

Education, Training and Development Practices
Sector Education and Training Authority

Annual Report 2010/11

At the cutting edge of skills development



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



ETDP•SETA

Background, Vision, Mission and Values

Background

The ETDP SETA was established in 2000 in terms of the Skills Development Act, No. 97 of 1998 (as amended). It was re-licensed from 2005 - 2011 and from 2011 - 2016. The purpose of the SETA is to address skills shortages in South Africa by identifying the skills needs of the Education, Training and Development Sector; to be a conduit to up-skilling both employed and unemployed citizens, to assess and monitor their progress and ensure that they successfully complete their programmes and are certified as competent to compete in the workplace and find suitable employment.

The sector is made up of the following major constituencies:

- Departments of Basic Education and Higher Education and Training;
- Early Childhood Development;
- Further Education and Training Institutions as employers;
- Independent schools;
- Public school governing bodies as employers;
- Private education and training institutions;
- Public higher education institutions;
- Research organisations;
- Non-governmental Organisations;
- Trade unions as employers;
- Political parties as employers;
- Libraries and archives; and
- Adult basic education and training centres.

Vision

The vision of the ETDP SETA is to promote and facilitate the development and improvement of the skills profile of the sector's workforce in order to benefit employers, workers and employees in the sector.

Mission

To support its vision, the ETDP SETA has as its mission the promotion, facilitation and development of education, training and development in which:

- the skills levels of employees and workers are raised;
- there is a healthy balance between supply and demand in the labour market;
- there are diverse, flexible routes for initial and in-service education and training;
- a variety of career paths is available;

- the quality of education and training provided is improved;
- the levy grant scheme is efficiently administered;
- there is regular liaison with providers, other SETAs, the Department of Higher Education and Training (DHET), the National Skills Authority (NSA) and the South African Qualifications Authority (SAQA) and its structures;
- internal and external communication is effective in order to advance national human resource and skills development;
- dialogue and interaction is encouraged between public and private entities in the sector with regard to skills transfer and training;
- delivery is encouraged; and
- employers, workers and employees in the sector benefit from quality training, higher productivity and harmonious mutual dependencies.

Values

The following values are upheld by the ETDP SETA:

- Transparency;
- Fairness;
- Courteousness and caring;
- Honouring deadlines;
- Promotion of quality among all stakeholders;
- Co-operative governance;
- Approaching work in a developmental manner; and
- Continuous improvement.

Service delivery credo

"To be at the cutting edge of skills development within the ETD Sector, contributing to the social and economic development of the people of South Africa."

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Chairperson's Remarks

Chairperson's reflection and presentation of the 2010/11 Annual Report to the ETDP SETA Constituencies and Stakeholders



Simoné Geyer, ETDP SETA Board Chairperson

“The ETDP SETA has a strong provincial presence and provides support on the Provincial Growth and Development Strategies for all the nine provinces.”

The year 2010/11 was both a challenging and an exciting year for the ETDP SETA. It began with the Minister for Higher Education and Training extending the five year life span of all SETAs and the extension of the National Skills Development Strategy (NSDS 11) by an additional year, from 01 April 2010 until 31 March 2011.

In November 2010 the Minister of Higher Education and Training, Dr Nzimande, gazetted and pronounced the new SETA Landscape. The ETDP SETA was once again re-established without any changes in scope and mandate for a further five years, from 2011-2016.

Since inception, the ETDP SETA has received unqualified audits from the Auditor-General and achieved overall scores during its annual assessments for 2005-2009 as indicated in the table below.

One of the criteria on the performance evaluation of SETAs is the effectiveness of the Board and governance structures. In the last five years the ETDP SETA has scored 5 out of 5 on the effectiveness of governance. This is a clear indication that, whilst SETAs are generally alleged to have poor governance structures in place, this has not been the case with the ETDP SETA. The ETDP SETA Board has fulfilled its fiduciary duties in compliance with the PFMA and the Skills Development Act.

In addition to the above the ETDP SETA has a strong provincial presence and provides support on the Provincial Growth and Development Strategies for all the nine provinces. It works closely with the two Departments of Education, the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) in achieving their strategic mandates on improving the quality of teaching and learning. The few examples I have mentioned bear testimony to the commitment of the ETDP SETA towards skills development. The details are provided in this report.

The ETDP SETA's Performance as Audited by DHET

Percentage score	0% - 60%	61 - 80%	81 - 100%	101% - 120%	+120%
Rating	1	2	3	4	5
Performance description	Performance is poor	Performance is below requirements	Performance meets requirements	Performance is above requirements	Performance is excellent
The information below shows the ETDP SETA performance for the last four years					
2005/6		2.64			
2006/7				4.10	
2007/8				4.77	
2008/9				4.20	
2009/10				4.61	

I would like to take this opportunity to thank each and every member of the ETDP SETA Board, Chambers and Committees for their commitment and support provided to me as the Chairperson for the period 2010/11. You made my task very easy. I also wish to convey my appreciation to the CEO, management and the ETDP SETA staff for ensuring that we meet our obligations with regard to education and training. Lastly I would like to thank our suppliers and service providers for their support.

I wish the new Chairperson and the Board of 2011 - 2016 well and would like to assure them that a foundation has been laid. However, a continuous improvement strategy and plan are required to ensure that the ETDP SETA continues to make a difference in the lives of ordinary South Africans.

ETDP SETA will continue to commit to supporting our government in its effort to eradicate poverty and unemployment through skills development.



Ms Simoné Geyer
ETDP SETA Board Chairperson

Chief Executive Officer's Overview

An overview of the ETDP SETA performance in 2010/11 and future plans



Ms Nombulelo S Nxesi, Chief Executive Officer

“Our focus on youth aims at providing the relevant skills for youth development in order to create the individual employability profile.”

Despite all the transitional challenges which included the new SETA landscape, the introduction of the NSDS III and the Standard Constitution, it is pleasing to once again report to our Constituencies, Beneficiaries and the Public at large that we remained resolute in fulfilling the skills development mandate assigned to us. We report with pride that skills development in the ETD Sector remains central to the emancipation of our human capital for both the unemployed employability and the employed people. We always go an extra mile by supporting the education system at highest policy development and implementation processes. These include the leading role we played in the hosting of both the Teacher Development and FET Summits. I will elaborate on these in this report.

Below are some of the key projects and initiatives we implemented in the 2010/2011 financial year:

Skills development for the unemployed youth

In the current challenging economic climate, with its high level of unemployment, especially amongst the youth, the ETDP SETA recruited and ensured the enrolment of many unemployed people into our differentiated projects and programmes which included various learnerships, Unit standard based skills programmes, internships, experiential learning and provided a significant number of bursaries to access tertiary and FET institutions. As shown in Table 6 of this report, out of our total target of different skills development programmes, 3,752 young people under the age of 35 benefited. This number constituted 64.63% achieved against the total target. Indeed, this indicated that we have succeeded in meeting our equity target of ensuring that at least 60% of all our skills interventions will benefit youth, the majority of them being black and from rural areas.

The aim was to ensure that the learners become employable after the completion of the learning interventions. It is worth mentioning that the New Venture Creation, the Internship programmes and Work Place Experience contributed significantly to job creation. Many interns found employment before the twelve month duration of the internship programme was completed. Those that we trained in the New Venture Creation Learnership received assistance from us to register their business ventures and created self employment. We also supported learners through work place experiential learning as part of their academic requirements so that they can attain their academic qualifications. A total of 752 learners who were supported and of these, 160 found permanent employment.

Whilst we can boast about this achievement the reality on the ground is that the majority of youth remain unemployed despite many training interventions. There is still a gap between the skills supply side and the skills demand side in the labour market. The unemployment rate of 25, 3% reported in the Quality Labour Force Survey of Quarter 2 of 2010 signals a serious challenge. However, the commitment of our government to create millions of jobs, the New Growth Path and strategic support will ultimately address the challenge for the better.

It is against this background that our focus is biased more towards youth development in order to create the individual employability profile. We have registered a Level 5 Learnership qualification on Youth Development Practices which we are implementing successfully.

Skills development for workers/employed

One of the goals of the ETDP SETA is to ensure that workers are efficient and effective and contribute to the productivity of the organisations that they serve. Against this background, the ETDP SETA introduced a number of programmes for the year under review to assist in contributing to the productivity of those employed in their respective workplaces. 2,049 workers enrolled in various skills development programmes and from the previous year enrolments 2,133 completed their programmes for purposes of improved service delivery and upward occupational mobility.

The skills development programmes for workers included all our employer constituencies, NGOs, CBOs, trade union shop stewards and teacher organisations for teacher support. The details of our programmes are clearly reflected in this report.

Support for persons with disabilities

The ETDP SETA implemented a variety of learning programmes in partnership with organisations such as the Office of the Premier in various provinces and others to promote and encourage the participation of learners with disabilities to gain the necessary skills.

We set ourselves a target of 4% of our total skills development target; however, we managed to reach only 3% and 1.86% both in terms of entry and completion as reflected in Tables 6 and 7. To deal with this inaccessibility challenge we have intensified our partnership strategies and built into our cost structure additional support funding for both rural persons and persons with disabilities. We hope raising our target bar to 5% for 2011-2016 will make a meaningful difference.

Career information and guidance

We took it upon ourselves to host a career guidance imbizo for high school learners in various provinces. We realised that part of the bigger challenge that leads to unemployability of graduates is a lack of labour market information, a mismatch between supply and demand with regard to skills.

Learners were provided with information brochures which contained addresses for public universities for information access and applications as well as the information about SETAs and their programmes. In addition to the information, dissemination and motivation many were awarded bursaries for university access.

We continue to host career exhibitions and plan to work with DBE and SAQA and include learners from Grade 9 in order for

them to make appropriate career choices at an early stage.

Training layoff scheme

The Training Layoff Scheme was introduced as a collaborative effort between the Department of Labour, the CCMA and the SETAs in an attempt to reduce the number of retrenchments in the economy after the global economic meltdown. Although the ETDP SETA Board approved the sum of R30 million towards the scheme, it was not utilised by any constituencies in the ETD Sector during the financial year under review and we still pledge our commitment to this important intervention.

Perfecting the art of teaching

The Teacher Development Summit, held in July 2009 and first reported on in the last Annual Report, was a ground-breaking event, which brought together for the first time, all the stakeholders from across the teacher education and development sector in South Africa, with the primary goal of addressing the challenges that adversely affect quality teaching and learning.

The Summit resulted in a Declaration that culminated in a strengthened, integrated National Plan for Teacher Development in South Africa. Stakeholders represented at the Summit continued to collaborate after the Summit towards the production of the Plan which was formally launched by both the Minister of Basic Education and the Minister of Higher Education and Training.

The ETDP SETA participates in the Steering Committee and supports the Plan and its outputs in ensuring that the 'Art of Teaching' is perfected with an ultimate goal of improving the professional quality of all teachers and the learning system as a whole.

Creating a vibrant FET sector as a skills hub

During the year the ETDP SETA hosted the Further Education and Training (FET) Round Table and Summit on 9 April 2010 and 3-4 September 2010 respectively. This was done in collaboration with the DHET and the FET College sector:

The Summit was the culmination of efforts following the initial Round Table, based on the recognition of the need to revitalise the FET College Sector. These efforts formed part of a larger DHET plan to ensure synergy with the National Qualifications Framework (NQF) goals of articulation in the post-school education and training (PSET) system. Stakeholders were gathered to assist in ensuring that public FET colleges deliver the kind of

programmes that improve socio-economic conditions for all, with a particular focus on the youth.

Leaders from all constituencies gathered at the Summit to attempt to find solutions to the acknowledged challenges in the FET College Sector. The goal of strengthening the FET Sector is critically important for the future of the skills base of the country. We are now at a stage of collectively implementing the Summit Resolutions.

The ETDP SETA conference

The theme of the 2010/11 ETDP SETA biennial conference held in March 2011 was "Developing a skilled and capable workforce in the ETD Sector for inclusive growth". Over 360 delegates from all constituencies and stakeholders in the sector attended the conference. Delegates reflected on past experiences and deliberated on the strategic direction for the ETDP SETA over the next five years.

Conference themes, linked to the ETDP SETA Five Year Strategy, were carefully selected as follows:

- Investing in high quality labour market research for skills planning;
- Promoting quality teaching and learning;
- RPL Policy and Programmes for workplace learning and development;
- Promoting growth and development of the FET college system that is responsive to the sector skills needs; and
- Gearing up for the Quality Council for Trades and Occupations (QCTO): Implementing programmes for access, success and progression.

The ETDP SETA has developed an action plan as a response to the conference resolutions.

Effective governance and efficient operations

The ETDP SETA formally adopted the principles of good governance as contemplated in the King III Report. The Board takes its mandate seriously in ensuring that it executes its fiduciary responsibilities and holds the CEO accountable for performance. The sound relationship between governance, senior management and staff bears testimony to an organisation that maximise its resources by being effective, that is, doing what is right and expected and also efficient, by utilising its resources appropriately for our beneficiaries,

This is not only demonstrated by excellent performance but also by having received an unqualified audit report since inception. We however, undertook corrective measures to rectify one audit finding raised by the Auditor-General. This has not come without sweat of course, but the commitment and dedication of the Board that meets on a quarterly basis to fulfil its mandate without any

compensation to the members, the commitment of the Board Executive committee, all Board committees and Chambers in making the work of the Board and management lighter.

