

Annual Report

Education, Training and Development Practices Sector Education and Training Authority



At the Cutting Edge of Skills Development



labour

Department:
Labour
REPUBLIC OF SOUTH AFRICA

2007/2008

→ → → → The ETDP SETA At a Glance

The Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) was established in March 2000 following the promulgation of the Skills Development Act, Act 97 of 1998 (as amended), and was re-established in April 2005.

The ETDP SETA brings together a very diverse grouping of employers from both the private and public sector. Whilst not only being diverse the sector has to contend with a large number of very small employers, SMMEs and larger employers such as the Department of Education.

The ETDP SETA has two chambers, namely the Budget and the Levy Chambers. Employers in the budget chamber include the national and provincial Departments of Education (DoE), representation from public ABET, Early Childhood Development (ECD) centres and FET colleges as well as from the teacher unions such as SADTU, NAPTOSA, SAOU, NATU, PEU and NEHAWU. All the Departments of Education (national and provincial) pay over 10% of the 1% payroll; contribution to assist in administration costs of the ETDP SETA. Private employers pay the 1% payroll to SARS for skills development.

The levy chamber includes representation from all levy paying companies and organisations (excludes public sector) as well as trade unions as employers. The levy chamber consists of the following constituencies:

- ECD;
- Further Education and Training Institutions as employers;
- Public higher education institutions;

“Whilst not only being diverse the sector has to contend with a large number of very small employers, SMMEs and larger employers such as the Department of Education”.

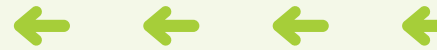
- Public schools governing bodies as employers;
- Independent schools;
- Libraries and archives;
- Research organisations;
- Political parties as employers;
- Trade unions as employers;
- Non-governmental organisations and Community-based organisations and
- Private education and training providers/institutions

The ETDP SETA Board has also established a Labour Forum that allows skills development debate and engagement by the Labour constituencies of the ETDP SETA.

The Board comprises of organised labour, employer organisations, relevant government departments and interested professional bodies in the sector.

The ETDP SETA skills development programmes and initiatives are mainly driven by the National Skills Development Strategy (NSDS) and very much aligned to the Provincial Skills Development Growth Plans, the Accelerated and Shared Growth Initiative for South Africa (AsgiSA) and the Joint Initiative for Priority Skills Acquisition (JIPSA).

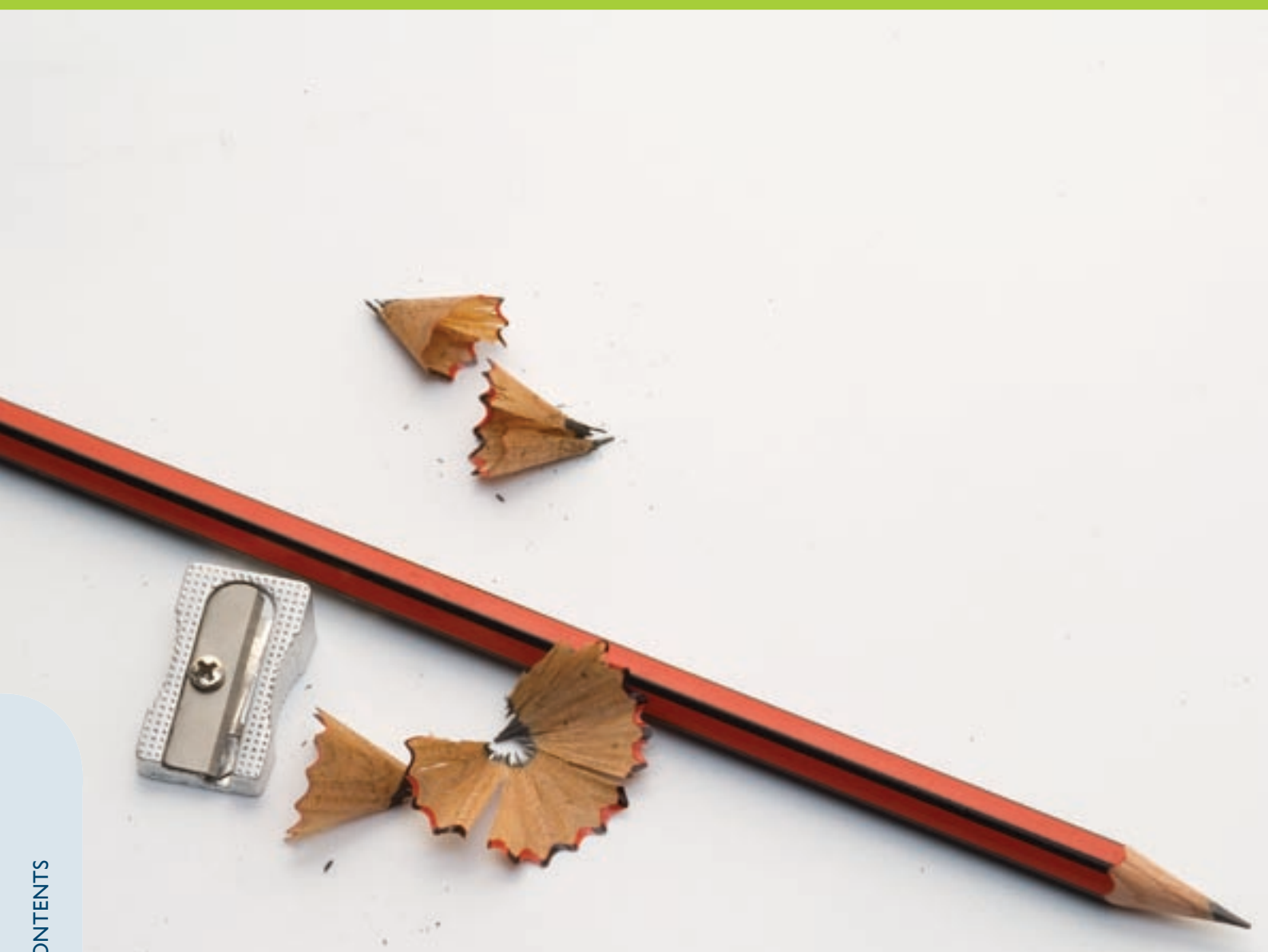
THE ETDP SETA Objectives



The ETDP SETA's strategic objective is to promote and facilitate the delivery of education, training and development, thus enhancing the skills profile of the Education, Training and Development (ETD) sector. The following are key objectives:

- Identification of skills shortages and training needs in the sector;
- Development of the skills of workers in the sector at all levels, through;
 - Promotion of quality of life of workers, their prospects for employment and labour mobility;
 - Promotion of productivity in the workplace and the competitiveness of employers;
 - Promotion of self-employment; and,
 - Improving the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;
- Qualifications and learning pathways in the sector for education, training and development practitioners;
- The increased levels of investment in education and training in the sector labour market and to improve the return on that investment;
- To encourage employers in the sector:
 - To use the workplace as an active learning environment;
 - To provide employees with the opportunities to acquire new skills;
- To provide opportunities for new entrants to the sector labour market to gain work experience;
- To employ persons who find it difficult to be employed in the sector, particularly black people, women and people with disabilities;
- To encourage workers in the sector to participate in learnerships and other training programmes;
- To ensure the quality of education and training in and for the sector workplaces;
- To encourage partnerships between the public and private sectors of the economy to provide education and training in and for the workplace; and,
- To report to SAQA on quality assurance and learner achievement activities

Education, Training and
Development Practices
Sector Education and
Training Authority



Education, Training and Development Practices Sector Education and Training Authority



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List of Acronyms

ACRONYM	DEFINITION
ABET	Adult Basic Education and Training
ATR	Annual Training Report
BEE	Black Economic Empowerment
CBO	Community Based Organisation
CEO	Chief Executive Officer
CFO	Chief Financial Officer
DEV PRAC	Development Practice
DoE	Department of Education
DoL	Department of Labour
ECD	Early Childhood Development
EPWP	Expanded Public Works Programme
ETD	Education, Training and Development
ETDP	Education, Training and Development Practices
ETDQA	Education, Training and Development Quality Assurance
FET	Further Education and Training
FETC	Further Education and Training Certificate
GAAP	Generally Accepted Accounting Practices
GDP	Gross Domestic Product
HEI	Higher Education Institution
HELM	Higher Education Leadership and Management
HESA	Higher Education South Africa
HR	Human Resources
ISOE	Institutes of Sectoral or Occupational Excellence
MoU	Memorandum of Understanding
NGO	Non-governmental Organisation



ACRONYM	DEFINITION
NLPE	Non-levy Paying Enterprise
NLRD	National Learners Records Database
NQF	National Qualifications Framework
NPDE	National Professional Diploma in Education
NSA	National Skills Authority
NSDS II	National Skills Development Strategy 2005 – 2010
ODETD	Occupationally Directed Education and Training Development
PFMA	Public Finance Management Act
PGCE	Post Graduate Certificate in Education
PGDS	Provincial Growth and Development Strategy
PMDS	Performance Management and Development System
PPP	Public Private Partnership
QCTO	Quality Council on Trade and Occupations
REQV	Relative Education Qualification Value
SABPP	South African Board of Personnel Practitioners
SAQA	South African Qualifications Authority
SARS	South African Revenue Services
SDF	Skills Development Facilitator
SDC	Skills Development Committee
SETA	Sector Education and Training Authority
SLA	Service Level Agreement
SSP	Sector Skills Plan
WSP	Workplace Skills Plan



CHAIRPERSON'S Foreword

“The South African economic landscape still bears the injustices of the past. However, through education, economic opportunities and a collective skills development approach, we can together alter the economic landscape of the country.”

South Africa faces countless challenges, including poverty, HIV/AIDS and skills shortages. The ETD sector is not exempt from these extraordinary challenges.

Furthermore, the South African economic landscape still bears the injustices of the past. However, through education, economic opportunities and a collective skills development approach, we can together alter the economic landscape of the country.

Up-skilling our people will contribute towards the reduction of poverty and assist in job creation. I am positive that the ETD SETA's programmes are geared towards eradicating these challenges.

In an attempt to respond to the challenges identified above the ETD SETA has initiated amongst others programmes which include programmes addressing scarce and critical skills in areas such as mathematics, science, technology, management and leadership.

Board Structures

The ETD SETA has managed to ensure that it has policies, systems, processes and procedures for all its operations. Functional governance structures and a Board that understands its organisational responsibilities.



The following Board Committees have executed their roles and responsibilities very efficiently:

The Human Resource Committee, the Remuneration Committee, the Audit Committee, the Internal Audit Committee, the Finance Committee, the Permanent Committee for Quality Assurance and the Joint Standing Committee. The Chambers also developed activity plans that enhanced service delivery.

Critical Successes

For the year under review, there were several performance outcomes to be proud of; the following are just a few:

- An unqualified financial report which demonstrates sound financial management and strong internal controls;
- Exceeding targets set by the ETDP SETA and DoL;
- Good performance from SAQA Audit which reaccredits the ETDP SETA for quality assurance activities;

- Constituency needs - driven support initiatives;
- Reaching out to people living with disabilities through partnerships with their organisations; and
- Supporting youth development through the ETDP SETA and provincial Premiers to award student bursaries to further their studies.

Acknowledgements

I wish to thank the Board members for their guidance and contribution, which ensured that the ETDP SETA met its objectives. I am also indebted to the various governance committees and chambers for their strategic input and leadership. Furthermore, the assistance and effort rendered by the management and staff of the ETDP SETA is sincerely appreciated.

Ms Trudy Guma — *Board Chairperson*



CHIEF EXECUTIVE

→ → → → Officer's Overview

“ We have made great progress, but we cannot ease up. Success brings new challenges as well as new opportunities for our future. I believe that our passion for education, training and development will continue to propel us to deliver towards 2010 and beyond”.

Once again I am pleased to report that the ETDP SETA continues to deliver on its mandate to improve quality education, training and development and raise the skills profile of our people for a better life. Our skills development programmes are critical as they fully respond to the national skills agenda and priorities of the country, with the view of transforming the economy and improving the lives of the majority of our people.

During the 2007/08 financial year, the ETDP SETA made a strategic decision to reconfigure all its programmes and resources to respond to the national

scarce and critical skills agenda, thus meeting the ETD sector's needs and fulfilling its constituencies and stakeholder expectations.

We have excelled once more, how did we do it? An overview

Good governance, management and leadership to drive strategic thrusts and objectives are some of the ingredients for our achievements. The Board realised that implementation takes place at provincial level and closer to the people. To this end, the ETDP SETA strategy and structure was developed in order to address the needs of the different people in the nine provinces and the constituencies we serve.

The ETDP SETA Provincialisation strategy and Constituency support planning ensured that the ETDP SETA continues to align its programmes with the needs of the Provincial Skills Development Growth Plans whilst addressing the diverse needs of all its constituencies. In delivering its mandate, much could also be attributed to how the ETDP SETA organised its

activities to form a value chain. Strategic planning and execution began with the research we conducted on supply and demand of skills in the labour market with a focus on the ETD Sector.

This research was followed by another research on scarce and critical skills which formed the basis of our Sector Skills Plans and culminated into our Scarce and Critical Skills Guide which is updated annually. The Workplace Skills Plan also continues to provide valuable information on the training needs of employees in the sector

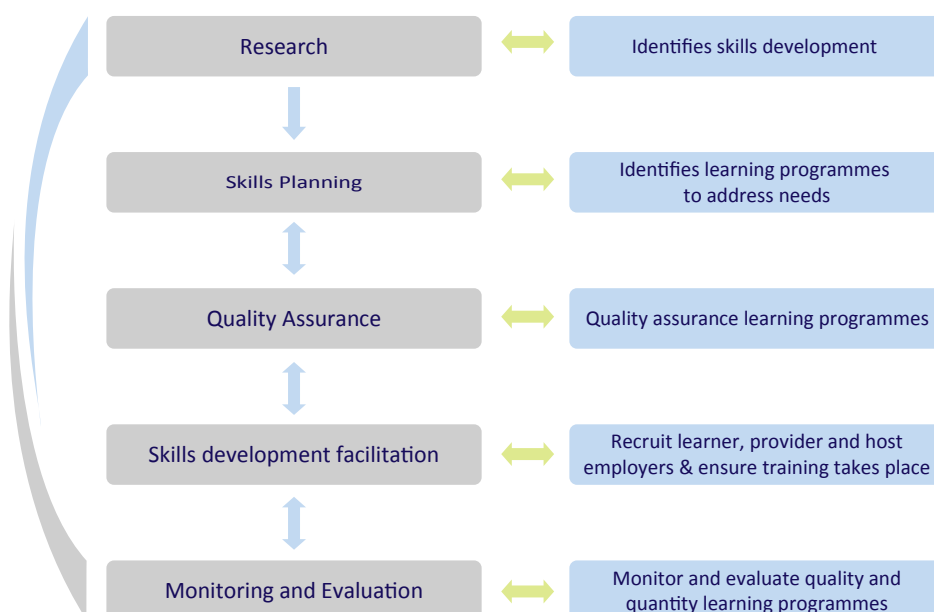
Most of the qualifications and Unit Standards which we generate together with SAQA through our Joint Implementation Plan (JIP) are informed by the Scarce and Critical Skills Guide we developed which makes our learning programmes more attractive to the needs of the constituencies.

In addition, the ETDP SETA embarked on monitoring and evaluation of our programmes to ensure that the programmes meet the desired objectives and target audience aspirations. In an endeavour to determine the impact of the completed ETDP SETA programmes in the ETD sector, a comprehensive monitoring and evaluation research was conducted.

The following findings emerged from the monitoring and evaluation we conducted towards the end of the 2007/08 financial year: *See Figure 1: The Value Chain of the ETDP SETA Activities*

- The majority of the sampled learners were satisfied with the quality of teaching and learning.
- Finding suitable employment remains a challenge after completion.
- All the assessors, moderators and facilitators were qualified.
- Most employers were satisfied with the value added by ETDP SETA trained learners.

Figure 1: The Value Chain of the ETDP SETA Activities



The following figure sums up how the ETDP SETA value chain works in order to deliver on our objectives:

Counting our critical successes

The following provides a précis of our great achievements in the 2007/08 financial year:

Opening doors of further learning for the disadvantaged youth

The ETDP SETA entered into partnerships with various provincial premiers targeting youth development. The partnership project identified 50 students per province to be supported by the ETDP SETA through a bursary scheme for tertiary education.

The offices of the premiers identified the learners based on students' financial needs, scarce and critical skills, and priority needs of the province and the poverty stricken areas of the province. The bursaries were awarded to students in the following provinces: Free State, North West, Northern Cape, Limpopo, Gauteng, and KwaZulu-Natal.

“I am from a very poor family in Schoemansdal in Nelspruit and I believe that such opportunities come once in a lifetime and as a result I will put 110% efforts to finish on record time. This bursary will help me in paying off my outstanding fees, buying text books and paying apportion of my residence”.

It is hoped that the students in the Eastern Cape, Western Cape and Mpumalanga will have their turn in 2008. The bursary launches were graced, among other dignitaries, by the presence of the Premiers themselves the CEO and the Chairperson of the ETDP SETA. The presentation of the bursary awards to the students by the premiers inspired many of them.

