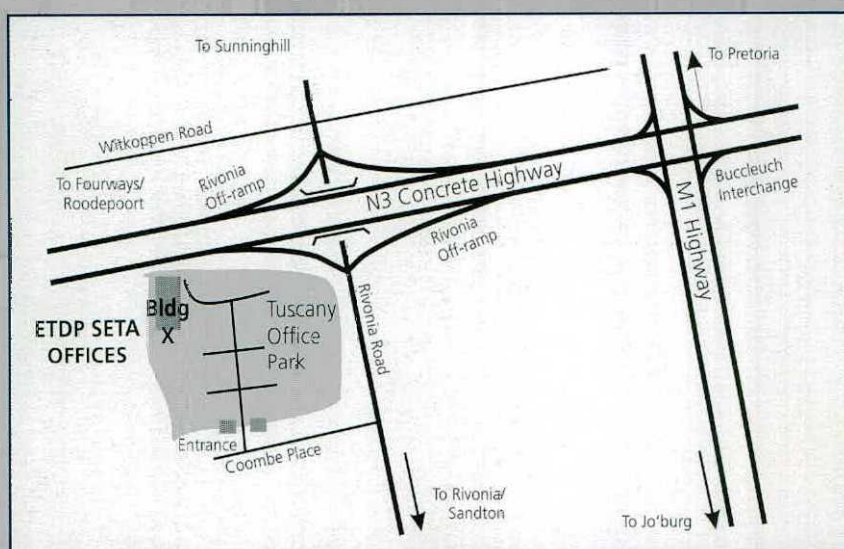
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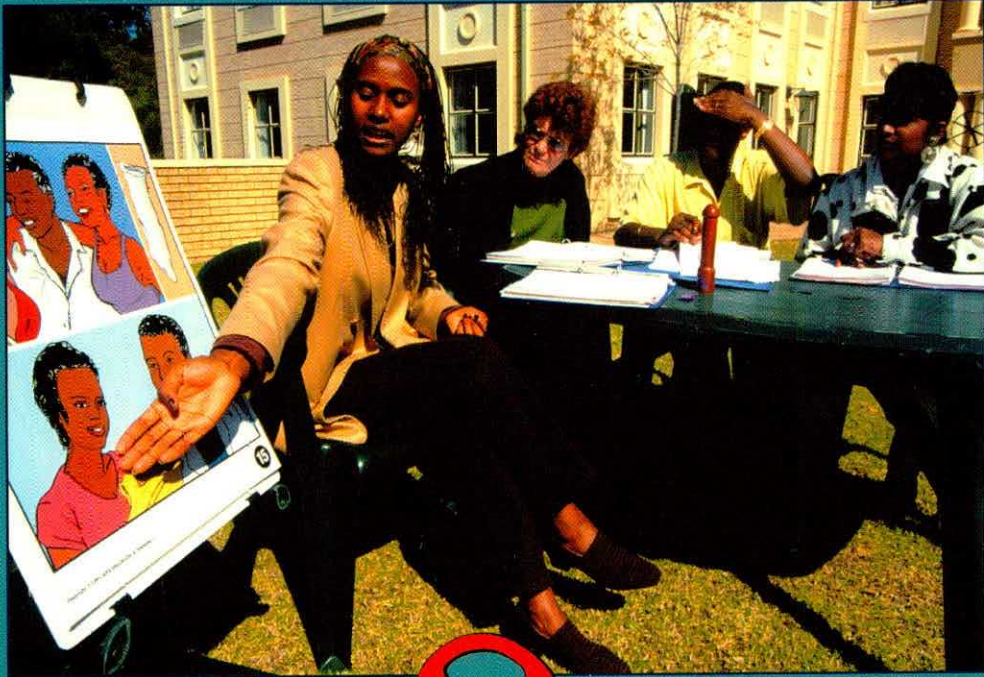
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