Challenges

Whilst we put a lot of effort into ensuring that all people that are supported by us for training and development complete training and acquire the necessary skills, we do experience low throughput ratios especially with the learners that are awarded bursaries to universities. The situation is a bit worse for the employed workers. We therefore, encourage all our employers to allow their employees time for second chance learning as they will also benefit from the outcome. Our young unemployed youth take long to complete the programmes especially the learnerships and we have also experienced a high failure rate with the new university entrants. Some drop out in the middle of the studies.

We therefore, urge all our beneficiaries to understand that financial support is a constrained resource which must be utilised appropriately without any wastage.

Looking Forward

The NSDS III brings exciting challenges in taking the skills revolution forward. In preparation for our meaningful contribution to the reduction of unemployment and poverty, we adopted the following strategic principles in the implementation of our skills development programmes:

Of the total intakes the following guiding principles prevail:

- 85% Black;
- 60% Women;
- 60% Youth;
- 60% Rural development; and
- 5% Persons with disabilities.

We further commit ourselves to the following strategic pillars:

- Investing in high quality labour market research which will inform credible skills planning and effective implementation in the ETD Sector;
- Collaboration with the FET and HE Institutions as key strategic partnerships in the delivery of the skills development initiatives;
- Implementation of quality programmes with a special focus to Access, Success and Progression. These will be our measuring tools for skills impact;
- Become a relevant and a strategic quality partner with the QCTO; and
- Continuous organisational improvement which includes, corporate governance, effective management and leadership, committed workforce, sound policies, processes and systems, effective collaboration with our constituencies and suppliers

as well as appropriate utilisation of our financial resources (direct and indirect) for greater impact.

We are looking forward to the expansion of our physical presence in the other six provinces in addition to the three currently in place in Limpopo, KwaZulu-Natal and the Eastern Cape. We will indeed be soaring to new heights like eagles and breaking new ground during the 2011-2016 period. Watch the space!

Please take time to read the entire report for detailed information. We will gladly welcome your inputs.

Appreciation

I would like to extend my sincere gratitude to the Chairperson of the Board, the Board Executive Committee, the Principals of all our Constituencies, Chambers and Committee Chairpersons and members, and indeed Management and Staff, our Cleaners and Security personnel as well as our partners and suppliers. Once again, you made it and made the nation proud.

Together Everyone Achieves More (TEAM)



Ms Nombulelo S Nxesi
Chief Executive Officer
ETDP SETA

Summary of Key Performance Measures Against the Service Level Agreement with DHET for 2010/11



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

NSDS Success Indicator		ETDP SETA Target 2010/11	Achievement	Comments
1.1	Skills development supports national and sectoral growth, development and equity priorities.	Five year SSP submitted on 16 February 2011, as per guidelines issued by the DHET, and approved.	Five year SSP submitted on 16 February 2011 and conditionally approved. The SETA achieved a rating of 3 out of 3.	The ETDP SETA extensively engaged its constituencies and submitted in compliance with the requirement.
1.2	Information on scarce and critical skills is widely available to learners.	Training of 1,600 Skills Development Facilitators (SDFs)/Sector Skills Specialists in the use of the <i>Scarce and Critical Skills Guide</i> .	Training of 1,641 SDFs/ Sector Skills Specialists took place on the <i>Scarce and Critical Skills Guide</i> developed by the ETDP SETA.	Information on scarce and critical skills widely disseminated to Constituencies via the SDFs/ ETD Specialist

Table 2: Objective 2: Promoting and Accelerating Quality Training for all in the Workplace

NSDS Success Indicator		ETDP SETA Target 2010/11	Achievement	Comments
2.1(a)	By March 2011, skills development supports at least 80% of large firms' employment equity targets.	By March 2011, 54 large firms' employment equity targets are supported by skills development through Workplace Skills Plan (WSP)/ Annual Training Report (ATR) grants.	By March 2011, 74 large firms (137%) employment equity targets were supported.	The ETDP SETA met this target by encouraging large firms to participate in skills development.
2.1(b)	By March 2011, skills development supports at least 60% of medium firms' employment equity targets.	By March 2011, 85 medium firms' employment equity targets are supported by skills development through WSP/ATR grants.	By March 2011, 204 medium firms (240%) employment equity targets were supported.	The ETDP SETA exceeded its target.
2.2	By March 2011, skills development in at least 40% of small levy-paying firms to be supported.	By March 2011, skills development in 634 small levy-paying firms to be supported.	By March 2011, 709 small levy-paying (111%) firms were supported.	This target was met by providing support to small levy-paying organisations.
2.5	Annually increasing the number of small Black Economic Empowerment (BEE) firms and co-operatives supported by skills development.	12 small BEE firms supported by skills development.	A total of 17 small BEE firms and BEE co-operatives were supported.	Support was provided through the provision of skills programmes.
2.7	By March 2011, at least 700,000 workers would have achieved at least Adult Basic Education and Training (ABET) Level 4.	By March 2011, 200 workers enter ABET Level 4. 400 workers to successfully complete ABET Levels 3 and 4. Entry: ABET Level 3: 200 ABET Level 4: 200	By March 2011, 215 workers entered ABET Level 4 with no completions. Completions: ABET Level 3: 0 ABET Level 4: 0	Although the ETDP SETA reached its target of entries into ABET Level 4, there were no completions. This is due to the nature and target audience of the programme as it takes longer to get these learners through the programme. Achievement on completions will be reported in the following year.
2.8	By March 2011, at least 125,000 workers will be assisted to enter; and at least 50% are expected to successfully complete programmes, including learnerships and apprenticeships, leading to basic entry, intermediate and high level scarce skills.	By March 2011, 960 workers to have been assisted to enter learning programmes. From previous learning programmes, 1,815 to have successfully completed programmes, including learnerships and apprenticeships. Target: Entry: Learnerships: 480 Bursaries: 80 Skills Programmes: 400 Completions: Learnerships: 180; Bursaries: 0 Skills Programmes: 1,635	By March 2011, 2,049 workers had been assisted to enter and 2,133 completed programmes including learnerships and apprenticeships. Entry: Learnerships: 598 Bursaries: 118 Skills Programmes: 1,333 Completions: Learnerships: 321 Bursaries: 67 Skills Programmes: 1,739 Apprenticeships: 6	The ETDP SETA was able to exceed its target by providing additional support to its constituencies and ensuring efficiency – costs were lower than budget, especially with regard to skills programmes.

Summary of Key Performance Measures against the Service Level Agreement with DHET for 2010/11 (continued)

Table 3: Objective 3: Promoting Employability and Sustainable Livelihoods through Skills Development

NSDS Success Indicator	ETDP SETA Target 2010/11	Achievement	Comments
3.2 By March 2011, at least 2,000 non-levy-paying enterprises (NLPEs), Non-Governmental Organisations (NGOs), Community Based Organisations (CBOS) and community-based co-operatives to be supported by skills development.	80 NLPEs, NGOs, CBOs and community-based co-operatives to be supported by skills development.	114 NLPEs, NGOs, CBOs and community-based co-operatives were supported.	This target was exceeded by providing additional support at reduced costs.

Table 4: 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	ETDP SETA Target 2010/11	Achievement	Comments
4.1 By March 2011, 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.	Entry: By March 2011, 1,840 unemployed people assisted to enter learning programmes. Completions: From the previous learning programmes, 1,370 to have successfully completed programmes including learnerships and apprenticeships, leading to basic entry, intermediate and high-level scarce skills. Entry: Learnerships: 1,080; Artisans: 40; Bursaries: 160 Skills Programmes: 400; and Internships: 160 Completions: Learnerships: 810; Artisans: 0 Bursaries: 100 Skills Programmes: 400 Internships: 60	Entry: By March 2011, 2,719 unemployed people had been assisted to enter learning programmes. Completions: 2,971 completed programmes, including learnerships and apprenticeships, leading to basic entry, intermediate and high-level scarce skills. Entry: Learnerships: 1,449 Artisans: 47 Bursaries: 516 Skills Programmes: 460 Internships: 247 Completions: Learnerships: 2,230 Artisans: 45 Bursaries: 59 Skills Programmes: 504 Internships: 133	The ETDP SETA exceeded this target as there was a greater need for programmes for the unemployed than expected and the planned costs were lower than the actual costs. Thus the ETDP SETA was able to provide more support to more unemployed learners. The ETDP SETA was not able to reach its completions target for bursaries and will be monitoring the completions in the next financial year to ensure higher completion rates.
4.2 100% 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 are self-employed.	400 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 which 70% (280) find placement in employment or become self-employed.	A total of 752 learners in critical skills programmes from FET and HET institutions were assisted to gain work experience as per the request from constituencies. There were 160 learners (57%) who were placed.	The ETDP SETA exceeded its target in assisting learners get work experience in critical skills programmes. However, it needs to improve the placement rate by entering into partnerships with employers.

NSDS Success Indicator		ETDP SETA Target 2010/11	Achievement	Comments
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 2011, at least 25 young people are trained and mentored for sustainable new ventures and at least 16 new ventures registered.	By March 2011, 30 young people trained and 26 new ventures were registered. The types of new ventures are informal traders and hairdressers.	The ETDP SETA was able to achieve its target for new ventures and was also able to assist in registering new ventures.

Table 5: Objectives 5: Improving the Quality and Relevance of Provision

NSDS Success Indicator		ETDP SETA Target 2010/11	Achievement	Comments
5.1	Indicator 5.1 By March 2011 each ETDP SETA recognises and supports at least five Institutes of Sectoral or Occupational Excellence (ISOE) within public and private institutions and through Public Private Partnerships (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.	No target for 2010/11. The set target of 8 institutes for the sector has been achieved and the ETDP SETA continued supporting all these ISOEs during 2010/11.	The ETDP SETA reported its achievement in 2008/09. 8 ISOEs were recognised and supported against a set target of 2 ISOEs. The ETDP SETA continues to work with ISOEs in project partnerships like ECD Training and the capacity of the institutions is gradually developed..	The ETDP SETA continues to work with ISOEs in project partnerships like ECD Training and the capacity of the institutions is gradually developed..
5.2	Indicator 5.2 By March 2011, each province has at least two provider institutions accredited to manage the delivery of the New Venture Creation (NVC) qualification. 70% of new ventures still operating after 12 months will be used as a measure of the institutions' success.	No target for 2010/11. Target of 22 accredited provider institutions has been achieved.	The achievement was reported in the 2007/08 and 2008/09 financial years. The institutions identified continue to do training as a result of capacity built previously.	The institutions identified continue to do training as a result of capacity built previously.
5.3	Indicator 5.3 By March 2011 there are measurable improvements in the quality of the services delivered by skills development institutions and those institutions responsible for the implementation of the NQF in support of the NSDS.	The target for the ETDP SETA is to improve the quality of service delivery and implementation of NQF as required by SAQA.	The target for the ETDP SETA is to improve the quality of service delivery and implementation of NQF as required by SAQA. The ETDP SETA continuously improves its quality assurance function and the increasing success rate of competent learners into the NLRD is an indication of improved service delivery.	ETDP SETA is now gearing up for the implementation of QCTO..

Learner Equity Targets



In terms of the National Skills Development Strategy, SETAs are required to meet the equity targets in the provision of services as follows: 85% black (including Indian and Coloured) learners, 54% women, and 4% persons with disabilities, with a special focus on the youth.

The following statistics indicate learners who entered and

completed various learning programmes during the year under review. The challenge faced in terms of equity is the disability target, which the SETA was unable to achieve. The target was 4% disability and the SETA was only able to achieve 3.08%, 0.92% less than the target for entries and 1.84% for completions, 2.14% below target. The learning programmes completed are based on the previous years' enrolments.

Table 6: Learners entered into learning programmes

Learner Profile 2.7, 2.8, 4.1, 4.2, 4.3	No. of learners	Percentage
Black Male	2,058	35
Black Female	3,563	61
White Male	50	0.86
White Female	134	2.31
PWD	179	3.08
Youth	3,752	64.63
Entered Total	5,805	100

Table 7: Learners completing learning programmes

Learner Profile 2.7, 2.8, 4.1, 4.2, 4.3	No. of learners	Percentage
Black Male	1,220	23.18
Black Female	3,852	73.18
White Male	66	1.25
White Female	126	2.39
PWD	98	1.86
Youth	2,320	44.07
Entered Total	5,264	100

Skills Development Programmes Implemented



This section provides information on the types of learning programmes that the ETDP SETA implemented in the year under review. These include:

- Learnerships;
- Skills programmes; and
- Internships.

According to the Skills Development Act, No. 97 of 1998 (as amended), learning programmes include learnerships, apprenticeships, skills programmes and any other prescribed learning programmes which incorporate a structured work experience component.

To achieve its strategic objectives and respond to the skills needs of its constituencies, the ETDP SETA implemented learnerships and skills programmes in all provinces. In addition, it implemented internships in some provinces.