The following comments were made by the bursary recipients:

“I am from a very poor family in Schoemansdal in Nelspruit and I believe that such opportunities come once in a lifetime and as a result I will put 110% efforts to finish on record time. This bursary will help me in paying off my outstanding fees, buying text books and paying apportion of my residence”.

(Bonginkosi Shongwe, a 3rd year student at the University of Johannesburg)

“I am really excited as this is a big opportunity for me. It is a first time I receive a bursary and I will make sure I excel in my studies. The ETDP SETA has positively changed my life and my family, thank you so much to the SETA”.

(Doreen Manaka from Limpopo).

This project is one of the major highlights of the ETDP SETA. It was heart warming to see the excitement of the learners, some with tears of joy rolling down their cheeks. This was indeed a lifetime gift for those that were about to lose hope. 18% Of the bursary beneficiaries in Free State were learners living with disabilities. What an accomplishment. Keep it up ETDP SETA!

Expanded Public Works Programme

The Expanded Public Works Programme (EPWP) is a national programme aimed at drawing unemployed people into productive work by providing work opportunities coupled with training, thus increasing the participants' capacity to earn an income in the future.

The ETDP SETA actively supports the EPWP, which is implemented in the social sector and of which ECD forms part.

The EPWP is implemented in four sectors, namely social, environmental and cultural, economic and infrastructural. Implementation in the social sector focuses largely on Home and Community-Based Care (HCBC) and ECD.

The objectives of the EPWP programme are:

- To expand ECD services in poor rural, under-serviced and nodal areas;
- Improve the quality of life;
- Create limited quality sustainable jobs;
- Provide job opportunities with a qualification-based skills development; and
- Expand the opportunity for self employment.

Recognising excellence for sustainable and institutionalised skills development

In only a single year, the ETDP SETA identified and recognised eight Institutes of Sectoral or Occupational Excellence (ISOEs), of which three form a consortium, thus exceeding on its set total target of five between 2005 and 2010.

An ISOE can be a teaching and learning institute, faculty or department in the FET or HET bands. It can be a work-based, college or university based provider, a professional body, a centre of innovation, research and development support of education and training and growth in the education sector. An ISOE could be a single operational base or a consortium

The ETDP SETA, as usual, believes in proper planning and strategy execution. We took a bit of time to search for excellence and the following were the key qualifying criteria for the centres of excellence that we identified for the ETDP Sector:

- Good corporate governance, sound human resource practices and compliance with BBBEE.
- Ability to become an industry - focused institute of training excellence.
- Commitment to excellence and innovation
- relevance and intake of learners to meet the demand for sectoral skills.
- Potential to function as a hub in co-operation with, and drawing on established partnerships and network with other centres of excellence in support of transformation in the country

(i.e. equity, partnerships with emerging providers, CBOs, NGOs, Cooperatives and rural participation.

- A placement strategy and mechanism to track learners and report on learners placement promotions etc should be in place.
- Accredited by ETDPSETA and have approval of specific programmes or qualifications.
- Good administrative and financial systems.
- Alignment with the scarce and critical skills within the ETD sector.

The recognised ISOEs include:

- Regenesys in Gauteng,
- Maccaulei Learning Academy in the Free State;
- Gert Sibande FET College in Mpumalanga;
- Orbit FET College in the North West Province
- College of Cape Town, Southern Cape FET (rural) and Grass Roots Adult Training Centre (for early childhood development). These three form a Consortium. The identified ISOEs will assist in maximising the intervention of the ETDP SETA in particular and broadly deliver in skills development for the benefit of the communities they serve.

This is a step in the right direction for the sustainability of skills development in our institutions of learning and development.

Learnerships and Skills programmes

We have continued to implement learnership programmes and focused in the following qualifications:

Early Childhood Development (ECD NQF Levels 4 and 5)

We believe that we have been able to develop quite a number of practitioners that can deal with the challenges of early childhood development in the sector especially in the preparation of Grade R practitioners. It would be exciting to see a massive roll out of the ECD programmes which will not only build a solid foundation for education and development but also create sustainable employment for the many practitioners that have undergone training in this area.



Adult Basic education and Training (ABET) Levels 1-4 and NQF Levels 4 and 5)

The ETDP SETA's ABET learnership programme aims at increasing the number of facilitators in ABET centres to contribute to the achievement of the 700 000 ABET level 4 by 2010, as espoused in NSDS II. This target was set to reduce the high illiteracy level that exists throughout all sectors.

Post Graduate Certificate in Education (PGCE) and the National Professional Diploma in Education (NPDE)

The education sector faces some critical skills challenges, not only in relation to increasing the number of better qualified mathematics and science educators but it is anticipated that a shortage of educators could arise in the next few years for a number of reasons.

The ETDP SETA has continuously supported educator development initiatives to improve educator qualifications for those that are now considered to be

under qualified through the NPDE programme and the development of new cadres of teachers through the PGCE. We have recently graced the graduation ceremonies for some of these teachers that enrolled for the NPDE.

Whilst many of these teachers approach the retirement age, it was fulfilling for many of them to see themselves succeeding and bidding goodbye to the 'under qualified', a labelling which tend to undermine their good standing in this noble profession.

New Venture Creation

The New Venture Creation focuses particularly on generating entrepreneurs who can operate a business using a 'flat management structure' as one of the criteria for surviving past the 'critical period' for small and medium enterprises.

Entrepreneurs are also considered leaders who must take responsibility in leading their company/enterprise (no matter how small) while co-coordinating the activities of their employees/subordinates in order to achieve the company's objectives. The ETDP SETA has trained

more than 300 learners on the New Venture Creation programmes and is currently supporting 100 learners on the acquisition or development of new ventures.

Skills Programmes

The skills programmes implemented by the ETDP SETA responded to the Scarce and Critical Skills Guide as identified in the annually updated Sector Skills Plan, and included the following: Project Management, Financial management, management and Leadership, ICT, Mentor and Assessor programmes.

Internship Programme

The ETDP SETA internship programme has its focus on workplace training. It is designed for the graduates or diplomats that have completed their studies but remained unemployed due to lack of required work experience.

The ETDP SETA extended access to the internship programme to also accommodate learners that passed matric and were desperately seeking employment opportunities. This programme has greatly assisted many of these unemployed people with learning opportunities in the workplace and the acquiring of the necessary workplace skills.

The ETDP SETA offered a stipend for these learners in order to travel or reach the workplaces. Many of the learners were absorbed into permanent employment even before they completed the 12-month internship duration.

Our partnership with South African Graduates Development Association (SAGDA) enabled many of the graduates in rural areas to access the internship programme and indeed the programme maximised their employment opportunities.

The ETDP SETA exceeded its set targets on skills development by 94% for workers and 67% for unemployed people. Wow!

We have also recorded a number of learners that have completed their qualifications and unit standard-based

training as compared to previous years. Our efforts are currently geared towards tracking and reporting on placement rates for sustainable development of the individuals and their families for a better life.

Constituency Support

The ETDP SETA constituency support focuses on:

- Meeting the constituencies' skills development needs;
- Prioritising skills needs and addressing these needs through high quality learning programmes; and
- Assisting constituencies to address challenges that impede full participation in skills development.

The ETDP SETA has ensured that its constituent members continue to benefit from the skills development programmes and actively participate in all skills development initiatives.

Any challenges?

Yes, but very few in the year under review. For small levy paying organisations (those with 0-50 employees), we fell short of receiving the anticipated 634 WSPs and received as well as supported 534 small levy paying organisation. Many of our organisations are SMMEs and those with a payroll of less than R500 000 per annum were exempted from levy paying thus decreasing our size of small levy paying organisation.

We have engaged in a number of campaigns and advocacy to encourage many of these organisations to submit their WSPs in order to benefit from the skills development initiatives and we are hopeful that the challenge we faced will be addressed in the next financial year.

Quality Assurance

The South African Qualifications Authority (SAQA) completed its performance audit re-accredited the ETDP SETA to continue ensuring quality provision of education and training within the ETD sector. Out of a three point rating scale, we achieved a score of 1.96. We excelled in



many quality assurance performance indicators however our management information system, consistent and continuous implementation and monitoring of quality management system were some of the areas identified for strengthening.

We have continuous improvement plans in place as we believe in total quality management in our organisation. We continue to support our service providers to take quality provisioning seriously in order to ensure that our learners can, at the end of the programme, demonstrate the competences and skills acquired and be ready for their career paths.

In keeping our service providers, assessors and moderators abreast of developments the ETDP SETA hosted two quality promotion colloquia and will continue to do in the next financial year.

Human Resources

Our achievement is as a result of our commitment to organisational and human resource development. Over the past financial year, the focus has been on the following core Human Resources (HR) issues:

- Attracting and retaining staff with the capabilities required by the organisation;
- Increasing the organisation's capability through the PMDS, in-house and in-service training as well as the bursary programme;
- Enhancing the HR administrative processes; and
- Capacity building of board members and the board committees.

In its efforts to link performance management to organisational and business strategy and the budget, the ETDP SETA continued to employ the Performance Management and Development System (PMDS) as a tool to measure performance for the year under review. The PMDS is also used to identify training needs for the following year as well as longer term developmental needs, which the internal bursary programme addresses.

The ETDP SETA is continually striving to develop a

“ We have made great progress, but we cannot ease up. Success brings new challenges as well as new opportunities for our future.

I believe that our passion for education, training and development will continue to propel us to deliver towards 2010 and beyond.

strong achievement, accountability and service culture to ensure that the organisation serves its constituencies with excellence.

Financial Performance

The ETDP SETA paid mandatory grants to the value of R65 million. This represents approximately 66% of the mandatory grants payable. The reserve balance of R260 million in the statement of financial position is represented by committed funds of R155 million in relation to signed and running programmes and R109 million worth of programmes that the Board has approved for implementation in the 2008/2009 financial year.

In fulfilling its obligations and ensuring that the ETDP SETA does not over-commit or under-commit amounts collected in the 2007/2008 financial year - in the form of interest earned from investments; discretionary levies; administration budget and forfeited mandatory monies. The ETDP SETA Board authorises only available funds for use to fund the programmes of the next financial year.

The balance of reserves is therefore committed towards programmes that run across different reporting periods. We would wish to dispel the myth that we are unable to spend or 'sit in mountains of cash', as some claim.

Most of our programmes span between one and four years duration of the programmes. We do not pay the

provider fees upfront; we pay as per the deliverables that we have set in our service level agreements.

An unqualified audit opinion

In line with the South African Statements of GAAP and in the manner required by the PFMA, Act 1 of 1999, and the Treasury Regulations, the ETDP SETA employed sound financial controls aimed at ensuring a continued unqualified audit report. This is a demonstration of good governance and management practices. Evidence of the performance and governance management practises is represented in the report.

We have made great progress, but we cannot ease up. Success brings new challenges as well as new opportunities for our future. I believe that our passion for education, training and development will continue to propel us to deliver towards 2010 and beyond.

A glance into the future, the new SETA landscape

The ETDP SETA fully supports the Quality Council for Trades and Occupation (QCTO) and has, through thorough examination, continuous improvements of its processes and quality management systems ready to serve as the agency of the QCTO and continue to ensure quality provisioning of competent education and training providers, assessors and moderators for the education, training and development occupations.

The strengthening and quality improvement in the development of both the programmes, providers, assessors, facilitators, moderators and practitioners in ECD, ABET, Community Development, ODET assessment practices and continuous professional

development of both educators and practitioners remain an area of focus and priority within the ETD Sector.

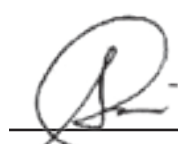
As we approach the NSDS III, the ETDP SETA has begun to re-strategise in order to meet the objectives of the Skills Development Act, 1999 (as amended), the Human Resource Development Strategy, and Social Development (especially Education) Government Cluster priorities. The alignment with the National Industrial Policy Framework (NIPF) will enable the ETDP SETA to be indeed at the cutting edge of skills development, for education, growth, development, lifelong learning, sustainable employability and upward mobility in the workplace.

In September 2008, the ETDP SETA will be hosting its third National Conference under the theme: **“Skills Harvest: The value of the ETDP SETA”**. It is at this conference where we will evaluate our performance in order to meet the challenges of the NSDS II for education, growth, development and sustainable employability.

Appreciation

The ETDP SETA is fortunate to have a number of mutually beneficial relationships with employers, employees, constituencies and other stakeholders. During this financial year, all the aforesaid gave of themselves continually to assist the organisation in fulfilling its mandate.

I wish to thank all ETDP SETA constituencies especially the levy paying member organisations as well as the DoE for the financial contribution made to the ETDP SETA. Without this support, the ETDP SETA would not have succeeded in developing the skills of the people of South Africa, thus contributing to job creation and poverty alleviation.



Ms Nombulelo Nxesi - *Chief Executive Officer*



NSDS II PERFORMANCE REPORT

The NSDS II outlines the strategic objectives and key performance indicators for skills development from 2005 to 2010.

The strategy aims to develop the skills of the South African workforce and unemployed to:

- Improve the quality of life of workers;
- Create job opportunities;
- Improve prospects of work;
- Increase productivity in the workplace;
- Increase employers' competitiveness; and
- Promote self-employment.

The ETDP SETA is fully committed to achieving these strategic objectives in the ETD sector and has consequently entered into a new Service Level Agreement (SDL) with the DoL. Tables 1 to 5 below, categorised according to the NSDS II strategy's objectives, illustrate the extent to which the ETDP SETA achieved the set targets for each of the NSDS II objectives for this financial year.

Table 1: Achievements on NSDS II Objective 1 and Targets for 2007/08

NSDS II Objective 1: Prioritising and Communicating Critical Skills for Sustainable Growth, Development and Equity

NSDS Success Indicator	SETA Target 2007/2008	Achievement	Comments and Reasons for Variations
1.1 Skills development supports national and sectoral growth, development and equity priorities.	Annual final SSP submitted on 30 November 2007, as per guidelines issued by the DoL, and approved.	Annual final SSP submitted on 30 November 2007, as per guidelines issued by the DoL, and approved.	No variation.
1.2 Information on scarce and critical skills is widely available to learners.	Annual training of 711 persons who carry out skills development facilitation in the use of the Scarce and Critical Skills Guide to communicate information to learners widely.	Annual training of 917 or 128.9% persons who carry out skills development facilitation in the use of the Scarce and Critical Skills Guide to communicate information to learners widely.	In its endeavour to train sector specialists in the use of the Scarce and Critical Skills Guide, the SETA generated a higher than expected interest and was able to assist the additional sector specialists.

Table 2: Achievements on NSDS II Objective 2 and Targets for 2007/08

NSDS II Objective 2: Promoting and Accelerating Quality Training for All in the Workplace

NSDS Success Indicator		SETA Target 2007/2008	Achievement	Comments and Reasons for Variations
2.1(a)	By March 2010, skills development supports at least 80% of large firms' employment equity targets.	By March 2008, 54 large firms' employment equity targets are supported by skills development through WSP/ATR grants.	By March 2008, 68 or 125.9% large firms' employment equity targets were supported by skills development through WSP/ATR grants.	The ETDP SETA's focused advocacy on the submission of WSPs assisted in more than the expected number of WSPs submissions being received.
2.1(b)	By March 2010, skills development supports at least 60% of medium firms' employment equity targets.	By March 2008, 84 medium firms' employment equity targets are supported by skills development through WSP/ATR grants.	By March 2008, 196 or 233.3% medium firms' employment equity targets were supported by skills development through WSP/ATR grants.	More medium companies submitted WSPs. In addition, small companies also expanded into medium companies.
2.2	By March 2010, skills development in at least 40% of small levy-paying firms to be supported.	By March 2008, skills development in 634 of small levy-paying firms to be supported.	By March 2008, skills development was supported in 589 or 92.9% small levy-paying firms.	Fewer small levy-paying companies submitted WSPs.
				As indicated above, small companies also expanded into medium companies.
2.5	Annually increasing number of small BEE firms and co-operatives supported by skills development.	Twenty BEE firms supported by skills development.	A total of 37 or 185% small BEE firms were supported by skills development.	There is a great need to support BEE firms. The ETDP SETA implemented a cost-effective programme that enabled the assistance of more BEE firms as a contribution to the greater national need.
2.7	By March 2010, at least 700 000 workers would have achieved at least ABET level 4.	By March 2008, 500 workers have entered ABET level 1 - 4, of which 250 have achieved.	By March 2008, 683 or 136.6% workers had entered ABET level 1 - 4, and 759 or 303.6% achieved.	This target is of national importance and the ETDP SETA assisted more learners than targeted to contribute towards the achievement of 700 000 workers to reach ABET level 4 by March 2010.
2.8.	By March 2010, at least 125 000 workers assisted to enter, and at least 50% successfully complete programmes, including learnerships and apprenticeships, leading to basic entry, intermediate and high level scarce skills.	By March 2008, 3 140 workers assisted to enter and 1 570 successfully complete programmes, including learnerships and apprenticeships, leading to basic entry, intermediate and high level scarce skills.	By March 2008, 6 112 or 194.6% workers had been assisted to enter and 4 501 or 286.7% completed programmes including learnerships and apprenticeships successfully, leading to basic entry, intermediate and high level scarce skills.	The ETDP SETA has assisted its constituencies in learning programmes as an intervention. This has added to its overall achievement.