Learnerships

A Learnership is a full qualification programme which is delivered through a combination of work-based learning which is practical

(70%) and a structured theoretical learning programme (30%). A learner who completes a learnership will be able to demonstrate the practical application of competence (skills, knowledge, values and attitudes) in an employment context. Learnership qualification components consist of:

- Fundamentals: Basic education requirements to take part in a learnership – usually life skills, numeracy and literacy competence and communication skills;
- Core: The mainframe of the learning programme (what the qualification is to be based on) – the core skills and knowledge required;
- Electives: The specialised areas, or the application of the core skills and knowledge in defined work situations.

During 2010/11 the ETDP SETA implemented the Further Education and Training Certificate (FETC) in Early Childhood Development (ECD) Practice NQF Level 4, the FETC in Development Practice NQF Level 5 and the Occupationally Directed Education Training and Development (OD-ETD) Certificate NQF Level 5.

ECD, the first and essential step toward achieving primary school completion, is a priority area in South Africa and is supported by legislation, national policies and strategies. Consequently, the ETDP SETA places great emphasis on ECD programmes to help improve the capacity of children to develop and learn for better long-term prospects. In order to meet ECD needs, the ETDP SETA implemented the FETC in ECD Practice NQF Level 4 for practitioners in all nine provinces. The ECD NQF Level 4, a one-year programme with 120 credits, is aimed not only at increasing employment prospects for the unemployed but also at producing suitably qualified ECD practitioners.

Many of the skills development objectives, nationally as well as within companies and organisations, are met through the efforts of ETD practitioners. The OD-ETD learnership consequently addresses the key competencies of such practitioners. This meets the needs of those who wish either to progress beyond the FETC OD-ETD or to enter the ETD field for the first time. The learnership provides the means to recognise OD-ETD practices across five key ETD roles in the capacity of a generalist, with the possibility of a particular application in at least one role. It provides skills in facilitation, mentoring and assessment as well as programme development and design. It mainly targets and is implemented for the employed practitioners in provinces to address identified needs.

The Development Practice learnership is a critical access learnership in the ETD field. Practitioners with this qualification are 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 learning or development of community groups. The learnership is directed at both adults and youth (employed and unemployed) 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. It was implemented in all provinces.

Skills Programmes

Skills programmes are short courses based on unit standards and constitute credits towards a qualification registered on the NQF and are offered by accredited education providers. These programmes are aimed at enhancing employability skills required in the workplace in addition to the academic qualifications.

Primary Focus Skills Programmes

Primary Focus Skills Programmes are quality assured by the ETDP SETA Education, Training and Development Quality Assurance (ETDQA) and are key programmes within the ETD Sector. The skills programmes that have been identified as scarce and critical by the ETDP SETA have been packaged and offered to the ETDP SETA constituencies in all provinces. These skills programmes are discussed below.

Guiding Learners Regarding Learning, Assessment and Recognition Opportunities

This skills programme provides recognition to 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 are able to prepare for one-to-one training on the job, conduct training sessions, monitor and report on learner progress and review training.

Conducting Outcome-based Assessments

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 are able to conduct assessments within their fields of expertise in a fair, valid, reliable and practical manner that is free of all bias and discrimination. During assessments, particular attention is paid to the three groups targeted for redress, namely race, gender and disability.

Moderation of Outcome-based Assessments

This skills programme enables beneficiaries to moderate assessments in terms of the relevant outcome statements and quality assurance requirements. The qualified moderator is able to use the prescribed quality assurance procedures in a fair, valid, reliable and practical manner that is free of all bias and discrimination. During assessments, particular attention is paid to the three groups targeted for redress, namely race, gender and disability.

Skills Development Facilitation

The SDF 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. 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 Human Resource development practitioners.

Facilitation of Learning

Facilitation of learning 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.

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.

Non-primary Focus Skills Programmes

To assist constituencies in obtaining the identified scarce and critical skills that are not the primary focus of the ETDP SETA, (skills programmes based on unit standards that are not quality-assured by the ETDQA), the ETDP SETA offers a range of non-primary focus skills programmes. 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 following Non-primary Focus Skills Programmes were offered in all provinces:

- Project Management;
- Information, Communication and Technology;
- Leadership and Management;
- Financial Management;
- End-User Computing;
- International Computers Drivers Licence; and
- Supervisory Management.

These programmes appear on the ETD scarce and critical skills guide as needs identified by the ETD constituencies and the ETDP SETA offered them to constituencies who indicated that they needed such skills.

Internships

The ETDP SETA Internship Programme is a graduate work experience programme targeting young unemployed graduates who have completed their studies, preferably in an area related to scarce and critical skills. The internship provides learners with the opportunity to practice work skills that they have studied and will practice in the future. An internship can also prove beneficial for an employer, as the opportunity is granted to become acquainted with the intern in order 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.

The programmes that are offered to constituencies are as diverse as the needs that have been identified in each constituency through the ETDP SETA Sector Skills Plan. The ETDP SETA has adopted a provincially based service model in order to serve the varied and diverse needs unique to each of the provinces within South Africa.

To ensure that the vast needs are serviced appropriately, the ETDP SETA has appointed a provincial co-ordinator in each of the provinces to co-ordinate ETD Sector skills development activities in the province and to understand and respond to the particular needs of the communities and the constituencies that represent them.

Provincial Presence and Performance



The ETDP SETA offered a variety of skill development programmes to its constituencies in the provinces. The nature and focus of the skill development support was based on the poverty index, size, population and the skills needs of each province.

Eastern Cape Province

During the review period, the ETDP SETA in the Eastern Cape was charged to deliver skills development programmes that would raise the skills profiles of the ETD workforce in the Eastern Cape as part of the SLA with the DHET and the ETDP SETA business plan. In discharging its responsibilities, various learning programmes were implemented in line with provincial priorities. The targets allocated to the province were as follows:

Equity targets in line with NSDS II were set as follows:

- 85% beneficiaries should be black;
- 54% beneficiaries should be women; and
- 4% beneficiaries should be disabled learners.

Learnership Programmes

During 2010/11 the following learnerships were implemented:

- Information Technology: End User Computing NQF Level 3;
- Adult Basic Education and Training NQF Level 4; and
- Early Childhood Development NQF Level 4

Information Technology: End User Computing Learnership

This learnership was implemented to improve the quality of teaching among DBE educators and to empower both employed and unemployed learners with the knowledge, skills, attitudes and values required to operate confidently in the end user computing environment. The target for the province was 125 learners of whom 76 were employed and 49 unemployed.

This target was allocated to the Eastern Cape DBE based on the need to ensure increased access to and utilisation of ICT in rural schools and also to improve school administration. Hence 49 unemployed learners were hosted by schools. The learners

were recruited and selected by the DBE in the following rural municipalities; Nyandeni, Intsika Yethu, Matatiele, Emalahleni, Inxuba Yethemba, Nkonkobe, Camdeboo and Lukanji. In some districts classes were held after school hours and/or during weekends in order to avoid disrupting teaching and learning.

One of the challenges experienced during implementation was the 4% target for disabled learners. The programme failed to achieve this target but did very well in addressing the needs of 100 % black and over 60% women learners.

ABET Practitioner Learnership

Given the levels of illiteracy and underdevelopment in many areas of the Eastern Cape, one of the key strategic interventions identified by the Eastern Cape government was the improvement of ABET provisioning in the province. In responding to this challenge, the ETDP SETA implemented the ABET practitioner learnership at NQF Level 4. This learnership is intended to equip the practitioner to facilitate learning at ABET Levels 1 – 4 within a specific range of fundamental, core and elective learning areas in order to improve literacy, numeracy and life skills of individual participants. The target for the Eastern Cape was 48 unemployed learners.

In partnership with the DBE, all 48 learners were allocated to the DBE, based on its commitment to employ the entire contingent on completion of the programme as was the case in the previous reporting period. The learners were recruited and selected by the DBE in line with the ETDP SETA requirements. The DBE ABET centres across the province were the host employers for these learners. Whilst the learners were spread across the province, the DBE was responsible for the transport and accommodation of learners during contact sessions.

Bursaries

Bursaries were offered in the Eastern Cape in response to the province's need to develop human resources and raise the skills levels of educators in order to improve the quality of teaching, as articulated in its strategic framework for growth and development. The Eastern Cape was allocated 190 as a target, with the split being 25 employed and 165 unemployed learners.

The allocation for employed learners was awarded mainly to the DBE in line with a priority to implement the National Strategy for Mathematics, Science and Technology Education (NSMSTE) and provide appropriate support in the improvement of teacher performance. About 22 technology teachers were selected from the rural Idutywa district as per the DBE's proposal. The other employed learners were assisted to pursue studies in Bachelor of Education, Masters in Economics and Masters in Public Administration. Of the 165 targeted unemployed learners, 156 learners were supported and the remainder was allocated to other constituencies for support in specifically identified areas. The 156 learners came mainly from the rural schools that participated

in the Imbizo which was held in KuTsolo. Most of the learners were enrolled in the programmes regarded as scarce and critical.

Internships

The ETDP SETA Internship Programme is a programme that provides workplace experience for unemployed graduates. The programme is directed at young unemployed people who have completed their studies and find it difficult to find employment due to a lack of work experience. The Eastern Cape had a target of 23 learners.

To ensure that at least 50% of the learners entered into this programme were absorbed after they had completed the one year work experience, priority for the allocation of learners to employers was given to those host employers who demonstrated commitment to employing the learners. Priority was also given to small levy-paying organisations as a way of encouraging them to participate in skills development. Hence Nelson Mandela Metropolitan University (NMMU) and some independent and SGB schools were awarded Internship Programmes. NMMU for instance was awarded six learners of which five have already found permanent employment.

Workplace Experience

The objective of the Workplace Experience (WPE) programme is to support FET college students who require workplace experiential learning in order to obtain a full qualification. Some of the programmes offered by FET colleges require up to 18 months workplace learning in order for learners to successfully complete their qualifications. The Eastern Cape was allocated a target of 60 learners.

The target was distributed mainly among seven FET colleges in the province and assisted mainly the students of these colleges who needed the support. Due to budgetary constraints, the ETDP SETA was able to assist these learners only for a period of six months. The FETs took it upon themselves to continue support for these learners until further support is found. About 48 learners were placed after the ETDP SETA intervention.

Skills Programmes

The skills programmes provided an opportunity for both employed and unemployed learners to participate in skills development, thus enhancing their skills levels to increase their performance or to acquire the skills required for employment. The target for the Eastern Cape was 56 employed and 56 unemployed workers.

About 51 school principals received training in finance for non-financial managers from the following DBE districts; Butterworth, East London, Graaff Reinet, Grahamstown, Fort Beaufort, King Williams Town, Mbizana, Maluti, Mt Fletcher, Port Elizabeth and Uitenhage. The programme was offered by NMMU and was

aligned to the South African Schools Act. Some employed learners also enrolled for computer skills. Another 60 unemployed youths from Nkonkobe municipality benefitted from the computer literacy programme which was aimed at increasing the levels of their skills in order to make them more employable.

Training of SDFs/Sector Specialists

One of the objectives of NSDS II was to ensure that information on scarce and critical skills is widely available to learners. The ETDP SETA trained SDFs/or Sector Specialists in order to communicate the scarce and critical skills. The Eastern Cape was able to train

201 SDFs/Sector Specialists in the use of the Scarce and Critical Skills Guide.

Support for Small Levy-Paying Organisations

The purpose of this programme was to provide support to small levy-paying organisations that did not submit WSPs. The Eastern Cape was allocated 70 small levy-paying organisations to support. The team was only able to assist 39 small levy-paying organisations and plans are under way to improve this achievement in the coming financial year.

Table 8: Employed learners who entered various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	76	76	76	59	-
Skills Programmes	56	103	103	29	-
Bursaries	25	25	25	8	-

Table 9: Employed learners who completed various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	80	38	38	29	-
Skills Programmes	40	45	45	26	-

Table 10: Unemployed learners who entered various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	217	97	97	69	-
Skills Programmes	56	60	60	37	-
Internships	23	23	13	14	-
Bursaries	165	156	156	82	-
Workplace Experience	60	60	58	52	-

Table 11: Unemployed learners who completed various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	100	136	136	134	-
Skills Programmes	40	80	80	49	-
Internships	23	34	34	19	-
Workplace Experience (Actual placement)	60	48	48	42	-

Table 12: Other forms of skills development support implemented in the province (2.1, 2.2, 2.5 and 3.2)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Support for small-levy paying organisations	70	39	N/A	N/A	N/A
Training of SDFs/Sector Specialists	89	201	195	134	-

Graduations

One of the highlights in the province was the graduations held in the following programmes; Early Childhood Development L4, ECD L5, Development Practice L5 and ABET Practitioner L4. Most of these learners have since been employed permanently by the DBE in the Eastern Cape. Some of the ECD L5 graduates went on to register with Rhodes University and the University of Fort Hare for their BEd degrees in Foundational Phase as part of their further development.

Challenges

One of the biggest challenges experienced was the recruitment of disabled learners. In most cases, employers indicated that they were unable to recruit disabled learners to participate in the ETDP SETA funded programmes. An effort is being made to approach organisations that are supporting people with disabilities to provide a list of potential learners for the new financial year.

Future Plans

The province intends to intensify its working relationships with all stakeholders and constituencies. Plans for the new financial year are under way and constituencies have already been consulted.

Free State Province

The Free State provincial team has very close relationships with key stakeholders in the province. These include the DBE, the Premiers Office, the Higher Education Institutions (HEIs), the FETs, other SETAs and the constituency forums. The ETDP SETA participates in the provincial SDF and on the DBE provincial and regional committees. The province has included the following constituencies in its implementation for the financial year: DBE, FET colleges, HEIs, NGOs, ECDs, independent schools, private providers and organisations representing the disabled. Highlights for the year include: the inclusion of 61 disabled learners in an Information Communication Technology (ICT) programme, the piloting of the Vocational Education Orientation Programme (VEOP) in partnership with the HEI and the FET colleges in the province and support for private providers to sensitise them to the changes that are planned with the implementation of the QCTO.

Achievements

The province implemented a variety of programmes in the financial year, which are detailed below. Of significance is the co-ordination of the ECD programmes within the province with a forum formed with the DBE, the provincial ECD forum and the SETA being represented to ensure that priorities are jointly addressed. The SETA facilitated a meeting with the FET colleges to determine their skills development needs into the future and to cement the support of the SETA for the FET colleges in the province. The following programmes were implemented in the financial year:

Learnerships

Early Childhood Development Learnership

Several programmes were implemented in the province in the ECD constituency. The DBE applied for funding to implement ECD Level 5. This was approved and implemented in the south of the province and in Bloemfontein for 56 learners. ECD matrons were trained through skills programmes using the voucher system and ECD learners were included in the recruitment of the ABET Level 4 programme in the Qwa Qwa area.

Occupationally Directed Education and Training Development Learnership

The province implemented the OD-ETD learnership for 30 learners in the FET Sector. This programme supported FET lecturers in Sasolburg and Kroonstad.

ABET Level 4 Learnership

The ABET programme continued to support the FET institutions and HEIs in the province as employers. The institutions were supported with Level 3 and the support of these learners continued into ABET Level 4 in the financial year. Further learners were identified in the ECD constituency and the programme is running in Welkom, Bloemfontein and Qwa Qwa.

Internships

The Internship Programme was implemented in four FET colleges and the two Higher Education institutions. For the first time in the province an NGO was allocated interns in Qwa Qwa. Overall 47 interns were placed and more than 80% were employed on completion of the programme.

Workplace Experience

The programme was implemented through the two HEIs, with a focus on the rural areas of the province and facilitated through rural campuses of the institutions. Thirty students were supported at the Qwa Qwa campus of the University of the Free State. A further 30 students were supported in Welkom through the Welkom campus of Central University of Technology.

Support for Non-Governmental Organisations

The target for this programme was 56 and the province was able to train 72 learners in identified critical skills in the ECD Sector. Matrons were identified and trained in critical skills programmes.

Bursaries

Bursaries for the unemployed were awarded to learners in the scarce skills areas, identified in the SSP, in the education departments of the Central University of Technology and the University of the Free State. Seventeen disadvantaged learners were identified in each institution and supported the ETDP SETA funded bursary. A further 33 bursaries were awarded to employed recipients and were distributed through the FET colleges to implement the Post-Graduate Certificate in Education (PGCE).

Skills Programmes

The province implemented three main skills programmes in the financial year. The first comprised training for unemployed learners in the Kroonstad and Heilbron areas in a six month ICT course. The second was a continuation of the successful support of Qwa Qwa teachers in the ICT programme with a further 56 teachers in the area being trained on the six month ICT programme. Finally, the province implemented the VEOP for college lecturers at all four FET institutions. Currently 247 learners are completing this programme which will assist them to achieve relevant subject matter expertise that will enhance their teaching skills.

Scarce and Critical Skills Guide

Workshops were held in five major centres around the province and scarce and critical skills guides were distributed to over 300 SDFs and Skills Development Practitioners in the province.

Table 13: Employed learners who entered various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	30	30	28	31	-
Skills Programmes	56	303	286	229	-
Internships	-	-	-	-	-
Bursaries	33	33	32	16	-

Table 14: Employed learners who completed various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	28	28	18	15	-
Skills Programmes	104	104	104	88	-

Table 15: Unemployed learners who entered various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Skills Programmes	56	56	56	30	-
Internships	47	47	47	29	-
Bursaries	34	34	34	18	-
Workplace Experience	65	65	65	38	-

Table 16: Unemployed learners who completed various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	116	116	114	96	-
Skills Programmes	147	147	147	101	-
Bursaries	10	10	10	9	-
Workplace Experience	65	39	39	27	-

Challenges

One of the key challenges was the recruitment of disabled learners into each programme. Although this was encouraged, the larger employers in the province did not recruit disabled learners into the programmes. The approach therefore was to allocate a special target for disabled learners and to work with the relevant stakeholders to support disabled learners. Another challenge was the implementation of programmes using provincial providers. The ETDP SETA will focus in the next year on developing provincial providers.

Future Plans

The province intends intensifying its working relationship with all stakeholders and constituencies. Plans for the new financial year are under way and constituencies have already been consulted. The ETDP SETA is currently in the process of establishing an office in the province and more awareness will be created regarding the ETDP SETA programmes.

Gauteng Province

The Gauteng team is focussed on raising the achievement of all learners, from when they first arrive at ECD centres to when they conclude their studies or training and take the next step into their chosen career. Gauteng, as the economic hub of South Africa and Africa, needs to have an innovative, flexible and resilient workforce whose skills and qualifications are recognised and valued internationally.

It is clear in that while many students are achieving at consistent levels in our system, many are not gaining the foundation skills, knowledge and qualifications needed to succeed. The focus is therefore on approaches that deliver faster change for learners from low socio-economic areas and learners with special education needs.

In ECD, there is a continual targeting of activities to increase the participation of those who are most vulnerable, while maintaining high quality provision across the sector. Identifying and addressing special education needs for disabled learners and providing the necessary support for their successful learning is also a focus of attention.

In the schooling sector, through the Gauteng DBE, the province is providing support and advice to assist educators to raise student achievement by offering short courses to more effectively equip the educators. The province is also continually redesigning the way it works with Gauteng DBE, HEIs, FET Colleges and Private Training Providers. Stricter monitoring measures of all programmes delivered by Training Providers are in place to ensure that quality training takes place.

The province has been strengthening its own performance and recognises the need to respond in a flexible manner to the future and to the complexities of the present. In the last year, significant work was done to consolidate the approach to delivering on priorities across the province. A comprehensive change management process was initiated to review and refocus what is done, in order to accelerate an increase in learner achievements.

While much has been achieved in the past year, it is recognised that there will always be ways to further improve to ensure quality education outcomes for all learners in the province. Gauteng Province is committed in maintaining a leading role in the education sector and equipping every learner with the knowledge, skills and values required to be successful in the 21st century.

Learnerships

Early Childhood Development Learnership

A total of 125 unemployed learners were enrolled for the ECD Level 4 Learnership. The learners were recruited from Ennerdale (25), Bronkhorstspuit (10), Wiedeveld (30), Garankuwa (30), Kagiso and Randfontein (30). Through consultation with stakeholders it was evident that ECD centres in these areas were staffed by unqualified caregivers. The learners targeted were black and coloured females. This qualification ensures better teaching skills for the educators so that children are equipped to enter main stream schooling.

Occupationally Directed Education and Training Development Learnership

The OD-ETD programme was delivered to 22 FET lecturers and 25 black emerging providers. The OD-ETD programme was requested by the FET Colleges to top up the skills of lecturers. Lecturers with teaching qualifications were chosen as those without teaching qualifications first needed to be funded to complete the Post Graduate Certificate in Education. The principals of the various colleges confirmed that there was substantial impact in terms of the facilitation and assessment skills of lecturers.

Trade Union Practice Learnership

A Trade Union Practice Learnership for 50 employed learners from the four Federations was delivered by DITSELA.

Youth Development Learnership

The Youth Development Learnership was aimed at 25 unemployed youth from underprivileged communities who were recruited through the National Youth Development Agency (NYDA). The ETDP SETA signed Memoranda of Understanding with the City of Johannesburg, Ekurhuleni Municipality, Mogale City and Randfontein Municipality, which hosted these learners.

Community Development Learnership

The Community Development learnership was implemented for 44 unemployed youths who were hosted by the Department of Social Services and the Khutsong Municipality, where service delivery has been problematic. All the learners were from under-privileged homes and comprised both black male and female learners. Ward councillors confirmed that the programme impacted positively on the lives of the residents of Khutsong.

Artisan Development

The ETDP SETA supported artisan training for 47 unemployed youths in partnership with Westcol Public FET, in Mechanical Engineering and Electrical Engineering at the N1, N2 and N3 Levels. The learners will move to the next level and once completed, will undertake practical training for a period of 18 months. The learners, including black males and females, were recruited by the College from destitute homes in the Khutsong, Randfontein, Carletonville and Mogale City.

Internships

Intern support was provided by the Gauteng DBE, FET Colleges, Trade Unions, Research Organisations and the HEIs for 52 interns. These were unemployed graduates who required workplace experience and the success rate for subsequent employment was in the region of 70%. Most of the interns recruited were ICT graduates. The University of Johannesburg employed the largest number of interns in relation to their allocated numbers.

Skills Programmes

Skills programmes were awarded to 75 employed learners for critical top-up skills to improve workplace performance and to 54 unemployed youths to enhance access to employment through the development of skills. The unemployed youths were trained mostly in ICT and end user computing. The employed learners were trained mostly as project managers, assessors, moderators and facilitation and skills development facilitators.

Skills programmes were implemented for 259 shop stewards from NEHAWU, to enable them to represent their members more effectively. This was a very successful programme with a throughput rate of 70% and was undertaken in all nine provinces.

Dissemination of the Scarce and Critical Skills Guide

The scarce and critical skills guide was communicated to over 300 SDFs, sector specialists and delegates in the HR field.

Support for Small Levy-Paying Organisations

The Gauteng Province embarked on a door to door campaign to encourage small levy-paying organisations to submit their WSPs so that they are able to claim their 50% mandatory grants.

Support for Disabled Learners

Twenty seven (27) learners living with disabilities were enrolled in the OD-ETD learnership in partnership with the Thabo Mbeki Development Trust. Learners successfully completed the following learnerships: ECD Level 4 (102); Development Practices Level 5 (28) and OD-ETD Level 5 (24)

Provincial Presence and Performance (continued)

Learner achievement was in excess of 90% for the above learnerships. Gauteng Province achieved its targets on the entry of learners in learning programmes (learnerships, skills programmes, internships, WPE) as well as ensuring that 85% of the beneficiaries were black and 54% were women.

The province has set up and now facilitates the FET Forum for SDFs from the FET Colleges in order to collaborate on skills development issues in the province.

Challenges

The greatest challenge was with the recruitment of disabled learners. Recruitment of these learners is undertaken by the employers who are challenged to find disabled learners. An effort

is being made to approach organisations that are supporting people with disabilities to undertake recruitment via them. One initiative was entered into in a partnership with the Thabo Mbeki Development Trust to train 27 learners living with disabilities in the OD-ETD Qualification.

Future Plans

The province intends to intensify its working relationships with all stakeholders and constituencies and to set up a forum for HEIs in the province. Assistance will also be provided in organising the National Association of School Governing Bodies (NASGB). Plans for the new financial year are under way and constituencies have already been consulted regarding the recruitment of new learners.

Table 17: Employed learners who entered various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	97	121	112	53	23
Skills Programmes	345	436	415	155	0
Bursaries	32	32	29	16	0

Table 18: Employed learners who completed various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	30	55	52	42	0
Skills Programmes	100	198	189	81	0
Bursaries	10	32	29	15	0

Table 19: Unemployed learners who entered various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	194	194	194	149	0
Skills Programmes	55	53	53	24	0
Internships	54	54	53	35	0
Bursaries	50	50	41	29	0
Workplace Experience	60	101	79	66	0
Artisans	40	47	47	16	0

Table 20: Unemployed learners who completed various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	70	214	209	202	0
Skills Programmes	40	51	51	23	15
Internships	10	17	17	9	0
Bursaries	10	17	14	9	0
Workplace Experience (Actual placement)	50	50	40	29	0

KwaZulu-Natal

KwaZulu-Natal office operations were informed by both the National ETDP SETA's strategic objectives and those of its partners in skills development.

The province worked with various constituencies and organisations including the DBE, HEIs, NGOs/CBOs, FET institutions, the NYDA, organisations working with people living with disabilities, and private providers. It supported the above constituent member organisations through skills development interventions such as Internships, Learnerships, Bursaries, Skills Programmes and WPE.

During the reporting period, efforts focused mainly on rural development since most of the province's learnerships were implemented in the rural areas of KwaZulu-Natal. Strategic partnerships were instrumental in allowing the objectives of the ETDP SETA to be met and hence in making a difference where it is needed to overcome poverty, unemployment and skills shortages.

Learnership Programmes

216 Learners both employed and unemployed were supported through the following learnerships: ECD Level 4, Environmental Education Level 5, Development Practice Level 5 and OD-ETD Level 5.

Early Childhood Development

Of the 216 learners, 100 were supported through the Further Education and Training Certificate: Early Childhood Development at NQF Level 4.