Table 3: Achievements on NSDS II Objective 3 and Targets for 2007/2008

NSDS II Objective 3: Promoting Employability and Sustainable Livelihoods through Skills Development

NSDS Success Indicator		SETA Target 2007/2008	Achievement	Comments and Reasons for Variations
3.2	By March 2010, at least 2 000 NLPEs, NGOs, CBOs and community-based co-operatives to be supported by skills development.	By March 2008, 500 NLPEs, NGOs, CBOs and community-based co-operatives to be supported by skills development.	By March 2008, 1 186 or 237.2% NLPEs, NGOs, CBOs and community-based co-operatives were supported by skills development.	The ETDP SETA has NGOs, CBOs and NLPEs as its constituencies. The SETA was able to assist additional enterprises through a cost effective programme.

Table 4: Achievements on NSDS II Objective 4 and Targets for 2007/2008

NSDS II Objective 4: Assisting Designated Groups, Including New Entrants, to Participate in Accredited Work, Integrated Learning and Work-Based Programmes to Acquire Critical Skills to Enter the Labour Market and Self-Employment

NSDS Success Indicator		SETA Target 2007/2008	Achievement	Comments and Reasons for Variations
4.1	By March 2010, at least 125 000 unemployed people assisted to enter and at least 50% successfully complete programmes, including learnerships and apprenticeships, leading to basic entry, intermediate and high-level scarce skills.	By March 2008, 2 000 unemployed people assisted to enter and 1 000 to successfully complete programmes, including learnerships and apprenticeships, leading to basic entry, intermediate and high-level scarce skills.	By March 2008, 3 340 or 167% unemployed people had been assisted to enter and 1 656 or 165.4% completed programmes, including learnerships and apprenticeships successfully, leading to basic entry, intermediate and high-level scarce skills.	The ETDP SETA assisted PGDSs as an intervention and was able to assist more unemployed people in obtaining identified scarce and critical skills.
4.2	All, thus 100% of learners in critical skills programmes covered by sector agreements from FET and HET institutions assisted to gain work experience locally or abroad, of whom at least 70% find placement in employment or self-employed.	200 learners in critical skills programmes covered by sector agreements from FET and HET institutions to be assisted to gain work experience locally or abroad, of whom 70 find placement in employment or become self-employed.	A total of 282 or 141% learners in critical skills programmes covered by sector agreements from FET and HET institutions were assisted to gain work experience locally. Note that the ETDP SETA's programme does not lead to employment as the incumbents in question are students and thus return to their respective institutions upon completion.	Although budgeted for a year, in some cases it only ran for six months. The ETDP SETA was thus able to assist additional learners in the workplace experience programme.
4.3	By March 2010, at least 10 000 young people trained and mentored to form sustainable new ventures and at least 70% of new ventures in operation 12 months after completion of programme.	By March 2008, 100 new ventures are in operation 12 months after completion of programme.	By March 2008, 125 or 125% young people entered new venture programmes.	The ETDP SETA has assisted an additional 25 learners to register their companies. The assistance and support was made possible by the savings made on the cost of the programme.

Table 5: Achievements on NSDS II Objective 5 and Targets for 2007/2008
NSDS II Objective 5: Improving the Quality and Relevance of Provision

NSDS Success Indicator		SETA Target 2007/2008	Achievement	Comments and Reasons for Variations
5.1	By March 2010, each SETA recognises and supports at least five ISOEs within public institutions and through PPPs where appropriate, spread as widely as possible geographically for the development of people to attain identified critical occupational skills, whose excellence is measured in the number of learners successfully placed in the sector and employer satisfaction ratings of their training.	By March 2008, ETDP SETA recognises and supports two ISOEs.	By March 2008, ETDP SETA recognised and supported eight or 400% ISOEs. Please note that there is a consortium of three within the achieved number.	The ETDP SETA ran the project over two years, which culminated in the achievement in March 2008.
5.2	By March 2010, each province has at least two provider institutions accredited to manage the delivery of the new venture creation qualification.	By March 2008, nine provider institutions accredited to manage the delivery of the new venture creation qualification.	By March 2008, nine or 100% provider institution were accredited to manage the delivery of the new venture creation qualification.	No variance.



EQUITY TARGETS

During the year under review, the ETDP SETS implemented a substantial number of programmes to benefit both the employed and the unemployed in the ETD sector. The ETDP SETA facilitated the training of 10 542 learners in a variety of learning programmes, including ABET level 1 – 4, learnerships, bursaries, internships, skills programmes and workplace experience. The equity profile of the trained learners is as follows:

- 9 996 or 94.8% of the learners trained were Black, which is 9.8% above target;
- 546 or 5.2% of the learners trained were White;
- 6 931 or 69.3% of the learners trained were female, which is 16% above target;
- 351 or 5.1% of the learners trained were disabled, which is 1% above target; and
- 4 855 or 46.1% of learners trained were young people, that is, younger than 35 years.



A total of 683 workers were trained in ABET levels 1 – 4. The trained workers' equity profile is as follows:

- 682 or 99.9% of the workers trained were black;
- One or 0.1% of the workers trained was white;
- 389 or 57% of the workers trained were female;
- None of the workers trained were disabled; and
- 173 or 28% of the workers trained were young people, that is, younger than 35 years.

A total of 6 112 workers were trained in learnerships, skills programmes or internships and were awarded bursaries. The equity profile of these trained workers is as follows:

- 5 660 or 92.6% of these workers were black;
- 452 or 7.4% of these workers were white;
- 3 876 or 68.5% of these workers were female;
- 125 or 2% of these workers were disabled; and
- 1 741 or 28.5% of these workers were young people, that is, younger than 35 years.

A total of 3 340 unemployed people were trained in learnerships, skills programmes or internships and were awarded bursaries.

This group's equity profile is as follows:

- 3 252 or 97.4% of the unemployed learners trained were black;
- 88 or 2.6% of the unemployed learners trained were white;
- 2 407 or 74.1% of the unemployed learners trained were female;
- 226 or 6.8% of the unemployed learners trained were disabled; and
- 2 548 or 76.3% of the unemployed learners trained were young people, that is, younger than 35 years.

A total of 282 unemployed people participated in the ETDP SETA workplace experience

programme. The group's equity profile is as follows:

- 277 or 98.2% of the unemployed learners trained were black;
- 5 or 1.8% of the unemployed learners trained were white;
- 181 or 65% of the unemployed learners trained were female;
- None of the unemployed learners trained were disabled; and
- 268 or 95.3% of the unemployed learners trained were young people, that is, younger than 35 years.

The total number of completions achieved was 6 916, of which

- 5 926 or 96% were black learners;
- 990 or 4% were white learners;
- 3 742 or 63% were female learners;
- 40 or 1.1% were disabled learners; and
- 2 213 or 32% were young people, that is, younger than 35 years.

The total number of worker completions achieved in ABET levels 1 – 4 was 759, of which

- 744 or 98% were black learners;
- 15 or 2% were white learners;
- 227 or 30.5% were female learners;
- None were disabled learners; and
- 89 or 11.7% were young people, that is, younger than 35 years.

The total number of worker completions achieved in learnerships, skills programmes, internships and awarded bursaries was 4 501.

This group's equity profile is as follows:

- 3 790 or 84% were black learners;
- 711 or 15.8% were white learners;
- 2 449 or 64.6% were female learners;
- 35 or 0.8% were disabled learners; and

- 894 or 19.9% were young people, that is, younger than 35 years.

The total number of unemployed completions achieved was 1 654, of which

- 1 590 or 96.1% were black learners;
- 64 or 3.9% were white learners;
- 1 066 or 67% were female learners;
- 5 or 0.3% were disabled learners; and
- 1 230 or 74.3% were young people, that is, younger than 35 years.

LEARNERSHIP PROGRAMMES

Learnerships are one of the ETDP SETA's flagship programmes that provide opportunities for both employed and unemployed learners. The ETDP SETA learnership programme aims to provide learners with a structured learning component and includes practical work experience of a specific nature and duration.

The ETDP SETA learnerships have a minimum duration of twelve months and a maximum duration of four years. Since unemployed learners are exposed to the working world via a programme that emphasises learning while working, learners who complete the learnership have a certain amount of workplace experience, which enhances their employability.

The ETDP SETA offers both ETD and non-ETD learnerships. During the 2007/2008 financial year, 2 108 learners entered learnerships. Of this total, 840 were employed and 1 268 unemployed, while 2 093 were Black and 1 698 female.

The learnerships discussed below are the ETDP SETA's primary focus learnerships.

ECD

ECD is a priority area within the South African context and is supported by legislation, national policies and strategies. The development of babies, toddlers and young children forms the most critical foundation of further development into childhood and adulthood. The need for ECD services is thus overwhelming. It is also critical that only competent practitioners serve in this field.

In order to meet the needs at ECD level, the ability to identify and recognise competent ECD practitioners able to work in a variety of ECD contexts is crucial. The ETDP SETA offers this learnership at level 4 and 5.

The ECD learnerships offer a means to provide practitioners at an entry level with a degree of recognition. This not only increases employment prospects but also provide the field with suitably qualified practitioners. The learnership aims to equip people within communities with the necessary skills to run and manage ECD sites effectively and efficiently.

It enables ECD ETD practitioners to apply their knowledge of the relevant national policies as well as child-growth and development from birth to nine years to guide their professional practice in the ECD sub-field.

The ETDP SETA has embarked on partnerships with the DoE and the Department of Social Services to assist in rolling out ECD projects that form part of the EPWP. A total of 501 workers and 443 unemployed learners have entered into the ETDP SETA ECD learnership.

ABET

The purpose of the ABET learnership programme is to develop autonomous professional ABET educators who are able to make strategic choices with regards to facilitation, materials, assessment and programme selection. The practitioner will also be trained to provide learner support and to respond to the local context.

This learnership equips the practitioner to facilitate learning at ABET levels 1 – 4 within a specific range of fundamental, core and elective learning areas. The educator is also expected to be able to plan further personal training and development opportunities as well as learners in line with a vision for life-long learning. The ETDP SETA offers this learnership at levels 4 and 5.

ODETD Practices

The development of skills within and for the workplace is a priority within South Africa and is supported by legislation, national policies and strategies. However, much of the required skills development is carried out by people who have knowledge and skills within their area of expertise, but lack the relevant skills in relation to ETD.

Many of the skills development objectives, nationally as well as within companies and organisations, are met through the efforts of ETD practitioners. This learnership consequently addresses the key competencies of such practitioners.

This learnership meets the needs of those who wish either to progress beyond the FETC ODETD or to enter the ETD field for the first time. The learnership also increases employment prospects for ETD practitioners, while ensuring quality and competence within the ETD field.

The learnership provides the means to recognise ODETD practices across five key ETD roles in a generalist capacity, with the possibility of particular application in at least one role. It provides skills in facilitation, mentoring and assessment as well as programme development and design. At present, 67 employed and 17 unemployed learners have entered the ODETD learnership programme.

Development Practice

The Development Practice learnership is a critical access learnership in the ETD field. Practitioners with this qualification will be able to provide professional support

directly to individuals and communities, thus empowering such individuals and communities to achieve specific outcomes. The qualification also enables practitioners to provide short learning programmes to community groups and to assist in assessing the community groups' learning or development.

This learnership is directed at both adults and youth with sufficient experience in general community development work and the development practice field, especially those employed as auxiliary social workers, community development workers and NGO and CBO field activists. The ETDP SETA offers this learnership at levels 1, 4 and 5. At present, 34 employed and 568 unemployed learners have entered the DEV PRAC learnership programme.

PGCE

The PGCE learnership serves as a capping for candidates who have completed an appropriate 360 or 480 credit Bachelors' degree other than the Bachelor of Education (B.Ed). The learnership is thus geared towards learners who want to qualify as professional schooling educators.

The learnership provides access to further study in ETD at NQF levels 6 and 7. It is ideally suited to assist the ETD sector in supplying HR in learning areas experiencing a scarcity of educators. Such areas include mathematics, science, technology, accounting and languages. During this financial year, 54 workers have entered this learnership programme.

NPDE

The NPDE learnership aims to upgrade unqualified and under-qualified school and technical college educators, thus improving the quality of teaching and learning in schools and colleges. Although the learnership provides these educators with the opportunity of becoming fully qualified professionals, that is, REQV 13, it does not provide an alternative access route to an initial educator qualification.

The NPDE learnership is practice and experiential based, has a strong classroom focus and equips



educators with the foundational, practical and reflexive competences required for further study at NQF level 6. The learnership is directed at Foundation, Intermediate and Senior Phase educators as well as those who teach in the FET band.

The ETDP SETA introduced this qualification to assist under-qualified school educators, that is, those below REQV 13, with the opportunity of becoming fully qualified professionals.

Non-Primary Focus Learnerships

The ETDP SETA offers non-primary focus learnerships as a means of addressing the scarce and critical skills shortages in the ETDP SETA SSP.

These learnerships assist in addressing the gaps identified within the ETD sector. The ETDP SETA thus, offers the Non-Primary Focus learnership programmes discussed below as a response to constituencies' needs.

Business Administration

This learnership is geared towards individuals who are interested in being involved in the administration function in an organisation, business, field or non-commercial organisation, such as clubs and charitable organisations. The learnership is particularly suited for individuals wanting to pursue a career in administration in NGOs, CBOs or in the education sector.

Learners working towards this qualification will find that the acquisition of competence in the unit standards that comprise the qualification adds value to general work performance.

This qualification is intended to enhance the provision of service in the administrative field within the sector. At present, 90 learners have entered this programme.

HR Management and Practices Support

This learnership is geared towards those who support and participate in HR management and related practices. Once completed, learners will be able to:

- Collect, collate and distribute information related

- to people management in line with a given plan;
- Provide advice on or refer to appropriate people in response to queries regarding those organisation procedures related to people management;
- Demonstrate a basic understanding of people dynamics and its impact in and on the workplace;
- Demonstrate a basic understanding of the functioning of business as well as the role and contribution of individuals within organisations; and
- Support the implementation of processes and systems related to HR management and practices.

The learnership presents workers who fulfil support roles in HR management and practices without formal qualifications with the opportunity to obtain recognition for their competence. It thus increases learners' access to employment. At present, 167 employed and 31 unemployed learners have enrolled in this programme.

New Venture Creation

This learnership is aimed at empowering learners to run an own business by providing training on a variety of technical, business, managerial and personal skills and strategies in creating and maintaining added value for any product, process or system. The successful learner will have developed a sound foundation for the application of these skills and will thus be equipped to explore a diverse range of entrepreneurial opportunities.

Once learners have completed this learnership, the ETDP SETA provides support by offering mentoring and coaching programmes as well as assisting learners in registering businesses. A total of 90 learners are currently participating in this learnership.

Skills Programmes

Skills programmes are occupationally based, constitute a credit towards a qualification registered in terms of the NQF and are offered by accredited training providers. Skills programmes implemented by the ETDP SETA include both primary focus and non-primary focus programmes. During this financial year, 6199 learners have entered skills programmes. Of this total, 4 880

were employed and 1 319 unemployed, while 5 743 were black and 3 906 female.

Primary Focus Programmes

Primary focus skills programmes are quality assured by the ETDP SETA ETDQA and are key programmes within the ETD sector. The skills programmes that have been identified as scarce and critical in the ETDP SETA SSP have been packaged and offered to the ETDP SETA constituencies. These skills programmes are discussed below.

Mentor

This skills programme provides recognition for individuals who perform or intend to perform one-on-one training on the job. Formal recognition enhances employability and also provides a means of identifying competent trainers or coaches. Once completed, learners will be able to prepare for one-to-one training on the job, conduct training sessions, monitor and report on learner progress and review training. A total of 383 employed learners have enrolled in this programme.

Assessor

This skills programme is geared towards those who assess people on their achievement of learning outcomes in terms of specified criteria, using pre-designed assessment instruments. The outcomes and criteria may be defined in a range of documents, including but not limited to unit standards, exit level outcomes, assessment standards, curriculum statements and qualifications.

Those who complete this skills programme will be able to conduct assessments within their fields of expertise. This skills programme focuses on equipping learners to carry out assessments in a fair, valid, reliable and practicable manner that is free of all bias and discrimination. During assessments, particular attention should be paid to the three groups targeted for redress, namely race, gender and disability. At present, 483 workers and 85 unemployed learners have enrolled for this skills programme.

Moderator

This skills programme enables people to moderate assessments in terms of the relevant outcome statements and quality assurance requirements.

The qualified moderator will be able to use the prescribed quality assurance procedures in a fair, valid, reliable and practicable manner that is free of all bias and discrimination. During assessments, particular attention should be paid to the three groups targeted for redress, namely race, gender and disability.

Skills Development Facilitator

This skills programme is aimed at people who intend to conduct analyses to determine outcomes of learning for the purposes of defining skills needs at organisational level and/or to identify assessment standard titles at industry or sub-sector level.

Furthermore, the programme also addresses the initiation and implementation of training and development plans for organisations.

People who will benefit from this skills programme include SDFs, training managers and HR development practitioners. During the past financial year, 135 workers and 25 unemployed learners have been trained in the SDF programme.

Facilitation of Learning

This skills programme provides recognition for those who facilitate or intend to facilitate learning, using a variety of methodologies. Formal recognition enhances employability, but also provides a means to identify competent learning facilitators.

The programme includes training on planning and preparing for facilitation, facilitating learning, and evaluating learning and facilitation. During the financial year, 54 workers and 110 unemployed learners participated in this programme.



Material and Curriculum Development Training

This skills programme enables learners to design outcome-based learning programmes and develop materials for a group of learners in a selected learning area, with reference to relevant unit standards and using a variety of available sources. A total of 98 workers have been trained in this programme.

Non-Primary Focus Skills Programmes

To assist constituencies in obtaining the identified scarce and critical skills that are not ETDP SETA's primary focus, the SETA offers a range of non-primary focus skills programmes to its constituent members. This endeavour not only guarantees a continuous supply of skilled workers but also ensures that unemployed learners receive the necessary training to increase their employability in the ETD sector. The non-primary focus skills programmes that ETDP SETA presents are discussed below

Leadership and Management

This skills programme enables the learner to:

- Define the concept of strategic planning;
- Discuss and explain the role of the various organisational structures in business performance;
- Supervise and monitor expenditure as a crucial aspect of business performance;
- Analyse marketing objectives;
- Define and discuss the concept of strategic planning in managing business performance;
- Discuss and explain the role of the various organisational structures in business performance; and
- Supervise and monitor expenditure as a crucial aspect of business performance.

During this financial year, the demand for this programme proved substantial, with 2 045 employed and 38 unemployed learners participating.

Project Management

These skills programmes enable learners to operate in

a project environment. This programme equips learners to:

- Understand the terminology used;
- Interpret and explain fundamental concepts of project management;
- Participate in the identification of stakeholders as well as their needs and expectations;
- Prepare scope documentation; and
- Assist in monitoring the scope.

Learners in this skills programme are either involved in existing project management teams or are tasked with constructing small project management teams. This programme empowers learners either to lead in the context of a small project/sub-project, involving few resources and with a limited impact on stakeholders and the environment, or to work as a contributing team member not in a leadership position on a medium to large project. A total of 566 workers and 267 unemployed learners participated in this programme during the financial year.

Information, Communication and Technology

This skills programme is a basic programme in computing intended to equip learners with advanced document formatting skills. It enables learners to, amongst others, work with multiple documents, format text, paragraphs, pages or documents as well as create and use templates. During the financial year, 61 workers and 165 unemployed learners were trained in this programme.

Managing HIV and AIDS

This skills programme assists in demonstrating an understanding of sexuality and Sexually Transmitted Infections (STIs), including HIV/AIDS, and the impact of these infections on the patient as well as on the workplace and society. The programme is also aimed at encouraging a healthy lifestyle and is intended for any person from all backgrounds in South Africa.

The programme equips individuals to reflect on and make informed choices about their attitudes and behavioural practices. It also contributes to building a wider understanding of HIV/AIDS issues, the rights of people

living with HIV and AIDS as well as a workplace that is more responsive to the needs of those living with HIV and AIDS. During the financial year, 291 workers and 90 unemployed learners were trained in managing HIV and AIDS.

Bursaries

The ETDP SETA bursary programme aims to provide both employees in the ETD sector as well as unemployed individuals wishing to enter the ETD sector with opportunities to gain qualifications in scarce and critical skills at both intermediate and higher levels identified through the SSP. The ETDP SETA introduced the bursary programme to resolve this shortage. During this financial year, the ETDP SETA awarded bursaries to both employed and unemployed learners.

The bursaries were awarded for, amongst others, courses such as the NPDE and PGCE, B.Ed Mathematics and Science, B.Ed Foundation Phase, Certificate in Education, B Comm., BSc Applied Mathematics, Masters in Commerce, ACE in Leadership and Management, Computer Studies as well as HR Management and Public Finance. A total of 770 learners benefited from the ETDP SETA bursary programme. Of this total, 279 were workers, while 491 were unemployed.

The ETDP SETA also launched a special bursary project with the Premiers of various South African provinces. This partnership aimed to contribute to the goals of JIPSA and AsgiSA), especially in programmes identified as national priorities.

Internships

The ETDP SETA internship programme is a graduate work experience programme targeting unemployed graduates. The internship provides learners with the opportunity to practice the work skills that they have studied and will practice in future. The ETDP SETA programme is directed at young people who have completed their studies, preferably in an area of scarce and critical skills, and are unemployed.

An internship can also prove beneficial for an employer, as he or she is granted the opportunity to become acquainted with the intern and to establish whether the intern is employable in the business thus increasing prospects of employability. Internships aim to resolve the general shortage of qualified and skilled people in the workforce by encouraging graduates to equip themselves with the necessary practical experience.

Areas in which interns were placed during the financial year include education, finance, administration, accounting and HR. A total of 381 learners benefited from the ETDP SETA internship programme. Of this total, 369 were black and 12 white, while 278 were female and ten disabled.

Workplace Experience

The ETDP SETA workplace experience programme assists learners in scarce and critical skills programmes covered by sector agreements from FET and HET institutions in gaining work experience.

The programme assists learners in finding employment or equips them to become self-employed. The ETDP SETA provides work experience grants, thus allowing learners to gain work experience in the ETD sector workplaces.

Areas of internship placements include commerce, HR, education, chemical engineering, electrical engineering, ECD, financial management, business management and labour relations. During the financial year, 282 learners benefited from the ETDP SETA workplace experience programme. Of this total, 277 were Black, 5 White and 181 female.

New Venture Creation

The ETDP SETA trained various learners in this programme and furthermore assisted these learners in registering businesses. The ETDP SETA also provides mentoring and coaching to ensure that newly established ventures continue to operate 12 months after the training has been completed.



This programme resulted in 125 businesses being registered with the Department of Trade and Industry. The owners of all the above business are black, with 76 owners being female and 125 young people, that is, younger than 35 years old.

Overall Achievements

The ETDP SETA ensured the rolling out of the learning programmes and concentrated on the quality and output of achievement. Through this process, the ETDP SETA ensured a higher level of completions compared to last year as well as a higher placement of learners after completion of programmes.

ECD Learnerships in Support of EPWP

Given the high national ECD targets in terms of the number of practitioners to be trained, the ETDP SETA ECD learnership programmes play a critical role in the success of the EPWP in the social sector. The ETDP SETA is fully aware of this challenge and is consequently working on ways and means to assist the EPWP in meeting its targets.

The majority of EPWP ECD practitioners initially have no form of qualification and therefore require training at level 1. The basic certificate in ECD Practice NQF level 1 creates a base on which learners can build an ECD career.

Although the above qualification is to be discontinued in its current form, the essence of the NQF level 1 will be retained in a new qualification entitled 'GET Certificate in Community Development'. This new qualification will include five ECD unit standards. Practitioners wanting to specialise in ECD at NQF level 1 will thus enrol for this qualification.

Practitioners can still register for the Basic Certificate in ECD Practice NQF level 1 up to the end of 2008. Provision has been made for quality assurance and certification. From January 2009, practitioners will, however, be expected to enrol for the Community Development qualification.

Interaction with the EPWP National Steering Committee revealed that the greatest need in ECD is the rollout of NQF level 1 and 4 qualifications. The committee reported that the rollout of these ECD learnerships will go a long way in equipping learners with skills and knowledge to manage ECD centres more efficiently and effectively.

These learnerships will also equip learners, especially those childcare minders who did not have this opportunity in the past, with recognised qualifications.

ETDP SETA Provincial Offices Support of EPWP

The ETDP SETA's provincial offices are best positioned to support the EPWP provincial initiatives. These offices participate actively in provincial steering committees and provincial strategic forums. Provincial offices also play an advisory role in the rollout ECD learnerships by:

- Explaining the quality assurance processes;
- Advising on the ECD service providers; and
- Advising on how to rollout and monitor the implementation of ECD learnerships.

In KwaZulu-Natal, for an example, the ETDP SETA provincial office was instrumental in ensuring that learnerships were implemented properly.

The office facilitated the signing of MoUs between the ETDP SETA KwaZulu-Natal office and the DoE and the Department of Social Welfare and Population Development to provide support in the delivery of ECD training programmes.

The above partners have since co-operated in the implementation of training provided for 59 ECD practitioners drawn from sites subsidised by the Department of Social Welfare and Population Development in the Ingwavuma and Obonjeni areas. This training is currently nearing completion.

The Department of Social Welfare and Population Development in partnership with the DoL have

proposed to undertake a site audit of all known and unknown ECD sites in the KwaZulu-Natal province.

In addition to conducting an audit of the sites, the process will also include a skills audit of practitioners, workers and volunteers servicing these sites.

The purpose of the above study is to assist the social sector in planning and implementing competency training within the EPWP. The endeavour will also develop the provincial ECD database for all ECD stakeholders.

Furthermore, the ETDP SETA is a permanent member of the National Steering Committee, responsible for co-ordinating all EPWP activities, as well as the Social Sector Training and Capacity Building Sub-Committee, responsible for co-ordinating and handling training matters within EPWP.

CONSTITUENCY SUPPORT

The ETDP SETA's five year (2005-2010) delivery strategy has three key priorities areas, namely:

1. Research and corporate communication;
2. Organisational growth and development; and
3. Constituency service planning, implementation and support.

The three areas form the backbone of the five-year service delivery strategy. In implementing this strategy, the ETDP SETA established the Programmes and Constituency Support Unit, housed within the Operations Division, to:

- Support the ETDP SETA constituencies, including ECD, HEIs, trade unions as employers, school governing bodies as employers, private providers, independent schools, NGOs, political parties as employers, the DoE, libraries, archives and research organisations, in terms of skills development; and
- Conceptualise and review the ETDP SETA

learning programmes, facilitate the development of implementation and monitoring guidelines as well as work closely with other units within the ETDP SETA, including the ETDQA and the Research Unit, on researching and overall implementation of learning programmes.

The ETDP SETA constituency support focuses on:

- Meeting the constituencies' skills development needs;
- Prioritising skills needs and addressing these needs through high quality learning programmes; and
- Assisting constituencies to address challenges that impede full participation in skills development.

The ETDP SETA entered into MoUs with various constituent employers to provide assistance in actively participating in skills development initiatives, refer below for some of the programmes.

DoE

The DoE is the ETDP SETA's largest constituency with a huge workforce. The DoE benefited from the majority of the ETDP SETA programmes which include Learnerships in ECD, ABET, Business Administration, Human Resources Management and Practices Support and Information Communication Technology.

Bursaries that the DoE beneficiaries received include: B.Ed Mathematics and Science, B.Ed Foundation phase, PGCE, NPDE, ACE in Leadership and Management, amongst others. Skills programmes that the DoE benefited from include: Strategic Leadership and Management, Assessor, Material and Curriculum Development, Mentor, Facilitation of Learning, Financial Management, Project Management, ICT, Managing HIV and AIDS.

The ETDP SETA has also assisted the DoE with Internships which provide learners with valuable workplace experience in areas identified as scarce and critical skills by the ETD sector. Many of the DoE workers also participated in the ETDP SETA ABET programme where workers were assisted to enter and achieve in ABET level 1-4 programmes.



Furthermore, to enhance the skills of public school principals and deputy principals, the ETDP SETA in partnership with the DoE, through the Matthew Goniwe School of Leadership and Governance, funded the training of principals and deputy principals at the University of Johannesburg, for the Advanced Certificate in Education (ACE) in Leadership and Management.

COSATU

The ETDP SETA awarded 46 COSATU employees with bursaries, of which 40 are studying the one-year Professional Certificate in Labour Management and six are enrolled for the two-year Global University Masters Programme. Both programmes are offered at Wits. The ETDP SETA facilitated the signing and managed the MoU and funding agreement between the ETDP SETA, Wits and COSATU. This project was launched successfully on 13 March 2008 at the Orion Hotel in Braamfontein.

FEDUSA

The ETDP SETA funded the training of 30 FEDUSA employees on four learning programmes through MSC College in the Western Cape. The four programmes are as follows:

- Diploma in General Office Support;
- Certificate in HR;
- Certificate in Information Technology; and
- Diploma in Financial Administration.

The ETDP SETA has entered into a MoU with MSC College and FEDUSA.

NACTU

NACTU was awarded 50 bursaries. NACTU representatives have registered with Regenesys in the following two programmes:

- Certificate in Business Management; and
- Certificate in HR Management

PEU

With bursary grants from up to R20, 000.00 received from the ETDP SETA, PEU must register 29 of its members with the University of Venda to study an Advance Certificate in Education (ACE): Leadership and Management, and 21 with the University of KwaZulu-Natal to study a Certificate in Mathematics, Science and Technology. The 29 members have registered with the University of Venda and are attending classes. The 21 members are in the process of registering with the University of KwaZulu-Natal.

NAPTOSA

The ETDP SETA allocated 50 bursaries to NAPTOSA. NAPTOSA members registered at the University of Johannesburg for the Advanced Certificate in Education (ACE) in Leadership and Management.

SADTU

The ETDP SETA entered into a MoU with SADTU to fund the training of 300 SADTU members nationally in a project management course offered by Regenesys. SADTU is currently recruiting the beneficiaries to be registered with Regenesys.

HESA

HESA represents 23 Universities and Universities of Technology. The ETDP SETA is currently supporting various HESA initiatives:

- As a consequence of the realisation that school-based educators need support to cope with the demands of National Curriculum Statements (NCS), the DoE consulted with HESA and the ETDP SETA to implement a process of developing relevant and fit-for-purpose materials for educators. A common understanding was forged with all partners on the material demands of the NCS;
- The ETDP SETA, in support of HELM, is finalising the recruitment for 40 employees in leadership positions within HEIs to be trained at the Wits

“ ETDP SETA entered into partnerships with provincial premiers in the Free State, Limpopo, North West, Northern Cape and Gauteng in an effort to support Provincial Growth and Development Strategy (PGDS) in the involved provinces. These partnerships demonstrate the ETDP SETA’s commitment towards skills development and youth empowerment”.

Graduate School of Public and Development Management (P&DM). The ETDP SETA is funding, managing and monitoring this programme; and

- The ETDP SETA is funding 50 employees from 17 HEIs who are studying the Higher Education HR Programme at the University of Pretoria.

ISASA

The ETDP SETA facilitated the signing and managed the MoU between the ETDP SETA and ISASA. The ETDP SETA is funding 76 teachers through bursaries to study the Bachelor of Education (B.Ed) with various Universities including UNISA and Wits. Furthermore the ETDP SETA is funding the training of ISASA teachers in other learning programmes, such as assessor training.

ALN

To contribute to the ABET constituency, the ETDP SETA entered into a MoU with ALN to project manage the training of 1 080 ABET levels 3 and 4 adult learners spanning all nine provinces. ALN recommended nine service providers, which the ETDP SETA contracted to offer the training.

YCL

YCL has recruited and placed 45 interns in its provincial offices. The ETDP SETA is supporting these interns for a period of one year.

SAGDA

SAGDA, an association that looks after the interests of unemployed graduates has entered into a partnership with the ETDP SETA for the support of 50 interns. The graduate interns have been recruited from various provinces and placed with a variety of employers. Together with SAGDA, the ETDP SETA manages and monitors the implementation.