This is an entry-level qualification for those who wish to enter the ETD field, specifically within the sub-field of ECD. A few of these learners were already practising within the field, but without a formal qualification and recognition, whilst the majority were matriculants and out of school youth who could not further their studies at a higher education institution. Upon completion, learners will have a recognised SAQA registered qualification, which should enable them to facilitate the all-round development

of young children in a manner that is sensitive to culture and individual needs (including special needs), and to provide quality early childhood development services for children in a variety of contexts, including community-based services, ECD centres, at home and in formal institutions.

The areas of implementation, identified through partnerships with local stakeholders, were Nongoma, Manyiseni and Durban. The focus of service delivery was on the more rural and rather neglected communities.

Development Practice

Fifty learners were supported through the Higher Education and Training Certificate: Development Practice Qualification at NQF Level 5.

The choice of beneficiaries and the qualification was the result of a partnership between the Department of Labour, the local Municipalities of Mhlabyalingana and Ulundi as well as the ETDP SETA KwaZulu-Natal Office.

Mhlabyalingana district is a remote area close to the border of Mozambique where access to services and development opportunities are minimal. The area is rural and traditional and most youths volunteer their services in the hope of becoming absorbed by their hosts, namely the Municipality and NGOs in the surrounding areas. A second cohort benefitted the Ulundi Municipality where participants were selected and recruited from the Department of Labour's database where they had been registered for some time awaiting opportunities.

As Community Workers registered for this qualification, these learners will be able to provide co-ordinated support to individuals and communities in achieving their specific outcomes. The qualification will further enable the learners to plan to facilitate learning programmes that will lead to community groups and individuals achieving full qualifications in their own right. The Training Certificate in Development Practice (NQF Level 5) is a flexible and accessible means whereby existing or aspirant development practitioners can obtain a basic qualification in the field.

The qualification will enable the host NGOs and the two municipalities, as well as training and development practitioners, to structure training programmes in accordance with nationally recognised standards, and to provide this training at a level in line with the goals and resources of the organisation. Upon completion, the programme will have assisted all parties in the learnership agreement, employers, learners and the community at large.

The implementation of the remaining 66 learnerships was directed at supporting employed learners, specifically benefiting the provincial DBE and two of the FET Colleges in the province, Mthashana FET and Coastal KZN FET. In total, 36 beneficiaries were assisted in furthering and sharpening their training and development skills.

Occupationally Directed Education Training and Development Practices

OD-ETD Practices at NQF Level 5 is a qualification designed to provide FET lecturers with the general ETD skills required at that NQF level across key ETD roles, more specifically in terms of designing and developing learning interventions, facilitating learning and conducting assessments.

The FET college sub-sector, as a constituency that has recently been moved to the DHET, was identified as a strategic partner. The ETDP SETA focussed on bringing them on board in the skills development arena, using a learnership mode as a vehicle to build capacity within the constituency.

Environmental Education, Training and Development Practice

The final 30 learners were supported by the DBE as one of the largest constituencies. ABET Practitioners from the Obonjeni and Vryheid Districts were targeted and enrolled for an Environmental Education qualification designed to support practitioners who are already facilitating in these areas so as to improve the transfer of self sustenance skills. Both districts are regarded as the most rural in the province.

Learners who qualify will be able to select and adapt existing environmental learning programmes, and justify their choices in terms of the principles of environmental education and in response to issues of environmental justice and sustainability. The community will ultimately benefit in the process as they will have an alternative programme to choose from in the ABET Centres.

Skills Programmes

Skills programmes implemented and completed in the province were those most relevant to the occupations of the beneficiaries. More than 400 subject advisors benefitted from critical skills programmes and successfully completed a customised Coaching and Mentoring programme, delivered by the University of KwaZulu-Natal School of Education and Development.

In all programmes implemented, district representation was carefully considered to ensure that the ultimate benefits would reach citizens throughout the province. As a result, the programmes highlighted above reached all 13 districts as well as the most rural communities.

Support for People Living with Disabilities

An effort was made to work with related NGOs and CBOs to provide opportunities for people living with disabilities. Skills programmes in ICT and ABET programmes were facilitated by the KwaZulu-Natal Society for the Blind and the Blind and Deaf Society of KwaZulu-Natal. Braille material and a customised computer system were used to enable the programmes and address the special needs of the learners.

Work Based Experience Programme

With a target of 60 learners to be assisted to acquire workplace experiential learning as a requirement for a FET qualification, 112 young men and women were supported. These learners were hosted by the DBE and successfully attained the required amount of experiential learning to complete their qualifications.

Bursaries

The allocation of bursaries began to show results with learners that had successfully completed their studies entering into the teaching profession and other professions that were catered for in the province. Working with the provincial DBE, 36 qualified and unqualified teachers are currently supported and enrolled with Unisa to study towards a recognised teaching qualification (BEd and PGCE).

Internships

The Internship Programme is seen as the one of the main thrusts to address unemployment and skills development. A few learners were absorbed into formal employment and without doubt, the supported learners gained the experience and exposure needed to improve their employment chances.

Graduations

Over 300 learners graduated through the ETDP SETA learnerships which is one of the highlights of the office's existence.

Support for ETDP SETA Accredited Providers

KwaZulu-Natal has the second highest number of accredited providers in the country and saw a further increase during the financial year. This applies in particular to Assessor and Moderator registrations. A number of capacity building workshops were held to provide further support to newly accredited providers and to the existing ones to ensure that the SETA system is understood and that the providers uphold the highest standards and quality provisioning of programmes.

Table 21: Employed learners who entered various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	60	30	30	13	-
Skills Programmes	55	133	60	65	36

Table 22: Employed learners who completed various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	55	59	53	32	1
Skills Programmes	250	568	568	368	6
Internships	23	10	10	4	8

Table 23: Unemployed learners who entered various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	150	150	150	139	8
Skills Programmes	55	57	57	37	3
Internships	22	22	22	13	-
Bursaries	100	100	100	52	-
Workplace Experience	65	112	85	56	-

Table 24: Unemployed learners who completed various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	150	231	231	206	8
Skills Programmes	55	84	84	68	-
Internships	22	22	22	13	-
Bursaries	15	16	16	11	-
Workplace Experience (Actual placement)	60	1	1	1	1

Challenges

Given its diversity and the fact that KwaZulu-Natal is, according to Statistics South Africa's 2009 population estimates, the second highest populated province after Gauteng, adequate distribution of funds and resources remains a challenge.

Support for organisations working with people living with disabilities could be better managed, to ensure more resources and funding so that learners enter and complete their learning programmes within specified periods.

Monitoring of programmes was a challenge, given that the rural and remote areas were targeted, resulting in the office having to further stretch its slim resources within the year.

Future Plans

Partnerships between relevant stakeholders and constituencies will inform the operational plans of the KwaZulu-Natal office in the year ahead. The drive will continue to be directed at rural areas, as they remain a provincial priority.

Close co-operation will be maintained with the Premier's office and specifically with the Gender and Disability Desk.

Limpopo Province

The Limpopo Provincial Office was one of the first three offices established by the ETDP SETA in 2005 in order to bring training and development closer to the people. The province itself is predominantly rural with high levels of unemployment, poverty and illiteracy. According to the Limpopo Employment Growth and Development Plan (LEGDP 2009-14 p16), the key challenge regarding the job market is that while many unskilled are unemployed, there is a shortage of suitably qualified workers, which poses a serious constraint on the expansion of the provincial economy. This further results in the import of suitably qualified people to take jobs which could have been filled by the people of Limpopo, hence leading to an increase in local unemployment and poverty.

The main employer in the province is government, followed by private business with major economic activities in the private sector focussing on services, wholesale and retail, mining, construction, manufacturing, energy and agriculture. The labour market of Limpopo Province requires skills such as Financial Management, ICT, Management (supervisory, advanced and executive levels), Education (foundational, intermediate and advanced) as well as infrastructure development, mining and agriculture processing, manufacturing and management related skills. Most of the economic activities centre on Polokwane, which is the economic hub of the province and where the ETDP SETA Office is located. However, the ETDP SETA services and programmes are implemented in the rural areas, which are characterised by extreme poverty and underdevelopment.

The training and development initiatives implemented by the ETDP SETA in Limpopo Province are directed at contributing to the socio-economic growth and development of the province, in line with the above labour related skills. In partnership with constituencies such as the Limpopo DBE; Universities; FET Colleges; NGOs/CBOs; Independent Schools; ETD private providers; and stakeholders such as the Office of the Premier: Special Programmes Unit; Municipalities; as well as other bodies such as the NYDA, the South African National Association for the Blind and Partially Sighted (SANABP), the Deaf Association of South Africa (DeafSA), the Council for the Blind as well as Schools for Learners with Special Education Needs (LSEN), the ETDP SETA was able to achieve the targets it was allocated.

Learnership Programmes

Occupationally Directed Education, Training and Development

The purpose of the OD-ETD Practices qualification is to equip participants with the skills to be able to function in the education, training and development environment. The target group for this learnership were people employed by education, training and development institutions such as training providers, FET Colleges and NGOs. The target allocated for Limpopo was 44 and this target was enrolled on this learnership programme,

including two (2) people living with disabilities. Upon completion of the learnership, the learners will be able to design, develop and evaluate outcomes based learning interventions, facilitate outcomes-based learning, design assessment instruments and moderate outcomes-based assessments, guide learners on learning, assessment and recognition opportunities, undertake skills audits, identify and respond to learners with special educational needs and provide information and advice on skills development and related issues.

Adult Basic Education and Training

The purpose of this learnership is to prepare participants to facilitate adult learning. The target group was unemployed people, recruited by the Limpopo DBE in order to train them as future ABET Practitioners who will be able to facilitate ABET Level 4 learning programmes. A total of fifty (50) people were enrolled in the programme.

The learners included a group of 20 people who are volunteers attached to Rivoni Centre in Elim (Vhembe District), who are being trained to train people with disabilities in the centre. This includes training to read Braille script and type in Braille. Upon completion of the learnership programme, all the successful learners will be able to facilitate adult learning, design and develop learning and assessment materials for adult learners, guide adult learners on learning, assessment and recognition opportunities as well as respond to the needs of adult learners with special educational needs, among other skills.

Development Practice

This qualification is aimed at equipping people with skills which will enable them to manage community development interventions within municipalities, NGOs and CBOs. The target group for the learnership was the unemployed who were recruited in collaboration with the five district municipalities in Limpopo Province. One hundred and nine unemployed people were enrolled in the learnership and various local municipalities, Drop-in Centres, the Community Services Division of the South African Police Services (SAPS) and NGOs served as host employers. The Drop-in Centres are community based institutions established to provide shelter and a variety of services, including training, to destitute children and people with disabilities as well as orphans. They are operated and managed by volunteers from various communities who depend on donor funding. Out of the 109 learners enrolled in the Development Practice Level 5 Learnership, 22 are people with disabilities from Thulamela Municipality in the Vhembe district who work with Community Development Workers and focus on the development needs of others with disabilities within the Thulamela Municipality. The skills developed through this qualification include integrated development planning, local economic development, project management, small-scale research, facilitation of training programmes and organising advocacy campaigns.

Youth Development Practices

The purpose of the Youth Development qualification is to equip youth development practitioners with the skills that will enable

them to manage programmes aimed at the development of young people. Upon completion, these learners should have the skills necessary to develop and empower learners for youth development practices, assess specific community needs and responses for youth development interventions. They should also be able to build and maintain relationships with relevant stakeholders towards facilitating the development of young people to realise their potential, counsel young people, contribute effectively to national youth development initiatives, implement youth development projects for sustainability and undertake project management and research. Eighty five learners, recruited in collaboration with the Provincial Office of the NYDA and the Special Programmes' Division of the Office of the Premier, enrolled on the learnership. The NYDA and various Local Municipalities in Limpopo Province serve as host employers for learners in this learnership.

Skills Programmes

In line with the Critical Skills required, the ICT, Financial Management and Project Management skills programmes were implemented for unemployed graduates who required the top up skills to make them employable. The ICT programme offered by Capricorn FET College was aimed at equipping learners with basic computer skills. The Financial Management and Project Management skills programmes were offered by the University of Pretoria, targeting unemployed graduates and were aimed at providing project and financial management skills to top up the learners' existing qualifications in order to increase their chances of employability. Fifty six learners were enrolled on the above skills programmes and completed them over a period of six to twelve months. Nine of the learners enrolled in End-User Computing were blind.

Middle managers employed by the Limpopo Department of Education, Public FET Colleges, the University of Limpopo and the NGOs were enrolled on a Leadership and Management Development skills programme. The purpose of the programme is to develop the skills of employees of the above constituencies to improve performance and career advancement to senior management level upon acquiring the relevant experience and job knowledge. Out of a target of 56 learners, 55 enrolled for the Leadership and Management Development Programme (four of whom are living with disabilities) and one blind learner enrolled for End-User Computing. The programme is offered by the University of Limpopo School of Leadership, Turfloop campus, and will be funded over a period of two years, i.e. 2010/11 and 2011/12. The programme consists of six modules including the Principles of Strategic Management, Project Management Techniques, Introduction to Service Delivery and Customer Relationship Management, Economics for Management Decisions, Introduction to Information Technology and Fundamentals of Financial Management.