Provincial Growth and Development Strategy Partnerships

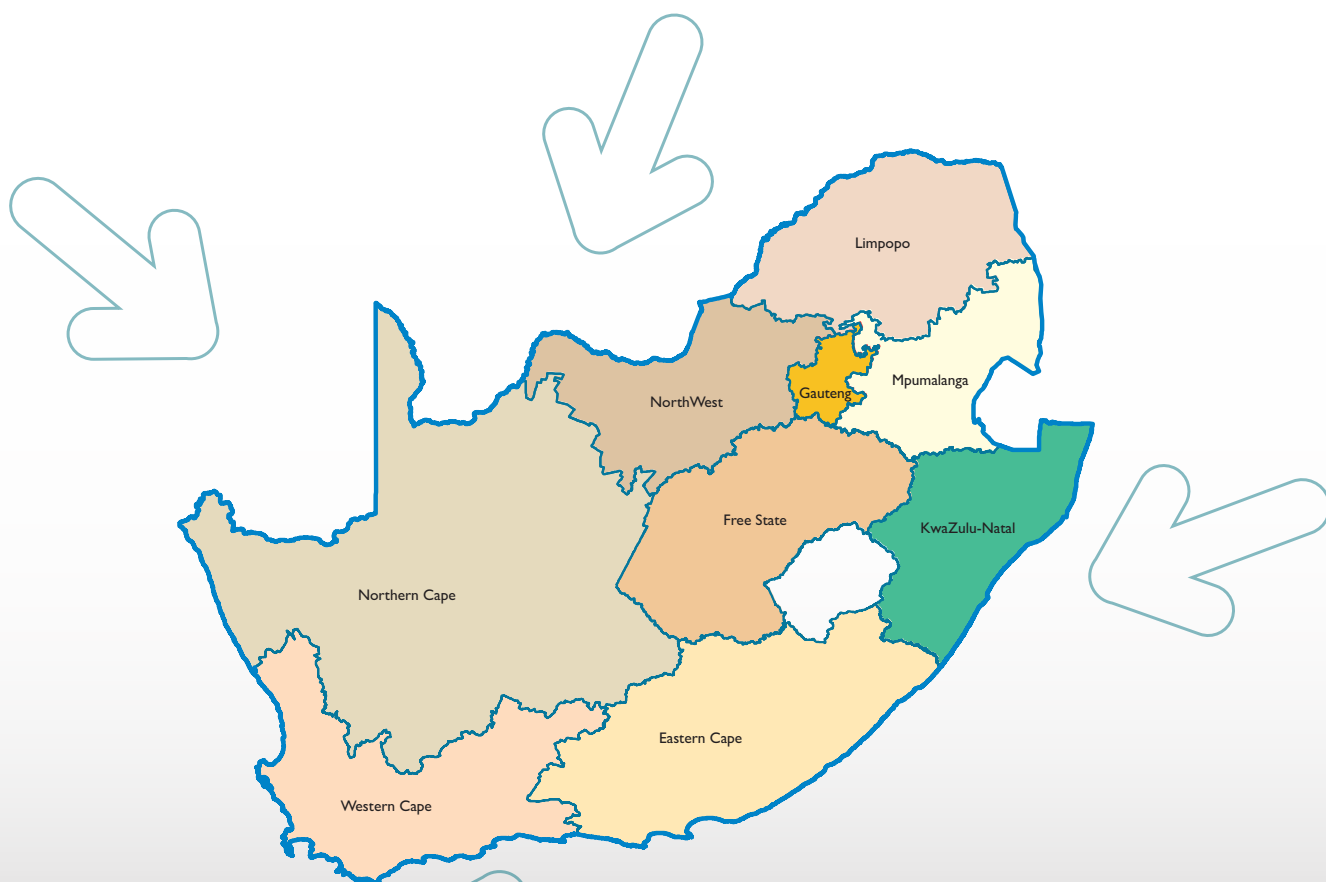
During the 2007/8 financial year, the ETDP SETA entered into partnerships with provincial Premiers in the Free State, Limpopo, North West, Northern Cape and Gauteng in an effort to support Provincial Growth and Development Strategy (PGDS) in the involved provinces. These partnerships demonstrate the ETDP SETA’s commitment towards skills development and youth empowerment.

The above partnerships aimed to award disadvantaged learners with bursaries to further their studies in the identified scarce and critical fields, such as mathematics, science education, ICT, accounting and financial management. These scarce and critical fields were identified through the ETDP SETA’s research as well as the PGDS in the various provinces.

The ETDP SETA, in partnership with the relevant Premiers, Provincial DoEs and HEIs, awarded each province 50 bursaries. A MoU was signed between the ETDP SETA and each of the five Premiers to facilitate the funding to needy learners. This initiative is critical to the provinces achieving their aims as espoused in the PGDS objectives.

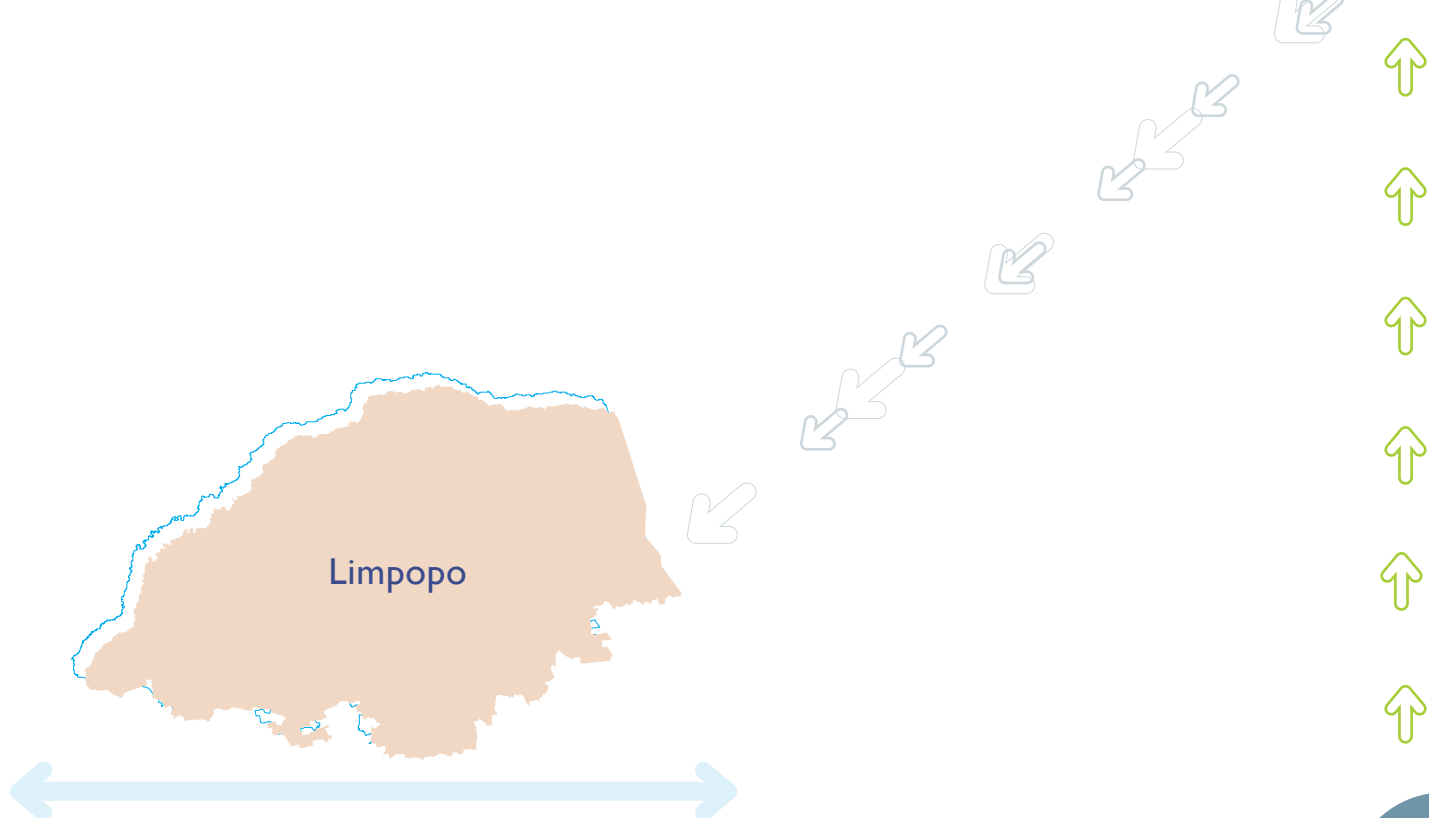
Discussions and negotiations are underway to support other ETDP SETA constituencies.





PROVINCIAL OVERVIEW

As part of its strategy and commitment to spreading its programmes to all areas in South Africa, the ETDP SETA established provincial offices in Limpopo, Eastern Cape and KwaZulu-Natal. In a bid to extend its programmes' reach to all other provinces, the ETDP SETA has dedicated staff members responsible for the North West, Gauteng, Mpumalanga, Free State, Northern Cape and the Western Cape. All these staff members are based at the ETDP SETA head office in Auckland Park.



Limpopo Province

Limpopo is the northern most province of South Africa. Created in 1994, the province comprises of the northern region of the former Transvaal province and was named after its most important river, the Limpopo, in June 2003. The Limpopo province shares borders with districts and provinces of three countries, namely Botswana, Zimbabwe and Mozambique. It is the link between South Africa and countries in sub-Saharan Africa.

On its southern flank from east to west, the province shares borders with Mpumalanga, Gauteng and

the North West. Its border with Gauteng includes that province's Johannesburg-Pretoria axis, the most industrious metropolis on the continent. Limpopo is thus placed at the centre of regional, national and international developing markets.

Major international mining operations contribute to 20% of Limpopo's economy, making mining the second largest primary driver of economic activity, with government services being the largest. Substantial mineral reserves include platinum group metals, diamonds, coal, chrome, iron ore and copper. Electricity generation is another major economic activity. Limpopo is also one of South Africa's richest agricultural areas.

Limpopo Province at a Glance

Population	5.4 million
GDP	6.7%
Surface area	125 755 square km
Percentage of total South Africa area	10.3%
Percentage of South African population	11.3%
Capital	Polokwane
Languages	SePedi, XiTsonga, TshiVenda, English and Afrikaans

Source (Statistics SA, 2007 Mid-year Population Estimates)

The Limpopo PGDS provides a framework for development programmes that advance the growth of the economy in a manner that attracts investment, creates sustainable jobs and improves the living conditions of the people of Limpopo. The strategy emphasises the joint responsibility of government and business to create a favourable environment for the people of Limpopo to participate in the provincial economy. People

are encouraged to participate in both the formal and informal economy.

The people of Limpopo continue to take advantage of the province's competitive sectors to ensure that resources, including the HR of the province, are developed to its best potential and are focused towards meaningful local economic development and growth.

The PGDS acknowledges that collaboration of all stakeholders and smart partnerships will enable the Limpopo province to realise its vision and full potential. It is through such collaboration and partnerships that the ETDP SETA is making a meaningful contribution towards HR development in Limpopo.

The ETDP SETA embarked on a number of development programmes in Limpopo province. Milestones achieved during the financial year are tabled below:

Employed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Skills programmes	649	645	315	21
Bursaries	9	9	4	0
Learnerships	62	62	39	0
Internships	20	20	12	0
ABET Level 3	40	40	31	0
ABET Level 4	75	75	44	0

Unemployed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Learnerships	126	126	90	0
Internships	20	20	14	0
Skills programmes	72	72	47	0
Bursaries	53	53	29	1
New venture creation	10	10	6	0

The ETDP SETA's active participation in the province enabled a large percentage of the people of Limpopo to take their position in building their economy and improve the lives of their communities. Achievements in support of the province's PGDS will in the long term assist the ETD sector in building and growing scarce and critical skills development in the province.





Mpumalanga Province

The Mpumalanga province is located in the north-eastern part of South Africa and shares common borders with the Northern province to the north, Gauteng to the west, the Free State to the south-west and KwaZulu-Natal to the south-east. The economy of the region as a whole is supported principally by

manufacturing, mining, agriculture, forestry, power generation and tourism.

The Mpumalanga climate and topography varies from cool highveld grasslands at 1600m above sea level, through the middleveld and escarpment, to the subtropical lowveld plains towards the Kruger National Park and the private game reserves on the eastern border.

Mpumalanga Province at a Glance

Population	3,5 million
GDP	6.8%
Surface area	76 495 square km
Percentage of total South Africa area	6,3%
Percentage of South African population	7,4%
Capital	Nelspruit
Languages	SiSwati, IsiZulu, IsiNdebele, XiTsonga English and Afrikaans

Source (Statistics SA, 2007 Mid-year Population Estimates)

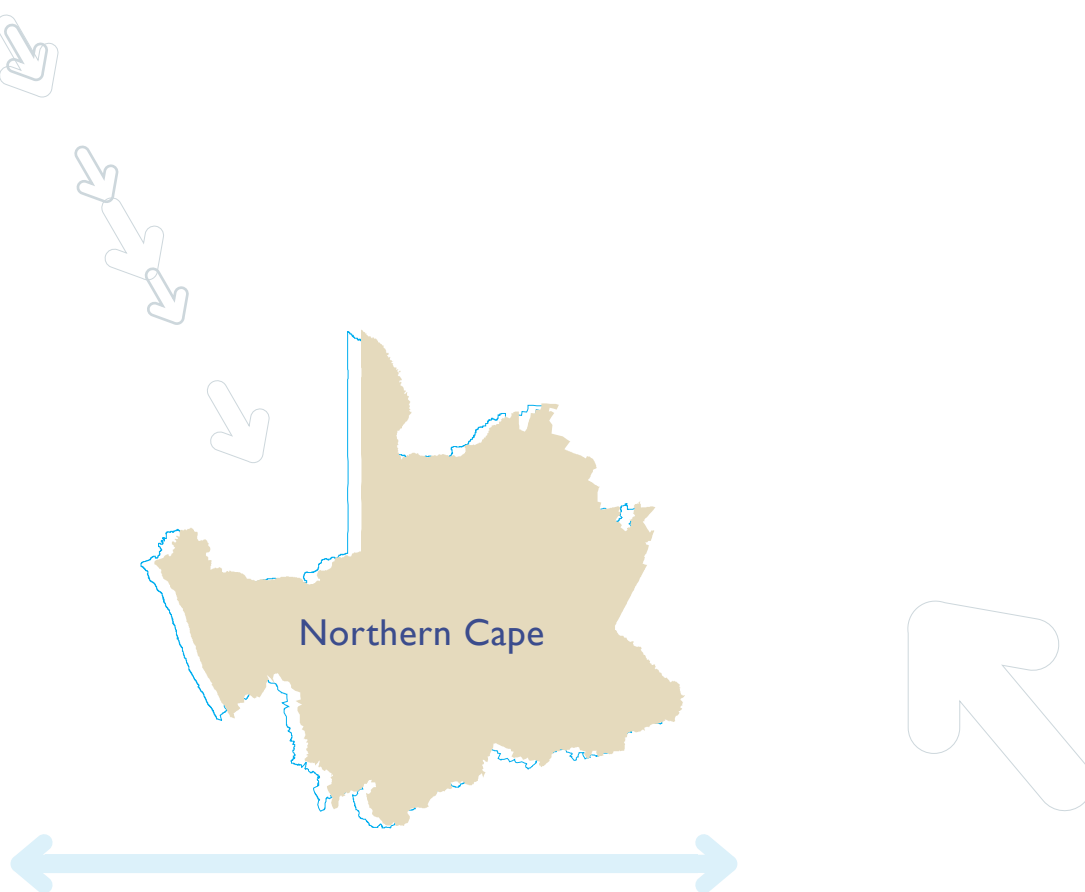
During the past financial year, the ETDP SETA implemented the programmes tabled below in support of the province's PGDS:

Employed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Skills programmes	149	131	101	3
Bursaries	27	27	14	0
Learnerships	144	144	114	0

Unemployed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Learnerships	259	259	146	18
Internships	53	53	9	0
Skills programmes	67	67	47	0
Bursaries	7	7	2	0
Workplace Experience	68	68	44	0
New Venture Creation	6	6	3	0



Northern Cape Province

The vast and arid Northern Cape is by far the largest province and comprises nearly a third of South Africa's land area. The province is a large, sparsely populated province, created in 1994 when the Cape province was split up. The Orange River flows through this province, forming the borders with the Free State in the south-east and with Namibia to the north-west.

The Northern Cape's main source of income is mining. The province is extremely rich in minerals and has the largest diamond deposits in the country. It houses various game reserves and is a major player in food production.

Kuruman, in the north-east of the province, is famous as a mission station. The Northern Cape has the largest percentage of native speakers of Afrikaans of any province of South Africa.

Northern Cape at a Glance

Population	1.1 million
GDP	2.4%
Surface area	372 889 square km
Percentage of total South Africa area	30,57%
Percentage of South African population	2.3%
Capital	Kimberley
Languages	Afrikaans, SeTswana, IsiXhosa and English

Source (Statistics SA, 2007 Mid-year Population Estimates and Global Immigration SA)

The ETDP SETA, in partnership with constituent members, identified towns in each of the province's five districts, in particular rural areas, to implement skills development programmes. Furthermore, the ETDP SETA, in partnership with the Northern Cape Youth Commission, implemented programmes for both the employed and unemployed youth.

To enhance the capacity of the ECD sector in the province, the ETDP SETA participates actively in the Northern Cape ECD forum. The ETDP SETA's partnership with the DoE went from strength to strength over the past year with the establishment of two district Skills Development Committees (SDC's) in Siyanda and Kgalagadi.

The ETDP SETA's achievements in the Northern Cape province during this financial year are tabled below:

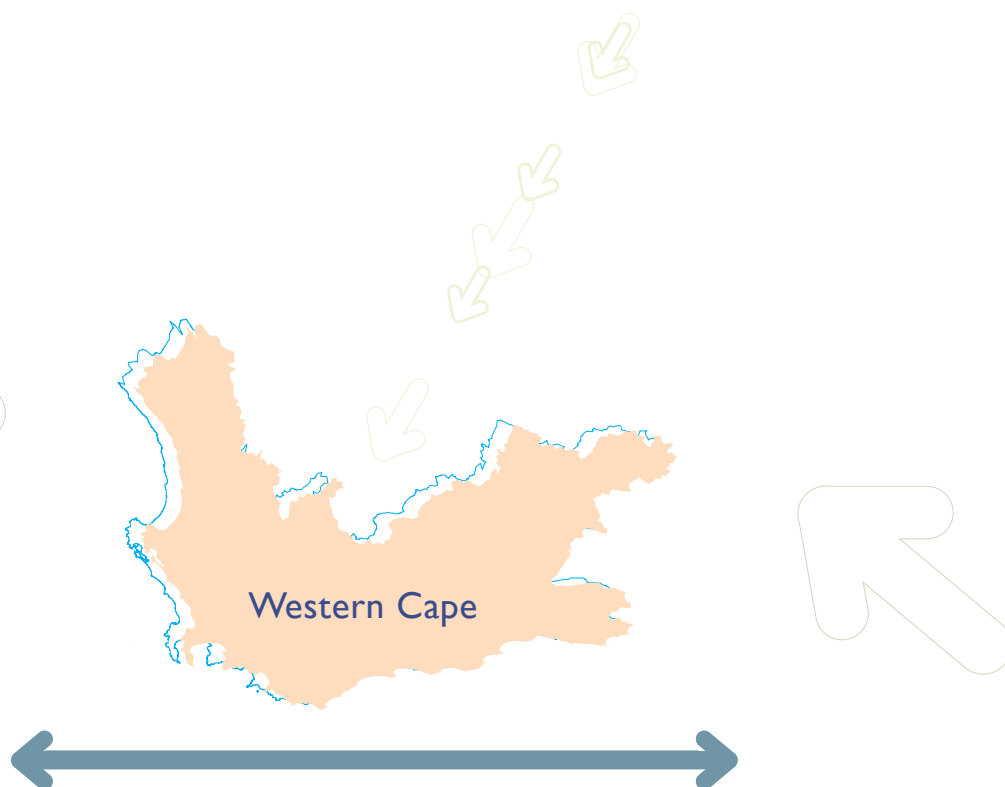
Employed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Skills programmes	436	429	245	0
Bursaries	69	65	35	0
Internships	18	18	10	0

Unemployed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Learnerships	128	128	101	2
Internships	15	15	7	0
Workplace Experience	37	37	26	0
New venture Creation	10	10	7	0





Western Cape Province

The Western Cape province is situated on the south-western tip of the African continent. The province is the third-highest contributor to the country's GDP. With more than 170 000 people employed in the clothing and textile industry, this sector is the single most significant industrial source of employment in the Western Cape. The official unemployment figure for the province, namely 18.4%, is substantially lower than that of most other parts of the country.

The Western Cape lies on the southern most tip of Africa. The most southern point is not, as some maps

suggest, Cape Point, but in fact Cape Agulhas, some 200 km east of Cape Town.

The province is one of the country's most beautiful, attracting the lion's share of foreign tourists. It is a region of majestic mountains, colourful patchworks of farmland set in lovely valleys, long beaches and, further inland, the wide-open landscape of the semi-desert Karoo.

Two oceans meet on the coast of the Western Cape: the cold Atlantic Ocean in the west and the warmer Indian Ocean on the southern coast. The plankton-rich cold Benguela current flows along the west coast and is considered to be one of the world's richest fishing grounds.

Western Cape at a Glance

Population	4.7 million
GDP	14.5%
Surface area	129 462 square km
Percentage of total South Africa area	10.6%
Percentage of South African population	10%
Capital	Cape Town
Languages	Afrikaans, IsiXhosa and English

Source (Statistics SA, 2007 Mid-year Population Estimates)

The greatest portion of the ETDP SETA skills training opportunities took place in the Southern Cape. The provincial DoE identified employees for training without compromising service delivery. This achievement was made possible through the efforts of a well-organised Skills Development Committee (SDC).

The province has recorded the greatest number of learners entered into the ETDP SETA's New Venture Creation Learnership programme to date. Learners are based in mostly rural areas of the province. The EPWP, on the other hand, created positive energy and a deepened awareness of the ETDP SETA presence and role in quality assurance and support in cross-constituency partnerships.

The ETDP SETA, in collaboration with constituencies and through the identification of specific ETD sector-specific training needs, including skills training, learnerships and funded bursary opportunities, made significant inroads in the province. The table below highlights the achievements in the Western Cape province:

Employed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Skills programmes	199	194	115	32
Bursaries	6	54	51	1
ABET Level 3	25	25	18	0
ABET Level 4	84	83	68	0
Learnerships	59	59	35	2
Internships	19	13	11	4

Unemployed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Skills programmes	103	102	95	66
Bursaries	36	36	30	0
Workplace experience	44	44	32	0
New venture creation	40	40	28	0





Free State Province

Wedged between the magnificent Orange and Vaal Rivers nestles the Free State province, bordering the Northern Cape, Eastern Cape, North-West, Mpumalanga, KwaZulu-Natal and Gauteng. The province also shares a border with Lesotho. Although the Free State is the third largest province in South Africa, it has the second smallest population and the second lowest population density.

The economic activity of the province centres mainly on mining, agriculture and manufacturing.

Gold production dominates the mining activities in the Free State, followed by manufacturing and agricultural production. This province is responsible for almost one third of South Africa's gold production and its contribution of 14, 1% to the total mining production in South Africa is the fourth highest amongst the provinces.

The Free State has large deposits of coal and is also responsible for approximately 80% of the total bentonite production in South Africa. The mining industry is consequently the biggest net supplier of jobs in the Free State and comprises approximately 22% of the Free State's labour force.

Free State Province at a Glance

Population	2.9 million
GDP	5.5%
Surface area	129 825 square km
Percentage of total South Africa area	10.6%
Percentage of South African population	6.2%
Capital	Bloemfontein
Languages	SeSotho, IsiXhosa, English and Afrikaans

Source (Statistics SA, 2007 Mid-year Population Estimates)

The 2007/2008 ETDP SETA programmes had a highly visible impact in the province and all constituencies were involved in the implementation of programmes throughout the province. Both rural and urban communities were served through the implemented programmes.

The implementation of learnerships focused on the

Southern Free State, where 123 learners were placed from the rural communities of Reddersburg, Koffiefontein, Steynsburg and Rouxville.

The ECD learnerships identified learners who, through the ETDP SETA, completed NQF level 4 and have further been supported by the NQF level 5 ECD learnership.

The ETDP SETA formed strategic partnerships with relevant providers, employers and employees in the achievement of the province's set targets.

One of the highlights for the financial year was the implementation of critical skills development through a partnership with the Free State DoE, where 300 teachers and managers were trained throughout the province.

The province is committed to the contracting of providers within the province to deliver on the provincial targets. To achieve this, the ETDP SETA has assisted in the development of provincial providers for accreditation.

The table below depicts some of the ETDP SETA achievements in the Free State province:

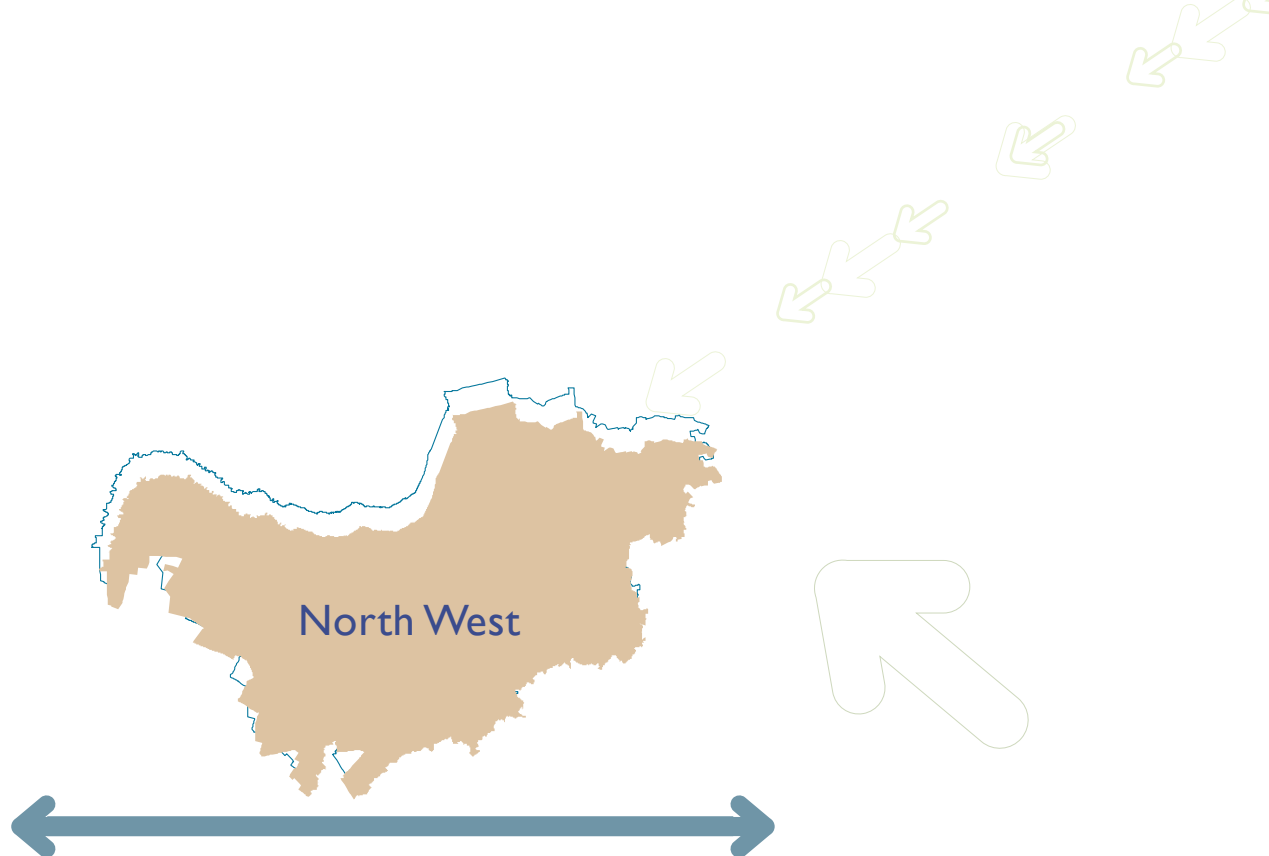
Employed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Skills programmes	567	520	367	0
Bursaries	23	16	8	0
Learnerships	54	43	28	7
Internships	8	8	7	0
ABET Level 3	52	52	38	0
ABET Level 4	66	66	30	0

Unemployed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Learnerships	159	159	114	0
Internships	25	25	18	0
Skills programmes	198	198	141	0
Bursaries	46	41	21	0
Workplace experience	16	16	16	0





North West Province

The North West province is bounded in the north by Botswana, in the south by the Free State and Northern Cape, and in the north-east and east by the Limpopo province and Gauteng. Created in 1994 by merging Bophuthatswana, one of the former homelands, and the western part of Transvaal, one of the four former South African provinces, much of the province consists of flat areas of scattered trees and grassland.

The province has the lowest percentage that is 5.9%, of people aged 20 years and older who have received higher education. The literacy rate is in the region of 57%.

The mainstay of the North West province's economy is mining, which generates more than half of the province's GDP and provides jobs for a quarter of its workforce.

The most important minerals are gold, mined at Orkney and Klerksdorp, uranium, mined at Klerksdorp, platinum, mined at Rustenburg and Brits, and diamonds, mined at Lichtenburg, Christiana and Bloemhof.

The northern and western parts of the province have many sheep farms as well as cattle and game ranches. The eastern and southern parts are crop-growing regions that produce maize (corn), sunflowers, tobacco, cotton and citrus fruits.

North West Province at a Glance

Population	3 million
GDP	6.3%
Surface area	106 512 square km
Percentage of total South Africa area	8.7%
Percentage of South African population	7,3%
Capital	Mafikeng
Languages	SeTswana, English and IsiXhosa

Source (North West Tourism)

The North West province is a predominantly rural province wherein 65% of settlements are rural and 35% urban and semi-urban. The Office of the Premier through the provincial offices of the DoL and DoE, business and civil society adopted the North West province's PGDS, which is linked to all skills development prescripts, particularly NSDS II and the HR development

strategy. The aim is to steer sustainable growth in the province.

Eight strategic areas were identified as crucial to achieve sustainable growth and development in the province. The Education and Training Working Committee forms part of these interventions. The ETDP SETA is represented

in the Steering Committee, whose positive contribution has been acknowledged by the Office of the Premier. Several of the programmes that the ETDP SETA implemented are discussed below.

Internships

Eight interns were hosted by the North West University. Starting in January 2008. All of these interns had been offered employment by the Chemical Engineering department at the North West University's Potchestroom campus.

Workplace Experience

Twelve workplace agreements were entered into between Vuselela FET College and Orbit FET College. The Vuselela and Orbit FET colleges employed six learners.

The ETDP SETA entered into one of its partnerships for community development workers with the Taung Local Municipality, in which 86 community development NQF level 4 and 5 learners were enrolled in the learnership. The majority of these learners were involved in community work in rural areas. Another partnership was entered into with the North West DoE, in which 80 learners from two regions were enrolled in ECD level 5.

The table below depicts the ETDP SETA's achievements in the North West province during the year under review.

Employed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Skills programmes	490	381	265	1
Learnerships	72	68	48	0
Bursaries	16	16	10	0
Internships	4	4	3	0

Unemployed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Learnerships	177	177	149	3
Internships	29	23	46	0
Bursaries	98	98	46	0
Workplace experience	31	21	3	0
New venture creation	15	15	11	0



North West



Eastern Cape Province

The Eastern Cape, situated on the south-eastern South African coast, is a region of great natural beauty, particularly the rugged cliffs, rough seas and dense green bush of the stretch known as the Wild Coast.

The province's diverse climate and landscape ranges from the dry and desolate Great Karoo to the lush forests of the Wild Coast and the Keiskamma Valley, the fertile Langkloof, renowned for its rich apple harvests, and the mountainous southern Drakensberg region surrounding the town of Elliot. Lying in Algoa Bay is Port Elizabeth, the province's largest city and an important harbour.

Other major towns include the capital Bisho, Uitenhage, with its important motor vehicle manufacturing and related industries, King William's Town, rich in early settler and military history, Grahamstown, also known as the City of Saints because of its more than 40 churches, as well as Mthatha, Graaff-Reinet, Cradock, Stutterheim, Aliwal North and Port St Johns, the largest town on the Wild Coast. East London, the second largest city in the province, boasts the only harbour in South Africa built on the banks of a river.

The Eastern Cape's main feature is its spectacular coastline, lapped by the temperate Indian Ocean. With long stretches of unspoilt sandy beaches, rocky coves, secluded lagoons and towering cliffs, the coast are the province's main tourist attraction.

Eastern Cape at a Glance

Population	6.9 million
GDP	8.1%
Surface area	168 966 square km
Percentage of total South Africa area	13.9%
Percentage of South African population	14.6%
Capital	Bisho
Languages	IsiXhosa, English and Afrikaans

Source (Statistics SA, 2007 Mid-year Population Estimates and Global Immigration SA)

The Eastern Cape recorded a number of milestone achievements in line with the ETDP SETA's core business of providing access to skills development in the Eastern Cape province for the ETD sector.

These include:

- Internships – graduate interns were provided with an opportunity to gain work experience in different workplaces. At least 15 of these learners have since obtained permanent employment;
- New Venture Creation – 20 of these learners hail

from Qumbu in the OR Tambo District, which is one of the nodal areas. Learners were trained and mentored on business skills to enable them to make their centres more sustainable; and

- The ETDP SETA has trained a number of principals in a Strategic Leadership Development Programme, which is regarded as a scarce skill in the ETD sector. More than 800 workers have been trained.

The ETDP SETA participated in the following skills development provincial structures:

- Eastern Cape Strategic Skills Project – Provincial Steering Committee; and
- Eastern Cape EPWP – Social Cluster.

The ETDP SETA achievements in the Eastern Cape are tabled below:

Employed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Skills programmes	713	691	461	5
Bursaries	20	19	11	0
Learnerships	59	59	44	0
Internships	27	26	20	0

Unemployed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Learnerships	42	42	37	0
Internships	19	19	11	0
Skills programmes	19	19	17	0
Bursaries	40	40	21	0
Workplace experience	17	17	15	0
New venture creation	29	29	14	0





KwaZulu-Natal Province

The garden province of South Africa, KwaZulu-Natal, is a subtropical region of lush and well-watered valleys, washed by the warm Indian Ocean. One of the country's most popular tourist destinations, the province stretches from Port Edward in the south to the borders of Swaziland and Mozambique in the north.

Its western part is marked by the spectacular Drakensberg mountain range, with several peaks well over 3 000 metres. The range has been awarded World Heritage status for its striking natural beauty and the wealth of San Bushman rock art found in its caves, the richest concentration on the continent of Africa.

Between the mountains and the humid, subtropical coastline is savannah grassland. Areas of indigenous

forest are also found along the coast. The largest of its many rivers is the Thukela River.

The province has a summer rainfall, with a climate that ranges from extremely hot along the coast in summer, to heavy snow on the mountains in winter. The Midlands are drier than the coast and can be very cold in winter.

Durban is one of the fastest-growing urban areas in the world. Its harbour is the busiest in South Africa and one of the tenth largest in the world. Every year, the port of Durban handles more than 30 million tons of cargo with a value of more than R100 billion. To the north of Durban, the port of Richards Bay, an important coal-export harbour, handles approximately 12 000 containers a year. Combined, the two ports account for some 78% of South Africa's cargo tonnage.