Internships

The purpose of the Internship Programmes is to provide unemployed graduates with the opportunity to gain work experience linked to their specialisation, preferably in an area of scarce and critical skills such as Financial Management, Human Resource Management, ICT, Management or Laboratory Assistance. Twenty-two unemployed graduates were given the opportunity to practice work skills as per the target allocated and were placed at ETD Sector institutions such as FET Colleges, the Universities of Limpopo and Venda and NGOs for a period of twelve months. Two of the learners found jobs before they could complete the Internship Programme. The work experience gained through the support and mentoring of the host employers assisted learners to compete for jobs. Two of the learners, hosted by the Polokwane Office of the Council for the Blind, were themselves blind, and a third blind learner was placed at the Limpopo Office of the South African National Council for the Blind and Partially Sighted (SANBP).

Workplace Experience

The purpose of the WPE programme is to assist teacher trainees and learners who have completed theoretical component of their studies at the University of Technology or FET College in scarce and critical skills programmes, and are required to do practical and work based training for a period of six months. For the university students, the intervention is aimed at getting the Maths and Science students or teacher trainees to do practice teaching at poorly performing schools, thus assisting the teachers and giving additional Maths and Science lessons to Grade 12 learners. The programme further assists learners from Universities of Technology or FET Colleges to acquire the practical components required to fulfil their Diploma qualifications. Sixty one learners were supported through workplace agreement programmes out of a target of sixty (60) which was allocated to the province, i.e. one additional learner was supported within the allocated budget. Eight teacher trainees were supported during their three month teaching practice as prescribed by the University of Venda to support Grade 12 learners in Maths and Science at poor performing schools in the Vhembe district. Of the total workplace experience intake, two were blind learners and were placed at Setotolwane LSEN school to assist the Braille tutor.

Bursaries

The bursary programme was aimed at giving opportunities to learners from rural areas in Limpopo Province to enter and gain qualifications in scarce skills such as Maths, Science, Technology, Economics and Accounting. The schools in the Mopani District which participated in the Imbizo, held in Limpopo Province in 2009, were each awarded five bursaries for their top performing Grade 12 learners. Sixty one bursaries were awarded and the learners enrolled at various universities in the country in courses related to Maths, Science, Technology, Commerce and Communications.

Training on the Scarce and Critical Skills Guide

This programme is aimed at disseminating the Scarce and Critical Skills Guide and training SDFs and sector specialists on how to use the guide to enable them to provide proper guidance on career choices. Six workshops were held in the province and 242 SDFs and sector specialists were trained in the use of the Guide.

Support for Small Levy-paying Organisations

The purpose of this programme is to support small levy-paying organisations that pay levies but do not submit WSPs and therefore do not qualify for payment of the mandatory grant. There are 30 such organisations on the provincial database and while some benefitted from the discretionary grant, nine small levy-paying organisations, which include independent schools and NGOs, received additional support through skills programme bursaries. Ten people from such small levy-paying organisations were trained in Project Management.

Table 25: Employed learners who entered various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	44	50	47	41	2
Skills Programmes	56	56	53	30	4

Table 26: Employed learners who completed various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	40	44	0	0	0
Skills Programmes	150	156	0	0	0

Table 27: Unemployed learners who entered various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	244	257	257	148	42
Skills Programmes	56	56	56	31	9
Internships	22	22	22	12	2
Bursaries	150	61	61	16	-
Workplace Experience	60	61	61	29	8

Table 28: Unemployed learners who completed various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	120	151	0	0	0
Skills Programmes	69	38	0	0	0
Internships	22	22	0		
Bursaries	50	10	0	0	0
Workplace Experience (Actual placement)	61	61	0	0	0

Challenges

One of the challenges encountered was meeting equity targets among employed people who participated in programmes. If an employer has not employed a certain category of people at a particular level, e.g. females or people with disabilities at management level, it becomes challenging to meet the equity target set. It was not as difficult to reach the same targets with unemployed learners due to partnerships established with organisations that are responsible for the needs of people with disabilities. Employers are therefore encouraged to revisit their Employment Equity Plans.

The delayed submission of Portfolios of Evidence (POEs) by learners, especially by employed learners, posed a challenge with regards to reporting completions.

Future Plans

The provincial operational plan for 2011/12 has been developed in consultation with constituencies. Programmes identified in the plan are aligned to the NSDS III objectives in that there are targets allocated to specific constituencies. Flagship projects include Women in Leadership development programmes, implementation of Recognition of Prior Learning (RPL) policies, HIV/AIDS programmes and support for a winter school programme. The Provincial Office will strengthen relations with all constituencies, stakeholders and partners to ensure the success of the NSDS III and the Human Resource Development Strategy for South Africa (HRD-SA) objectives.

Mpumalanga Province

The Mpumalanga team works through constituencies and structured bodies in implementing skills development interventions. The ETDP SETA participates in the following provincial structures: the Provincial Skills Development Forum; the Skills Development Committee; and the Human Resource Development Committee. The provincial constituencies that participate in the ETDP SETA skills development initiatives include the DBE, Independent Schools, NGOs/CBOs, FETs, ECD organisations, Private providers and small levy-paying organisations (mainly the independent schools). Unemployed learners are recruited and supported through the NYDA and other Youth organisations in the province as well as through the Premier's Office. The municipalities are also key stakeholders as they host learners who are enrolled in the Community Development learnerships as well as learners in the Internship Programme. They provide mentorship and support for these learners.

Learnerships

End User Computing Learnership

One hundred and five Educators in Maths, Science and Technology were enrolled in the National Certificate: Information Technology:

End User Computing Level 3 learnership in an effort to support the Laptop initiative implemented by the DBE. The learnership was implemented in the four regions of the province. The teachers participating are mainly from rural schools and have been given the opportunity to learn how to use a computer and have been exposed to the world of technology.

The main purpose of this learnership is to empower educators to acquire the knowledge, skills, attitudes and values required to operate confidently in the End User Computing environment. The qualification allows educators to develop skills that will enable them to become competent in using the computer. It introduces theoretical concepts of end user computing and requires the application thereof, to develop a range of skills that will enable them to be better informed workers in their fields and improve productivity.

A qualifying educator will be able to:

- Competently apply the knowledge, techniques and skills in the workplace;
- Understand the impact and use ICT in an organisation and in society;
- Improve communication skills; and
- Improve the application of mathematical literacy in the workplace.

The computer laboratories at the Tshwane University of Technology campus in Nelspruit were used for training which took place in the school holidays. It was humbling to see the excitement amongst the educators during training sessions. Submission of assignments and other activities were done via e-mail, requiring each person to have an e-mail address. This was a new experience for most.

Early Childhood Development Learnership

Forty four learners were identified through a partnership with the Gert Sibande FET College. The learners are women from Evander, a rural area in Mpumalanga, who are running ECD centres without any training or ECD qualifications. The development of babies, toddlers and young children is critical to further development into childhood and adulthood. It is critical that the field is served by competent practitioners. ECD is therefore a priority area in the South African context, supported by legislation, national policies and strategies. This qualification will give recognition to practitioners at an entry level, improving the quality of their service and making it possible for them to increase their employment prospects.

Development Practice Learnership

One hundred learners were enrolled in the Development Practice Level 5 Learnership. These learners are hosted by the four municipalities; Albert Luthuli Municipality, Lekwa Municipality, Msukalikwa Municipality and the Thaba Chweu Municipality.

Internships

Most of the learners that are placed in the Internship Programme find employment or are absorbed by the organisations that host them. The Quad Para Association of South Africa (QASA), an organisation for people with disabilities, hosted eight disabled learners for the Internship Programme of whom seven subsequently found employment. Interns were also hosted by the Gert Sibande FET College and the Mpumalanga Department of Education. Out of a total of 50 interns who were supported and reported under completions, 21 found employment.

This is a demonstration that the learners received proper mentoring and support at their workplaces which prepared them for the world of work.

Workplace Experiential Learning

The Mpumalanga Province supported 85 learners from various universities who were studying towards their final year B. Ed degree or Post Graduate Certificate in Education. These learners were supported during their practical teaching period. Of the 85 learners, 14 found employment in the sector and are currently teaching.

The province implemented four different learnerships in previous years, namely Development Practices Level 5, ECD Levels 4 & 5 and ABET Level 4. These programmes are implemented in partnership with employers. Currently, 337 learners have completed the learnerships that they were enrolled in.

The implementation of the Development Practices learnership was done in partnership with municipalities. Learners were hosted

in their community development units/sections where they gained practical experience in community projects, from conceptualisation and consultation with communities to the implementation of projects.

Learners who were enrolled in the ECD and the ABET learnerships were hosted by the Mpumalanga DBE. The ECD learners were hosted at ECD sites across the province and ABET learners at ABET centres.

The province achieved its target regarding entering learners into learning programmes (learnerships, skills programmes, internships and WPE) as well as ensuring that 85% of the beneficiaries were black and 54% women. More than 80% of the learners were recruited from the rural areas of the province.

Special Project

A special project was initiated by Gert Sibande FET College, in partnership with the ETDP SETA. Ten students were supported to study towards B. Ed Senior Phase and FET degrees. The college identified the 10 learners from their different campuses in the scarce and critical skills subjects. The students are studying part-time through Unisa while being hosted by the college and are gaining practical experience by lecturing at the college campuses under the mentorship of experienced lecturers. The college contributes to their studies by paying for their accommodation and travel during contact sessions at Unisa, supplying mentors for their practical teaching and providing administrative support with internet and photocopies. The ETDP SETA has committed to paying tuition fees for the duration of their studies, which is a period of four years.

Table 29: Employed learners who entered various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	100	105	105	58	-
Skills Programmes	55	52	49	29	5

Table 30: Employed learners who completed various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	80	80	80	80	-
Skills Programmes	150	149	147	102	-

Table 31: Unemployed learners who entered various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	100	257	248	248	1
Skills Programmes	55	56	56	33	1
Internships	22	22	22	13	-
Bursaries	100	100	100	52	-
Workplace Experience	65	85	85	56	-

Table 32: Unemployed learners who completed various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	413	337	327	328	1
Skills Programmes	174	143	143	97	-
Internships	50	45	42	27	7
Workplace Experience (Actual placement)	85	14	14	5	-

Challenges

The biggest challenge faced in Mpumalanga was the recruitment and placement of disabled learners. Recruitment of learners is undertaken by employers who in turn control the number of disabled learners that the SETA can recruit. An effort was made to approach organisations working with the disabled for recruitment of disabled learners. One such initiative was through the disability desk of Office of the Premier. The Premier's Office offered support, including the services of interpreters for the deaf learners that participated in the skills programmes, without charging a fee. The University of Pretoria developed Braille material to accommodate blind learners. Special accommodation had to be secured for physically disabled learners as they were not able to travel every day. Additional funds had to be raised to cover the extra costs for these learners.

A second challenge related to the placement or absorption of learners into the workplace once they had completed their learnerships. Most learners found it difficult to gain employment and employers were not willing to commit to employment after they had hosted the learners.

Future Plans

The province intends intensifying its working relationship with stakeholders and constituencies. Plans for the new financial year are under way and constituencies have already been consulted. The province will be enrolling learners in the ECD Level 5 learnership to support those learners who completed the ECD Level 4 learnership in previous years. More programmes will be undertaken to raise the level of awareness of the ETDP SETA

and its offerings. The ETDP SETA is currently in the process of establishing an office in the province.

Northern Cape

The Northern Cape provincial office continued to carry out the ETDP SETA's mandate in support of national and provincial priorities to improve the quality of life of the people of the Northern Cape, through the provision of much needed skills.

Central to rolling out the ECD programme is the provision of a good foundation for children entering the schooling system, which has proved to be important for school readiness and the future success of learners throughout their schooling.

The provincial team is committed to working in collaboration with key stakeholders and constituencies in the province to implement skills development. This is evident in the participation of the provincial team in key organised structures. Provincial structures include the Expanded Public Works Programme; the Provincial Skills Development Forum (co-ordinated by the Premier's Office); and the Skills Development Committee (co-ordinated by the DBE).

The constituencies which participate in the ETDP SETA skills development initiatives are mainly the DBE; NGOs/CBOs; FETs; ECD organisations; Trade Unions; and small levy-paying organisations.

Unemployed learners are recruited and supported through the NYDA and other Youth organisations in the province as well as through the Premier's Office. The municipalities are key

Provincial Presence and Performance (continued)

stakeholders as they host and provide mentorship and support for learners enrolled in the Community Development learnership.

Achievements

The province maintained good relations with key stakeholders and a strategic partnership was established between the Premier's Office, the Department of Social Development and the ETDP SETA to implement the Development Practices learnership for 150 unemployed learners across the province.

The percentage of placement of learners in workplaces was high and there was a willingness of employers to participate in the ETDP SETA's programmes. More than 80% of the learners recruited were from the rural areas of the province, more than 84% of the beneficiaries are black and more than 54% are women.

The skills programmes were identified by employers in the ETD Sector; with the following programmes being requested and implemented: Assessor Training; Management & Leadership; and Development of Assessment tools.

Learners were identified by the DBE, FET Colleges and Trade Unions.

The Assessor training programmes benefitted employees involved in the Human Resources Development unit of the DBE, by

providing a better understanding of assessment practices to assist district subject advisors to capacitate educators in the classroom.

The Leadership and Management programme beneficiaries were Union Office Bearers who are in leadership positions in the province. The objective of this initiative was to increase the efficiency of Office Bearers in order for them to contribute positively to their respective Trade Unions.

FET College lecturers that did not have formal educational qualifications were trained in the development of assessment tools. This provided an understanding of the different assessment tools and the ability to develop appropriate assessment tools.

To assist the provincial Department of Social Development with its Balelapa household survey project, the ETDP SETA implemented the Development Practices learnership for 150 unemployed learners from across the province. This initiative strengthened the relationship between the ETDP SETA and the provincial government departments, namely: the Premier's Office and the Department of Social Development.

Although the project is due for completion in the 2011/12 financial year, seven of the learners have already been employed by the Department of Social Development.

Table 33: Employed learners who entered various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Skills Programmes	55	55	55	28	2

Table 34: Employed learners who completed various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Skills Programmes		167	159	95	3

Table 35: Unemployed learners who entered various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Skills Programmes	55	57	57	37	3
Internships	22	22	22	19	-
Bursaries	50	50	50	36	-
Workplace Experience	65	85	85	56	-

Table 36: Unemployed learners who completed various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	413	237	237	225	-
Skills Programmes	55	39	39	25	-
Internships	50	49	49	11	-
Workplace Experience (Actual placement)	85	17	17	11	-

Challenges

Low Number of Accredited Training Providers

The province still has a very small number of accredited training providers. Focussed interventions to increase the pool of providers have not yielded the expected results. Capacity building interventions were put in place and the province is hopeful that in the next financial year there will be an increase of training providers.

The low number of providers leaves the province with no choice but to contract providers from other provinces.

Small Number of Employers

The small number of levy-paying organisations in the province means that the hosting of learnerships is mainly dependant on the participation of the DBE and other government departments in consultation with the Premier's Office. The choice of learning programmes is restricted by the availability and limited range of suitable host employers. Most learnerships implemented are in ECD and Development Practices.

Completion of Learning Programmes

The rate of completions of learning programmes remains low, with submissions of portfolios of evidence being low among both employed and unemployed learners.

Future Plans

The ETDP SETA has established a presence in the majority of towns across the province and has been commended on implementing programmes in the deep rural areas whereas other SETAs and funders have concentrated their efforts in the bigger towns like Kimberley and Upington.

In the 2011/12 financial year the SETA intends to implement programmes in further new areas. This will be assisted by the opening of the office in Kimberley which will make access to the Northern Cape constituencies easier. The new office will definitely make the ETDP SETA more visible and facilitate the further strengthening of good relations between the SETA and its constituencies in the province.

North West Province

The North West team works through ETD constituencies and provincial structures in implementing skills development. Some of the structures that the team participates in are: the Provincial Growth and Development Strategy (PGDS) working groups; Skills Development Committees within various member organisations; the Skills Development Consultative Forum and inter-Seta committees.

The constituencies that participate in the ETDP SETA skills development initiatives are the North West University (Mafikeng, Potchefstroom and Vaal campuses); North West Department of Basic Education; North West Department of Social Development; NGOs/CBOs; all three FET Colleges in the province; ECD organisations, both community based and those of the North West Department of Basic Education; Trade Unions, in particular SADTU; Private Providers of ETD; Independent Schools; School Governing Bodies as employers; and the North West Office of the Premier.

Unemployed learners were recruited and supported through the NGOs and the Department of Social Development in the province as well as through the Office of the Premier. The Local Municipalities are also key stakeholders as they host and provide mentorship and support to some of the learners that are enrolled in the Community Development learnerships.

Communication of Scarce and Critical Skills in the Province

As required by legislation, SETAs conduct extensive labour market analysis within their sectors in order to identify scarce and critical skills in the sector. Based on that exercise, SETAs are required to communicate information on scarce skills to their sector specialist, SDFs and other stakeholders in the sector.

The North West office was able to facilitate a number of workshops and meetings to inform stakeholders regarding the updated scarce skills in the sector. These sessions were conducted with the following FET Colleges: Orbit FET College; Taletso FET College; and Vuselela FET College.

Further sessions were conducted with Private Providers of ETD, Independent Schools, NGOs/CBOs and Trade Unions (SADTU and NAPTOSA) in the following District Municipalities: Dr Kenneth K Kaunda; Dr Modiri-Malema; and Moses Kotani.

The province held a special session with the North West DBE Skills Development Committee which is representative of organised labour and respective district representatives of the department. These sessions coincided with the Provincial Growth and Development Indaba, held on 14 and 15 March, with the express purpose of reviewing the current North West Growth and Development Strategy 2004 to 2014. This high profile event, which was co-ordinated by the North West Office of the Premier and attended by the Honourable MECs in the province, provided the provincial office with the opportunity to distribute the Scarce and Critical Skills Guide to all delegates at that Indaba. It is hoped that the information will be utilised to inform the review and planning for skills processes in the province.

Learnerships Implemented

Early Childhood Development Level 4

One hundred and forty learners were supported through the Further Education and Training Certificate. Most of these learners were already practising in CBOs in various regions of the province and were recruited from the following areas:

- Vryburg – 30
- Mokgalwaneng through the CEO's Imbizo – 20
- Klerksdorp – 30
- Zeerust – 30
- Vryburg – 30

These nodal areas were identified in the Premiers' strategy as requiring support. Recruitment was done in partnership with the provincial DBE through the Directorate of Institutional Development (ECD). Training was provided through Orbit FET College which is one of the ETDP SETA's Institute for Sectoral and Occupational Excellence (ISOE). In relation to the principle of access, success and progression, the department agreed to fund the learners for the ECD Level 5 Diploma.

Approximately 109 learners, who began training in the previous financial year, completed the programme and were employed by the DBE and SANGOCO.

Development Practice Level 5

Sixty nine learners were supported in the Higher Education and Training Certificate: Development Practice Level 5. The recruitment of beneficiaries was undertaken through partnerships between the Bakgatla Ba Kgafela Tribal Authority (BBKTA), the Provincial Department of Social Development and the SETA. The BBKTA is the employer of 25 learners who were granted learnerships through the ETDP SETA's Imbizo and placed in local municipalities to implement community development work and improve the lives of fellow community members. The Tribal

Administration undertook to absorb 70% of learners into its tribal administration which has a Directorate in Community Development and is responsible for 22 villages from which the learners were recruited.

The Provincial Department of Social Development recruited 44 learners throughout the province as beneficiaries of Masupatsela, which is the National Minister's project that aims to eradicate unemployment through community development projects.

Occupationally Directed Education and Training Development Practitioner

The target group for this learnership was FET Lecturers from Orbit FET College and Vuselela FET College. The initial number of learners allocated to the province was 22 and an extra 25 came from the Constituency Support Special Project Fund that was granted to the Orbit FET College.

During the financial year 115 learners from the previous years' programme completed the learnership. Beneficiaries were from North West University, Vuselela FET College, Orbit FET College and the DBE (in the North West's Ngaka Modiri Molema region).

Skills Programmes Implemented

The target for the skills programmes for the financial year was 110 learners. Fifty five unemployed learners were recruited via the Office of the Premier (Youth Directorate) to participate in the End User Computing Programme in Ramotshere Moiloa Municipality. The training was conducted in Lehurutshe and the beneficiaries were young people from surrounding villages. Based on the scarce and critical skills in the sector, fifty five employed learners were recruited from North West University (Mafikeng and Potchefstroom) campuses to undertake the Management and Leadership Programme. The beneficiaries were from both academic and non-academic divisions.

One hundred and eighty learners from SADTU were trained through the constituency support award. Of the 180, 100 learners enrolled for Assessor training and 80 enrolled for End User Computing.

The North West University entered into a Memorandum of Understanding with the ETDP SETA after the university was granted funding of R905,000.00 for the Management Development Programme. The number of beneficiaries is 60 and all three campuses have benefited from this partnership.

Support Initiatives for Community Based Organisations

Forty skills development and training vouchers were allocated to CBOs in the Moretele municipality. The municipality is situated on the border between the North West and Gauteng Provinces and is not fully serviced due to its geographical location. Two hundred beneficiaries who have Level 4 ECD were identified and 85 will be selected from this group for the 2011/12 financial year.

Support for BEE Firms

Ten organisations were awarded bursaries to train their staff in the ICT skills programme at Vuselela FET College. The organisations include emerging providers, ECD centres and other entities that are ETD related from the Mafikeng local municipality and Ramotshere Moiloa municipality.

Internships

An Internship Programme was implemented in partnership with the North West Department of Basic Education (NWDBE) and the North West University. Twenty unemployed graduates were funded in the following areas: Human Resource, Business Management, Information Technology, and Financial Accounting. Of the total, two learners were permanently placed in employment by the NWDBE.

As a result of hosting of a successful Imbizo in March 2010 in Mokgalwaneng, a good working relationship was forged with many stakeholders, especially the Bakgatla Ba Kgafela Tribal Authority, with whom 10 learners were placed on an Internship Programme. These learners will complete the programme at the end of 2011.

Bursaries

Over 50 learners have benefitted from bursary awards as a result of the above-mentioned partnership with the Bakgatla Ba Kgafela Tribal Authority.

The ETDP SETA further supported 27 unemployed learners majoring in scarce skills areas in their studies towards B. Ed degrees. The learners were recruited in a joint initiative with the North West University faculty of education.

The North West Province in partnership with the North West DBE also funded 24 employees completing the PGCE, Honours in Physical Science, Learner Support, Project Management, and Master's degrees in Education and Technology.

Workplace Experiential Learning Programmes

This programme intended to support unemployed learners that are studying in their respective fields, and require experiential learning or practical learning to complete their qualification. The programme was implemented in joint partnership with North West University, Orbit FET College and Vuselela FET College and has supported about 60 learners studying Education, Business Management, Civil Engineering, Marketing and Human Resources Management. One of the beneficiaries of this programme has been employed by Lonmin in Rustenburg. Seven of the beneficiaries have entered into a further Internship Programme with Vuselela FET College.

Table 37: Employed learners who entered various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	55	55	50	28	-
Skills Programmes	45	45	45	23	-
	30	30	30	23	-

Table 38: Employed learners who completed various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	60	53	28	-	
Skills Programmes	148	148	107	-	

Table 39: Unemployed learners who entered various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	186	211	183	155	-
Skills Programmes	55	55	55	35	-
Internships	22	22	14	17	-
Bursaries	30	30	25	23	-
Workplace Experience	60	60	60	42	-

Table 40: Unemployed learners who completed various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	148	148	139	-	-
Skills Programmes	8	8	8	-	-
Internships	1	1	1	-	-
Workplace Experience (Actual placement)	8	8	6	-	-

Challenges

The biggest challenge has been the recruitment of disabled learners and completion of learning programme. Recruitment of learners is done by the employers and as such, all the learners entered into programmes, with the minimum number of disabled learners are from the employers. An effort is made where organisations that are supporting people with disabilities are approached and learners are recruited through these organisations. One initiative, was working with the disability desk in the Office of the Premier to recruit learners with disabilities.

Future Plans

The North West provincial team intends intensifying and strengthening its working relationship with all stakeholders and constituencies. Plans for the new financial year are underway and constituencies have already been consulted on the implementation of the SETA's Skills Development Programmes. There is a plan to create more awareness of the SETA programmes in the province. The SETA is currently in the process of establishing an office in the province.

Western Cape Province

With a 14% share of South Africa's GDP, the Western Cape Province falls in the middle range of the nine provinces. The population of 4.6 million makes up about 10% of the national population. Based on GDP, the province is at the top of the development range together with Gauteng (Department of Economic Development and Tourism: 2009). Employment

opportunities are skill-biased and the trend shows a decline in employment for those with tertiary qualifications, while those without tertiary qualifications are most significantly affected by unemployment. On the employment side about 25% of workers have grade 8 or lower; about a third have a matric and of those with a tertiary qualification, only a third have a degree. This correlates roughly with the main activities and jobs of the province in the primary and secondary sectors of the economy.

A range of public sector institutions is responsible for skills development at different levels. Provincial strategies and priorities are in place, specifically the Human Resource Development Strategy, which have identified specific interventions in line with the priorities identified in the province's Medium-Term Economic Development Strategy and implementation has commenced. The main development areas are biased towards business processing outsourcing; ICT; oil and gas and tourism. These identified growth sectors are the main priority for the province as avenues for job creation and support the educational component of development for the province.

The ECD and General Education and Training (GET) are important as they provide the foundation for further skills development, while HEIs provide skills at the higher level of the skills spectrum. The particular importance of FET colleges and SETAs has been highlighted in light of the importance of linking curricula in FETs and the learnerships and skills plans of SETAs to the skills requirements of priority sectors in the Medium-term Economic Development Strategy. These are aligned to government's strategic priorities for the country. The Western Cape's contribution is indicated hereunder.