KwaZulu-Natal at a Glance

Population	9.9 million
GDP	16.7%
Surface area	94 361 square km
Percentage of total South Africa area	7.7%
Percentage of South African population	20.9%
Capital	Pietermaritzburg
Languages	IsiZulu and English

The ETDP SETA skills development interventions through constituencies and SDF forums have demonstrated great success.

Unemployed graduates have been catered for through internship programmes and workplace experience initiatives. The ETDP SETA has managed to address this in partnership with HEIs, such as the University of Zululand, Durban University of Technology, Coastal FET College and prospective employers. The ETDP SETA, together with the DoE and the Department of Social Welfare and Population Development, focused on developing ECD practitioners as well as centre managers through the EPWP. This is a flagship project which has had a great impact in skills development and contributed towards the province's HR development strategy.

The ETDP SETA reduced unemployment through entering a number of youths into learnerships. The SETA has also increased the skills levels of workers by putting Skills Development Facilitators on structured learning programmes and conducted workshops that focused on scarce and critical skills. In an effort to eradicate illiteracy, the ETDP SETA has sponsored ABET programmes in partnership with ALN.

The table below reflects some of the achievements of the ETDP SETA in the province of KwaZulu-Natal:

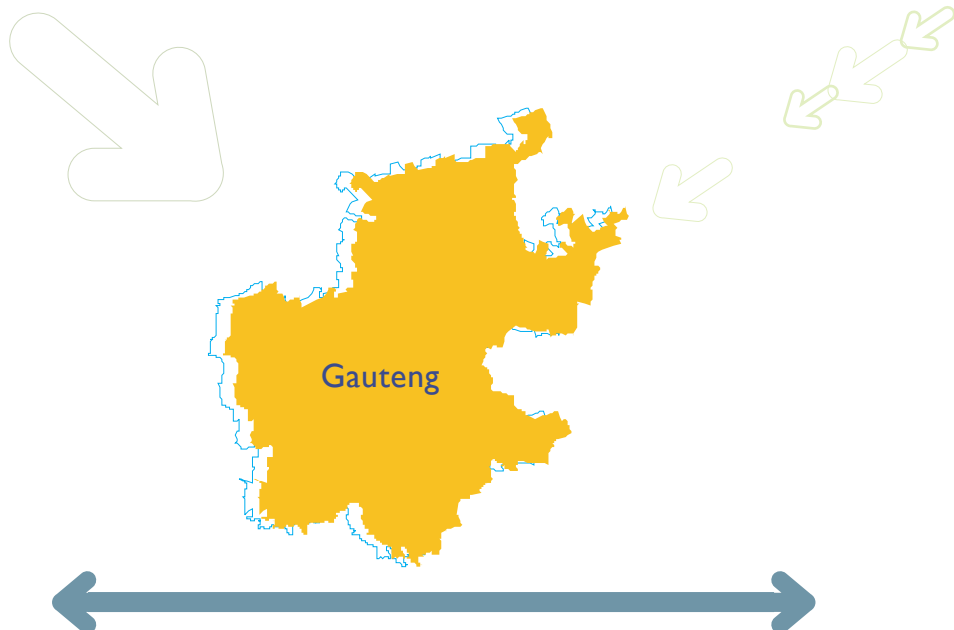
Employed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Skills programmes	454	418	308	0
Learnerships	640	640	623	1
Internships	6	6	6	0
ABET Level 3	34	34	27	0
ABET Level 4	52	52	31	0

Unemployed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Internships	24	24	10	0
Skills programmes	236	236	179	0
Bursaries	36	36	24	0
Workplace experience	48	48	22	0

KwaZulu-Natal



Gauteng Province

Gauteng is the smallest of the nine provinces, comprising just over 17 000 square km or approximately 1.4% of South Africa's total land surface. Despite its size, Gauteng is home to approximately 9 million people. In the SeSotho languages, Gauteng means the 'Place of Gold', which is appropriate, as the province has its economic and historic roots in the thriving gold industry, sparked by the discovery of gold in Johannesburg in 1886.

The province has a highly developed transport and communications infrastructure, excellent financial institutions

and a well-serviced urban environment. Although it is highly urbanised, there are also several natural tourist attractions. A significant portion of South Africa's past is manifested in the province, where sites such as the Union Buildings, the Voortrekker Monument and more recently, the Newtown Cultural Precinct in Johannesburg, document the country's rich cultural and historic heritage.

Gauteng has developed a special urban and industrial character that is uniquely African. In recent years, this energy has been directed towards developing a province for the new millennium, a smart province that is globally competitive.

Gauteng Province at a Glance

Population	9 million
GDP	33.3%
Surface area	17 000 square km
Percentage of total South Africa area	1.4%
Percentage of South African population	20.1%
Capital	Pretoria
Languages	IsiZulu, SeSotho, English and Afrikaans

Source (The Gauteng Provincial Government)

The Gauteng province is the hub of all economic activities in the country as well as Africa. It contributes 33% to the national economy and a phenomenal 10% to the GDP of the entire African continent. It is the province that sets the trends and the pace for all activities and events. The strive for improving the skills of workers

and supporting unemployed young people and graduates to gain workplace experience is a high priority in the province.

To ensure that the economy is provided with the relevant skills to increase productivity and profitability,

various Public Private Partnerships have been established with local business to expose young people and women to cutting edge developments required in various industries. As a skills development agency, ETDP SETA has made a significant contribution to the skills revolution in the province over the past financial year.

A partnership was established with the provincial government for the implementation of bursaries for previously disadvantaged young people in the areas of scarce and critical skills identified by the province. Students were identified by the seven institutions of higher learning to focus on programmes such as financial management and accounting, mathematics, science and education.

To ensure that the disabled also benefit from the skills development initiatives, an ABET level 1 – 4 project was launched in Ekurhuleni. Out of the 110 learners in the programme, 104 disabled learners enrolled to complete two learning areas in ABET level 1 – 4.

The internship programme provided graduates and undergraduates with an opportunity to gain workplace experience for a period of 12 months with the expectation of permanent employment. Over the past year, the province offered workplace experience to a number of young people. Two of these have obtained permanent employment.

The table below depicts the ETDP SETA's involvement in Gauteng during the past financial year:

Employed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Skills programmes	534	416	307	3
Bursaries	24	14	11	0
Learnerships	24	24	11	0
Internships	22	22	14	0
ABET Level 3	40	40	16	0
ABET Level 4	80	80	28	0

Unemployed Beneficiaries

Learning Programme	Total Learners	Black Learners Entered	Female Learners Entered	Disabled Learners Entered
Learnerships	52	52	38	0
Internships	16	16	11	0
Skills programmes	224	224	104	107
Bursaries	23	22	12	0
Workplace experience	14	14	10	0
New venture creation	15	15	7	0

“ Despite the challenges, the ETDP SETA continues to improve its service delivery to the people of South Africa. Through commitment and high levels of dedication, the ETDP SETA is able to reach many parts of the country where development is urgently needed.

Conclusion

The footprint left by the ETDP SETA has covered the length and breadth of the country, ensuring that its learning programmes reach all intended recipients, especially black, female and disabled learners. The SETA has played a significant role in assisting all provinces with the development of both employed and unemployed.

Programme offerings responded to the needs of each of the provinces, highlighted in the ETDP SETA's scarce and critical skills guide. Learners who participated in the ETDP SETA programmes were able to apply what they have learnt in the workplace, thus enhancing the levels of productivity in the workplace.

Some unemployed learners who participated in, amongst others, skills programmes, learnerships and internships, were able to find employment or created opportunities for self employment. The ETDP SETA has prioritised the reach of its programmes in rural areas, which benefited a number of rural communities.

Although the ETDP SETA managed to reach the set targets, a number of areas have proved challenging. These areas include the ETDP SETA being unable to meet the needs of all its constituencies due to insufficient resources. The need for employers to release workers to attend classes also remains a challenge.

Learners' commitment to their studies, especially the completion of the Portfolio's of Evidence, which proves the learner's competence, is another area that requires ongoing intervention. Learner absenteeism also proves a challenge, as learners need to attend the full duration of the course to qualify. The distance between learners' place of residence or work and the course venue is often considerable, which has an impact on attendance.

Despite the challenges, the ETDP SETA continues to improve its service delivery to the people of South Africa. Through commitment and high levels of dedication, the ETDP SETA is able to reach many parts of the country where development is urgently needed.



QUALITY ASSURANCE AND PROVIDER SUPPORT

SAQA re-accredited the ETDP SETA which continues ensuring quality provision of education and training within the ETD sector through accredited providers of education and training services and learning programmes offered quality assured by the ETDP SETA.

The ETDP SETA's role as a quality assurance body is to accredit providers, evaluate programmes and verify assessments, moderation and certification. The ETDP SETA's role in the promotion of quality through monitoring, evaluation and building the capacity of providers is critical if quality provision is to be achieved and maintained.

Accreditation of Constituent Providers

During the reporting period, 230 provider applications were processed. Of the total applications, 116 providers (50.4%), were new accreditation applications, 59 providers (25.6%) were re-accreditation applications and the remaining 55 (24%) were provisional applications.

A total of 136 applications (new accreditations, re-accreditations, provisional accreditations and re-submission applications) were granted accreditation, thus contributing to the total number of accredited providers in the ETDP SETA database, which is 674. Compared to last year's figure of 578, the number of accredited providers has increased by 96 or 20.1%.

Intervention Strategy for Unsuccessful Providers

Providers who were unsuccessful in seeking accreditation were assisted and supported to improve in identified areas during the evaluation process. This assistance is in line with the ETDP SETA's developmental approach to acquiring accreditation.

Evaluation of Learning Programmes

The ETDPQA evaluates learning programmes to ensure that learning outcomes align with the unit standards and qualification defined by the NQF. At the beginning of each financial year, the ETDP SETA sets a target to evaluate a specific number of learning programmes.

For the year under review, the ETDP SETA set a target of 200 learning programmes to be evaluated. A total of 232 programmes were evaluated and approved. ETDP SETA thus exceeded its target by evaluating 32 more programmes or 16%. This includes programmes from Memoranda of Understanding. The majority of qualifications and unit standards evaluated were on moderator, assessor and facilitator unit standards as well as Occupationally Directed ETD and ECD qualifications.

Provider Development

A number of interventions aimed at building the capacity of education and training providers were conducted in the year under review. These interventions assisted and supported providers in becoming accredited and maintaining quality standards.

A total of 49 capacity building workshops were conducted by the ETDP SETA. The ETDP SETA also held two quality promotion colloquium workshops. A total of 1 465 providers attended these workshops.

The ETD sector service provider quality promotion colloquium was hosted to engage with stakeholders. Participants were encouraged to debate and share insights on how to shift from mere compliance with the rules and regulations to quality performance in education and training provisioning.

The various presenters discussed the following topics:

- Rationalising the Quality Assurance Regime: The QCTO;
- Framework for Measuring and Reporting on 'Performance';
- The Provision of Provider Survey Results; and
- From Compliance to Performance: the Future Shape of Quality Assurance in the ETD sector.

Development and Registration of Qualifications

To ensure relevance of skills and competencies acquired by learners, qualifications and unit standards must be developed, reviewed and re-registered to meet the ETD sector's needs.

The Joint Implementation Plan (JIP), a joint venture between the ETDP SETA and SAQA, resulted in the follow-

ing qualifications being registered: (see table *New Qualifications and Unit Standards Registered by ETDP SETA in 2007/2008* below)

A current national directive aims to make all National Certificate NQF level 4 qualifications compliant to the FET policy. SAQA thus adjusted all relevant qualifications of the ETDP SETA, which resulted in qualifications now having an additional language component added to the fundamental component.

Certification

The ETDP SETA has delegated the responsibility of issuing certificates for all unit standards in its primary focus to the providers, but retained the responsibility of issuing certificates for all full qualifications in its primary focus. The ETDP SETA has started issuing certificates for full qualifications and accreditation of providers in the year under review. A total of 146 full accredited providers were awarded accreditation certificates, while 558 learner were issued with certificates of achievement.

Verification of Moderated Assessment

Verification is a process that verifies the moderation processes externally and confirms or overturns moderation findings. The purpose of the ETDQA in undertaking verification is to verify whether specific learners have actually met the outcomes that the service provider aimed to achieve. It is in the interest of the ETDQA to verify that assessment was properly conducted and moderated.

A number of verification visits were conducted amongst ETDP SETA providers in various provinces. The ETDP SETA has adopted a developmental process for recently accredited providers as well as those who came from other SETA ETQAs, band ETQAs and professional bodies.

New Qualifications and Unit Standards Registered by ETDP SETA in 2007/2008

ID Number	Qualification Title	Level	Credits
50520	FETC: Library Practice	4	132
58337	FETC: Trade Union Practice	4	150
50332	FETC: Occupationally Directed ETDP	4	120
50331	FETC: Occupationally Directed ETDP	6	145
58761	FETC: ECDP	4	140
59429	FETC: Inclusive Education	5	144

Re-registered Unit Standards and Qualification

ID Number	Qualification Title	Level	Credits
115753	Conduct Outcomes-based Assessments	5	15
12544	Facilitate the Preparation and Presentation of Evidence for Assessment	4	4
115759	Conduct Moderation of Outcomes-based Assessments	6	10
115755	Design and Develop Outcome-based Assessment	6	10
116587	Develop, Support and Promote RPL Practices	7	10
15191	Evaluate ETD providers	7	15
49087	National Diploma: Orientation and Mobility Practice for Blind and Partially Sighted Persons	5	248

Each provider received support before the verification of learner achievement took place. Over 200 verifications were conducted which included verifications for skills programmes, learnerships and full qualifications.

Registration of Assessors & Moderators

The ETDP SETA registers constituent assessors who demonstrate competency to perform assessments that culminate in decisions regarding the awarding of credits to learners. The rationale behind registering these assessors is to ensure that assessors who make decisions regarding the competence of learners have the required knowledge, skills and experience to perform such assessments.

The ETDP SETA has to date registered 1 270 assessors and 305 moderators.

ISOEs

The ETDP SETA has recognised eight ISOEs, of which 3 form a consortium in the 2007/08 financial year, thus exceeding on its set target of two. The ETDP SETA ensured that the selected ISOEs had a broad geographical spread across the country, concentrating on institutions that were strategically positioned to support the rural areas. These centres have an element of excellence or has the potential for upgrading into excellence.

The purpose of this endeavour was to identify, select and approve centres that could offer training and learning opportunities within occupational areas, thus advancing a culture of excellence in skills development and life-long learning.

The ETDP SETA, after a rigorous selection process identified and approved the following ISOEs:

- Gert Sibande FET College;
- Maccauvlei;
- Northern Cape FET College;
- Orbit FET College;
- Regenesys; and
- South Cape FET College, Cape FET College and Grassroots Adult Education and Training Trust (These three institutions formed a consortium).

The above ISOEs will be measured by their ability to:

- Deliver relevant quality education and training within an occupational area for the sector in relation to identified scarce and critical skills;
- Ensure that quality education and training is accessible to the community in advancement of a culture of life-long learning;
- Work in close collaboration with employers or employer bodies at implementation level in a way that ensures a high intake and placement rate of learners;
- Enable surrounding communities to access best practices as well as relevant and quality information on training and other services related to specific occupations; and
- Offer research, assessment and RPL services.

The ETDP SETA encourages close working relationships with identified ISOEs and communities, constituencies and stakeholders in a quest to promote excellence in the ETD sector.



HUMAN RESOURCES

The HR Unit aims to deliver HR functions that support the ETDP SETA's strategic intent and objectives by addressing the competitive challenges that the organisation faces with regards to human resources. The effective management of human resources, through professional and timeous support enables and assists the ETDP SETA to achieve its vision, mission and strategic objectives. The primary focus is thus to provide professional and appropriate support to all the ETDP SETA units, allowing these units to address the organisation's core operational goals.

Over the past financial year, the focus has been on the following core HR issues:

- Attracting and retaining staff with the capabilities required by the organisation;

- Increasing the organisation's capability through the PMDS, in-house and in-service training as well as the bursary programme; and
- Enhancing the HR administrative processes.

Attracting and Retaining Staff

In terms of the first initiative above, it is a pleasure to report that the staff turnover rate has decreased for the third successive year. Over the past year, labour turnover decreased from 20% per annum in the year ending March 2007 to 9% per annum for the current reporting period.

The staff profile reflects the racial diversity of South Africa appropriately. The table below represents a detailed breakdown of staff by position and diversity.

The ETDP SETA Staff and Equity Profile as at 31 March 2008

Group	Male	Female	Total Staff per Group	Disabled Male	Disabled Female
African	28	53	81	1	1
Indian	4	2	6	0	0
Coloured	2	1	3	0	0
White	1	3	4	0	0
Total Staff by Gender	35	59	94	1	1

PMDS

In its efforts to link performance management to organisational and business strategy and the budget, the ETDP SETA continued to employ the PMDS as a tool to measure performance for the year under review. The PMDS is also used to identify training needs for the following year as well as longer term developmental needs, which the internal bursary programme addresses.

In-service training, linked to the PMDS requirements, has shown an increase in the past year, thus building the organisation's competencies and capabilities. In addition, 24 staff members were awarded bursaries for further studies during the course of the year.

Over the past year, internal HR processes have been improved through the introduction and implementation of HR-specific procedures. The table below depicts staff positions as at 31 March 2008.

ETDP SETA Staff Positions

Staff	Complement
Permanent	65
Fixed term contracts	29
Total payroll	94
Total Staff	94
Posts in Approved Organogram	Percentages
Percentages of posts filled	90.5%
Percentages of vacant posts	9.5%
Number of approved posts	104

Disciplinary Measures

Two internal disciplinary actions were instituted against staff members during the course of the year. The one matter is currently at the appeal stage. The other action was terminated following the resignation of the employee. The matter concerned is, however, being pursued.

The ETDP SETA is continually striving to develop a strong achievement, accountability and service culture to ensure that the organisation serves its constituencies with excellence



MANAGEMENT INFORMATION SYSTEM (MIS)

The MIS, an online interface that allows for real-time interaction between the accredited training providers and the ETDP SETA, is critical to the organisation's business. Implemented during the current financial year, the system had a positive impact on the ETDP SETA's service delivery and led to the ETDP SETA being awarded the 'green' status in the SAQA NLRD league table.

The interface is instrumental in enabling training service providers to capture and upload learner information and achievements of unit standards, skills programmes, learnerships and qualifications. All the above is done in accordance with the SAQA NLRD framework.

All the learning programmes offered by the ETDP SETA's accredited training providers and the learning that has taken place are captured onto the system and into a database. This database provides sound information for the interpretation and analysis of the ETDP SETA programmes in response to NSDS II

targets, including scarce and critical skills. This process also provides the ETDP SETA with instantaneous and accurate information to update the SSP and the scarce and critical skills guide.

Furthermore, the system shares an online link with the DoL transaction files, which are downloaded electronically into the ETDP SETA accounting system. The payment of mandatory grants is therefore an automated seamless process. The system has also leveraged the submission process of WSPs and ATRs, as levy-paying organisations are able to submit online.



SUPPLY CHAIN MANAGEMENT

The ETDP SETA is continuing to apply its Supply Chain Management policies, procedures and procurement successfully in accordance with the Preferential Procurement Policy Framework Act of 2000. All procurement for the ETDP SETA is guided by the Board's approved policy.

The Supply Chain Management Unit conducts on going internal training workshops to create awareness with regards to procurement matters.

RESEARCH AND SKILLS PLANNING

Research and skills planning continues to form the basis for selecting the ETDP SETA's training interventions. This financial year marked not only an expansion in the scope of research and skills planning, but also a tremendous cost saving.

The training of SDFs and/or sector specialists, updating scarce and critical skills information as well as updating skills demand and supply information were conducted.

The following projects constituted the research and skills planning agenda:

- Analysis of WSPs and ATRs;
- Updating the ETD sector profile;
- Updating the skills demand and supply in the ETD sector;
- Updating information on scarce and critical skills in the ETD sector and the updating of the SSP;
- Disseminating information on WSPs/ATRs, SSP as well as scarce and critical skills;
- Training SDFs and sector specialists in the use of the scarce and critical skills guide;
- Monitoring and evaluating the majority of ETDP SETA learning programmes; and
- Evaluating the impact of ETDP SETA provincial offices.

A brief description of the flagship projects follows below.

Updating the SSP

In addition to information from the WSPs and ATRs, workshops were held in all nine provinces to complete, corroborate and triangulate information from the WSPs and ATRs as well as research reports and studies from organisations and individuals to update the ETD sector profile, skills demand, skills supply and scarce and critical skills. All this information constitutes chapters one to four of the SSP.

The SSP was submitted on time to the DoL on 31 August 2007 and subsequently accepted without review or corrections by the Department.

Training SDFs and Sector Specialists in Using the Scarce and Critical Skills Guide

A total of 917 SDFs and sector specialists were trained in using the ETDP SETA scarce and critical skills guide to disseminate information to both employed and unemployed learners in the sector. The ETDP SETA will measure the impact of this method of information dissemination, focusing on whether the dissemination has a direct correlation to the rising entry of learners in scarce and critical skills learning programmes in education institutions.

Monitoring and Evaluation of ETDP SETA Learning Programmes

In an endeavour to determine the impact of the completed ETDP SETA programmes on the ETD sector, a comprehensive Monitoring and Evaluation research was conducted. The focus of the evaluation was on the quality of teaching, learning, outputs, outcomes and impacts. More than 4 500 learners, 27 assessors, moderators and facilitators and approximately 30 employers participated in this study.

The following findings emerged from the research:

- The majority of the sampled learners were satisfied with the quality of teaching and learning.
- Finding suitable employment remains a challenge after completion.
- All the assessors, moderators and facilitators were qualified.
- Most employers were satisfied with the value added by ETDP SETA trained learners.

FINANCIAL PERFORMANCE REVIEW

The ETDP paid mandatory grants to the value of R64 million. This represents approximately 66% of the mandatory grants payable. The reserve balance of R266 million in the statement of financial position is represented by committed funds of R155 million in relation to signed and running programmes and R111 million worth of programmes that the Board has approved for implementation in the 2008/2009 financial year.

In fulfilling its obligations and ensuring that the ETDP SETA does not over-commit or under-commit amounts collected in the 2007/2008 financial year - in the form of interest earned from investments; discretionary levies; administration budget and forfeited

mandatory monies - the ETPD SETA Board authorises only available funds for use to fund the programmes of the next financial year.

The balance of reserves is therefore committed towards programmes that run across different reporting periods.

The ETDP SETA relies on SARS and DoL to collect levies. The recorded revenue is based on the actual levies received. The levies from the DoEs are recorded when received. As at 31 March 2008, all provincial and the national DoE had paid their levies. Refer to the table below for an overview of financial performance.

PERFORMANCE OVERVIEW

	2007/08 R '000	2006/07 R '000	
INCOME			
Department of Labour (Levy Income)	153,996	138,055	12%
Department of Education	56,191	51,455	9%
Interest Income	28,937	20,735	40%
EXPENDITURE			
Mandatory Grants	65,802	53,426	20%
Discretionary Grants	124,922	69,372	80%
Support, Admin & Facilitation	51,040	49,876	2%

AUDIT COMMITTEE REPORT

The Audit Committee is pleased to present its report for the financial year ended 31 March 2008.

Responsibility

The Audit Committee has complied with its responsibilities as stipulated in Section 77 of the PFMA, Act 1 of 1999 and Treasury Regulation 3.1.

The Audit Committee also reports that it has adopted, with approval from the Board, appropriate formal terms of reference as its Audit Committee Charter. The Committee has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein.

Effectiveness of Internal Controls

The system of internal controls is designed to provide cost effective assurance that assets are safeguarded and that liabilities and working capital are managed efficiently.

In line with the requirements of the PFMA and the King II Report on corporate governance, internal audit provides the Audit Committee and management with reasonable assurance that the internal controls are appropriate for the identified business risks and are effective as a measure to address the identified risks. This is achieved by means of a risk management process as well as the institution of corrective action and suggestions for improvement to internal control processes.

In our opinion, based on the report from the internal and external auditors and information reported by management during the Audit Committee meetings, the internal control environment displayed certain identified weaknesses, which management subsequently strengthened. We furthermore believe that valuable findings were made and reported on by the Auditor General. These have been followed up and corrected.



Mr Vusi Mokwena CA (SA)

CHAIRMAN: AUDIT COMMITTEE

The Quality of Year Management and Quarterly Reports

In our opinion, based on the report from internal and external audit, quarterly management reports produced and delivered to stakeholders have been adequate to provide necessary financial information. Performance information was provided as part of such quarterly reports.

Evaluation of Annual Financial Statements

The Audit Committee has evaluated the ETDP SETA's annual financial statements and reviewed the Auditor-General's management report and report on the Audit Opinion. We are satisfied that the Auditor-General has made valuable findings, which were communicated to management and the Board through the management report. The Committee is also satisfied that management has followed up and implemented such findings.

The Audit Committee has:

- Reviewed and discussed the audited annual financial statements to be included in the annual report with the Auditor-General, the Chief Executive Officer and the Board;
- Reviewed the Auditor-General's management report and management's response thereto;
- Reviewed changes in the accounting policies and practices; and
- Reviewed the significant adjustments resulting from the audit.

The Audit Committee accepts the Auditor-General's conclusion on the annual financial statements and is of the opinion that the audited statements should be accepted and read together with the Auditor-General's report.



REPORT OF THE AUDITOR GENERAL

REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE FINANCIAL STATEMENTS AND PERFORMANCE INFORMATION OF EDUCATION TRAINING AND DEVELOPMENT PRACTICES SECTOR EDUCATION AND TRAINING AUTHORITY FOR THE YEAR ENDED 31 MARCH 2008.

REPORT ON THE FINANCIAL STATEMENTS

Introduction

1. I have audited the accompanying financial statements of Education Training and Development Practices Sector Education and Training Authority which comprise the statement of financial position as at 31 March 2008, statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, and a summary of significant accounting policies and other explanatory notes, as set out on pages 75 to 112.

Responsibility of the accounting authority for the financial statements

2. The accounting authority is responsible for the preparation and fair presentation of these financial statements in accordance with the basis of accounting determined by the National Treasury, as set out in note 1 to the financial statements and in the manner required by the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA)].

This responsibility includes:

- designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error
- selecting and applying appropriate accounting policies
- making accounting estimates that are reasonable in the circumstances.

Responsibility of the Auditor-General

3. As required by section 188 of the Constitution of the Republic of South Africa, 1996 read with section 4 of the Public Audit Act, 2004 (Act No. 25 of 2004) (PAA) and section 14(6) (a) of the skills development act, 1998 (Act No. 97 of 1998), my responsibility is to express an opinion on these financial statements based on my audit.

4. I conducted my audit in accordance with the International Standards on Auditing and General Notice 616 of 2008, issued in Government Gazette No. 31057 of 15 May 2008. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance on whether the financial statements are free from material misstatement.

5. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.

6. An audit also includes evaluating the:

- appropriateness of accounting policies used
- reasonableness of accounting estimates made by management
- overall presentation of the financial statements.

7. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Basis of accounting

8. The entity's policy is to prepare financial statements on the basis of accounting determined by the National Treasury, as set out in note 1 to the financial statements.

Opinion

9. In my opinion the financial statements present fairly, in all material respects, the financial position of the Education, Training and Development Practices Sector Education and Training Authority as at 31 March 2008 and its financial performance and cash flows for the year then ended, in accordance with the basis of accounting determined by the National Treasury, as set out in note 1 to the financial statements and in the manner required by the Public Finance Management Act, 1999 (Act no.1 of 1999).

Emphasis of matter

Without qualifying my audit opinion, I draw attention to the following matter

Highlighting critically important matters presented or disclosed in the financial statements

Restatement of corresponding figures

10. As disclosed in notes 1 and 20 to the financial statements the accounting policy for the recognition and measurement of skills development levy income has been amended by the National Treasury and the Department of Labour on the basis of a revised interpretation of the Skills Development Act, 1998 (Act No. 97 of 1998) and the Skills Development Levies Act, 2001 (Act No. 9 of 2001). Revenue and related receivables and expenses and related payables have been adjusted accordingly. The corresponding figures for 31 March 2007 have been restated as a result of the revised interpretation.

OTHER MATTERS

Without qualifying my audit opinion, I draw attention to the following matter(s) that relate to my responsibilities in the audit of the financial statements:

Matters of governance

11. The PFMA tasks the accounting authority with a number of responsibilities concerning financial and risk management and internal control. Fundamental to achieving this is the implementation of certain key governance responsibilities, which I have assessed as follows:

Matter of governance	Yes	No
Audit committee		
• The SETA had an audit committee in operation throughout the financial year.	√	
• The audit committee operates in accordance with approved, written terms of reference.	√	
• The audit committee substantially fulfilled its responsibilities for the year, as set out in section 77 of the PFMA.	√	
Internal audit		
• The SETA had an internal audit function in operation throughout the financial year.	√	

Matter of governance	Yes	No
· The internal audit function operates in terms of an approved internal audit plan.	✓	
· The internal audit function substantially fulfilled its responsibilities for the year, as set out in Treasury Regulation 3.2/27.2]	✓	
Other matters of governance	✓	
The annual financial statements were submitted for audit as per the legislated deadlines (section 55 of the PFMA)	✓	
The financial statements submitted for audit were not subject to any material amendments resulting from the audit.		✓
No significant difficulties were experienced during the audit concerning delays or the unavailability of expected information and/or the unavailability of senior management.		✓
The prior year's external audit recommendations have been substantially implemented.	✓	

OTHER REPORTING RESPONSIBILITIES

REPORT ON PERFORMANCE INFORMATION

12. I believe that the evidence I have obtained is sufficient and appropriate to report that no significant findings have been identified as a result of my review.

Responsibility of the accounting authority for the performance information

13. The accounting authority has additional responsibilities as required by section 55(2) (a) of the PFMA to ensure that the annual report and audited financial statements fairly present the performance against predetermined objectives of the public entity.

Responsibility of the Auditor-General

14. I conducted my engagement in accordance with section 13 of the PAA read with General Notice 616 of 2008, issued in Government Gazette No. 31057 of 15 May 2008.

15. In terms of the foregoing my engagement included performing procedures of an audit nature to obtain sufficient appropriate evidence about the performance information and related systems, processes and procedures. The procedures selected depend on the auditor's judgement.

Audit findings (performance information)

16. I believe that the evidence I have obtained is sufficient and appropriate to report that no significant findings have been identified as a result of my audit.

OTHER REPORT

Investigation

17. As disclosed in the accounting authorities report a special investigation was conducted in the year in terms of possible fraud over the supply chain management. The case has been handed over to the police.

APPRECIATION

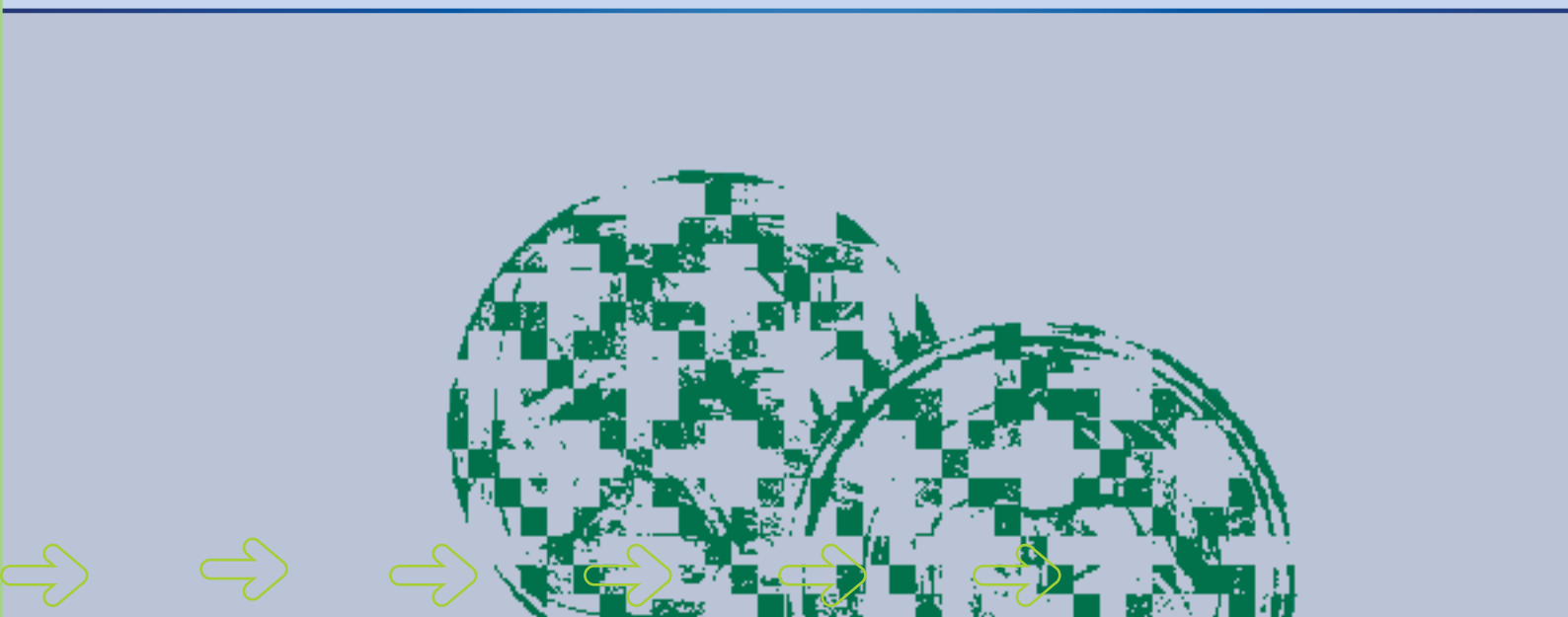
18. The assistance rendered by the staff of the Education, Training and Development Practices Sector Education and Training Authority during the audit is sincerely appreciated.

Auditor - General

Pretoria

31 July 2008





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