Learnerships

Early Childhood Development Learnership

ECD is a flagship area of development for the Education Sector. The biggest challenge facing ECD practitioners is the professionalisation of jobs with remuneration that is at comparable levels to teachers in public schools. The poor conditions of service, vulnerable employment and exploitation of workers that earn substantially less than the basic minimum wage must be addressed as a barrier to formal decent employment and career path growth. The root cause of this disparity is perhaps that most ECD sites are not state owned and are located in communities that are self supporting. The cost of providing ECD could escalate and may not be affordable to communities.

The number of learners (ECD practitioners) enrolled in ECD at NQF Level 4 was 256. The learnerships were implemented across the province in the rural towns of Murraysburg and Nelspoort in the Karoo. In the West Coast and Boland areas, learners are trained in the towns of Vredenburg and Ceres. More groups were trained in the townships of Cape Town where the historically disadvantaged areas are located. Implementation of the ECD learnerships was undertaken in partnership with the ISOE recognised College of Cape Town, South Cape College as well as Boland FET College.

The ETDP SETA participates in the provincial Expanded Public Works Programme (EPWP) structures and assists with quality assurance of the ECD learnerships funded by the Department of Social Development and the DBE. The ETDP SETA provides support to the EPWP partners to comply with legislation and quality assurance requirements for the learnerships, to ensure the provisioning of quality training. In this role, FET Colleges were supported as providers within the EPWP support was also provided to ECD constituencies in assessor registrations and learner uploading. Their capacity to deliver quality work was thus enhanced by the ETDP SETA's direct role in the EPWP. The future role of the ETDP SETA in this regard will be to assist with advancing learners to Level 5 and/or to fast track them onto the B. Ed foundation phase specialisation in order to advance their qualifications to become fully qualified foundation phase teachers.

The unemployed and pre-employed (full-time students) remain the core focus of the ETDP SETA, since the number of educators currently trained falls far short of what the country needs. Here the ETDP SETA provided support through bursaries for 34 full time students. These beneficiaries had attained ECD Level 5 through the College of Cape Town and wished to move on to study the BEd (Foundation Phase) through Unisa.

Development Practice Learnership

Learners in the Cape Town Metropole benefitted from the Development Practice Learnership at NQF Level 5. A group of 44 learners were identified and are mentored by the local municipalities, where it is hoped they will continue to improve their skills and find employment.

New Venture Creation (NVC) Learnership

The NVC learnership at Level 2 for 30 learners, with support to register and sustain their ventures, was achieved. The challenge with the NVC learnership was to ensure that the learners acquired the necessary skills to become entrepreneurs.

Bursaries

A partnership agreement between the College of Cape Town and Unisa assisted with the enrolment of learners into the B. Ed degree with sponsorship from the ETDP SETA. Full time students enrolled at the Cape Peninsula University of Technology for the B. Ed and PGCE qualifications were assisted during their experiential component of their structured learning at schools, where they were placed for up to six months. Here 66 beneficiaries in their third and final years were supported. Of this cohort, 32 were employed as full time teachers by the Provincial DBE. The rest will be tracked and reported once they are placed in formal employment at schools.

Bursaries were awarded for the PGCE and the National Professional Diploma in Education (NPDE) for FET lecturers using the additional constituency funding that was made available by the SETA in the reporting period. Only False Bay FET College took up the opportunity to upgrade the qualifications of its lecturers. More males than females were beneficiaries of this opportunity, correlating with the fact that artisan trades have historically been male dominated.

A further bursary opportunity was provided in partnership with the University of Cape Town (UCT) which is training teachers in the Advanced Certificate in Education: Leadership and Management. The beneficiaries are teachers from the Ikhwezi project that is a flagship project of the UCT School of Education that provides continuous professional development to teachers. The teachers are mainly from schools in the townships of Philippi and Langa.

Skills Programmes

The unemployed benefitted from 56 skills development opportunities provided at a public school within the township of Langa. An ISETT SETA quality assured training College in End User Computing was provided by the Boland FET. Basic computer literacy skills training was also provided in various townships around the Cape Town metropolitan area. Bringing training to the communities proved successful in increasing access to the learning opportunities.

The employed beneficiaries of training were identified by their respective employers. Thematically the assessor, moderator, SDF training, ICT end user computing and finance for non-financial managers were preferred as generic training needs that were supported through the 62 funded opportunities. A noticeable trend is the fact that employers are increasingly using accredited training providers and are adding value through their WSPs which

now indicate their specific training needs. It is apparent that they also consult with the Scarce and Critical Skills Guide. A greater understanding that training must also lead to competence resulted in a higher completion rate than in previous years.

Internships

Interns were placed with all six public FET Colleges and three Universities. Of the 23 graduates placed and mentored, three found employment within the institution before completion of the internship period, while the rest completed their 12 month placements with better skills to enhance their employability.

Support for Small Levy-paying Organisations

Small levy-payer support remains a challenge. Small employers do not see enough of an incentive to participate in skills development as their mandatory grant claims do not amount to much. Through focussed WSP mobilisation workshops, the province was able to improve and motivate 132 small levy-paying organisations to participate in skills development through the submission of their WSPs on an annual basis.

Table 41: Employed learners who entered various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	25	25	25	25	1
Skills Programmes	62	62	48	46	1
Bursaries	33	33	33	27	-

Table 42: Employed learners who completed various learning programmes (2.7 and 2.8)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Skills Programmes	210	210	169	133	8

Table 43: Unemployed learners who entered various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	325	325	325	287	3
Skills Programmes	56	56	56	32	2
Internships	23	23	23	19	-
Bursaries	34	34	34	33	-
Workplace Experience	66	66	66	43	-

Table 44: Unemployed learners who completed various learning programmes (4.1, 4.2 and 4.3)

Programme	Target	Achieved	Equity		
			Black	Female	Disabled
Learnerships	79	79	78	77	2
Skills Programmes	52	52	52	30	2
Internships	23	23	23	18	-
Bursaries	6	6	-	-	-
Workplace Experience (Actual placement)	32	32	32	26	-

Constituency Support



During the period under review the ETDP SETA Board approved additional discretionary funding of R30 million to be disbursed to constituent employers in the ETD Sector. A public announcement was made, in line with Grants Regulations (No. 27801 of July 2005), calling for expressions of interest. The advertisement was sent directly to constituent employers on the ETDP SETA database who were given seven weeks, between March and the end of April 2010, to submit their proposals.

The proposals received were processed and funding allocations were made to all applicants aiming to address scarce and critical skills needs. The constituent employers were required to sign MoUs with their provincial ETDP SETA offices which managed the implementation of the approved programmes.

A number of constituent employers benefitted from the discretionary funding in Gauteng. These included Higher Education South Africa (HESA), Trade Unions (NEHAWU and CEPPWAWU), the Independent Schools Association of South Africa (ISASA) and Gauteng Public FETs. The discretionary grant was used to support their employees to enrol in various Skills Development Programmes. NEHAWU was awarded bursaries for 50 employees to enrol on different qualifications with various

HEIs. HESA registered 26 lecturers on the Human Resources in Higher Education programme with the University of Pretoria (UP). Of the 26, at least 22 lecturers were found competent, translating into an 85% pass rate. Furthermore 30 junior lecturers were enrolled with UP on the Laboratory Assistant Programme, which started in January 2011.

CEPPWAWU and ISASA identified the Assessor skills programme as a need for their educators and education convenors respectively. The training of 75 CEPPWAWU and 74 ISASA members was implemented by different service providers. The Gauteng FET Colleges identified Assessor and Moderator skills programmes as a need for FET lecturers, and over 100 benefitted from the programmes.

In the North West, four constituent employers benefitted from this initiative, which included SADTU, SANGOCO, Orbit FET College and the University of the North West. Maccaulei Learning Academy implemented the Management Development programme for 60 officials in middle management or supervisory positions from the University of the North West, to build management capacity at the university. The Vuselela FET College's End User Computing programme benefitted 80 SADTU member

educators, equipping them with the knowledge and skills to enable them to facilitate computer training for learners in their schools. The same programme was offered to 15 SANGOCO officials to provide them with practical skills to manage their ECD centres. Orbit FET College benefitted through the training of 25 of their lecturers in the OD-ETD qualification.

In Mpumalanga, the Mpumalanga DBE was the only constituent employer that benefitted from funding. Eighty educators were registered with the University of the Free State to undertake the Advance Certificate in Education (ACE) in mathematics, science and technology. The ability of all learners to succeed in today's technically orientated work environment is intrinsically dependent on their understanding and ability to apply mathematical, natural science, technology and language principles.

Educators were recruited by the DBE from the Bushbuckridge region where the need was identified. The programme started in February 2011 and will run for two years. The teachers are continuously supported by the Regional Curriculum Implementers of Mathematics, Natural Sciences and Technology. The aim of this project is to enhance educator performance.

The Northern Cape (NC) had two constituent employers who benefitted from the discretionary funding. Douglas Civil Society is an NGO and the second is the NC DBE. Douglas Civil Society enrolled nine learners on the International Computers Drivers Licence (ICDL) skills programme offered by NC Urban Public FET College. For the DBE, 80 learners were recruited and registered with the University of the North West on the National Professional Diploma in Education to increase the pool of qualified educators in the province.

The Eastern Cape Province implemented projects from three HEIs: Walter Sisulu University (WSU), the University of Fort Hare and NMMU; and the provincial DBE. The WSU enrolled 73 of its employees at NMMU on the Business Communication, Financial Management and Mentor and Coaching programmes, as part of its continuous professional development for its staff. The University of Fort Hare trained its own 45 staff members in various courses, while NMMU commenced training in November 2010 in Project Management for 22 employees.

In KwaZulu-Natal, thirteen institutions within the province were granted funding for various programmes ranging from skills programmes and learnerships to internships. In the period under review, nine beneficiaries hosted by the University of KwaZulu-Natal, and eight hosted by the University of Zululand benefitted

from the Internship Programme supported by the funding; while two Durban University of Technology employees registered with Unisa.

In the Western Cape only one public FET College, False Bay College, applied for support for the training of 47 lecturers to undertake the PGCE and NPDE qualifications. The lecturers registered with the Cape Peninsula University of Technology and the University of Cape Town respectively. The upgrading of FET lecturer qualifications is a priority for the College to offer the lecturers a solid academic grounding, especially for those who have vocational experience but no teaching qualification.

Five constituent employers benefitted from the discretionary funding in the Free State: the provincial ECD Congress; NGO Pheko ka Kopano; the provincial DBE; the University of the Free State; and Maluti Public FET College. Twenty Pheko ka Kopano officials entered into the Auto CAD skills programme with Maluti FET. This is a computer based programme to equip the officials with computer skills. The NGO also benefitted by hosting two interns, which were paid the internship stipend from the ETDP SETA as part of discretionary funding. The Maluti FET College benefitted through the training of 158 of its lecturers on PGCE by the Central University of Technology (CUT). While the ECD forum was awarded ICT skills programmes for 15 members, who were trained by Maluti FET College.

The Free State DBE requested training for 52 ECD practitioners through the ECD NQF Level 5 Learnership. The providers, Goldfields and Flavius Mareka Public FET Colleges, were contracted, with 26 learners each. This is a two year programme to empower practitioners with a recognised national qualification to be able to facilitate learning for children between the ages of 3 and 6. The provincial DBE has opted for this programme to equip its Grade R practitioners with the necessary skills and knowledge.

In Limpopo two employers benefitted from the funding, the University of Venda and Sekhukhune public FET College. The University of Venda opted for the Higher Education Assessment Programme for 36 lecturers offered by Rhodes University. This is a customised and contextualised programme for lecturers teaching at HEIs. The Sekhukhune FET College benefitted from the training of its staff members on Asset Management (5 staff members), Monitoring and Evaluation (3), ISO Basic (10) and Moderation (20). The programmes were chosen to strengthen the skills of staff in various departments of the college.

Table 45: Constituency projects

Constituency	Project	Implementation Status
Azzardville Muslim School	B. Ed, PGCE and MEd	10 learners registered with various HEIs
Higher Education South Africa (HESA)	Human Resources in Higher Education	Project completed
	Laboratory Assistant Programme	Learners currently attending classes
NEHAWU	Management advancement programme	Learners to start in June 2011
	Various programmes	Over 20 learners registered with various HEIs
South West Gauteng College	Conduct Outcomes Based Assessment	Training completed
	Moderator	
Gauteng Province Public Colleges Skills Development Forum	Conduct Outcomes Based Assessment	Training completed
	Moderator	
	Verifiers	
	BEd	
	Management of Workplaces	
	Supervision and Management	
	Managing HIV and AIDS in the Workplace	
	SDF	
	ICT Certificate	
Sedibeng FET College	Conduct Outcomes Based Assessment	Training completed
	Moderator	
	Facilitation	
	SDF	
Mining Qualification Authority	Internship-research	Project under way
	Internship: Librarian-Resource Centre	
ISASA	Leadership Development Programme	Training commenced
	Conduct Outcomes Based Assessment	Training completed
SACCAWU	Labour Law	
	Organisational Development	
	ICT	
CCEPPAWU	OBET	Training commenced
	Conduct Outcomes Based Assessment	
	Facilitation	Project under way
North West DBE	Material Development and Assessor	Project under way
NW SANGOCO	End user computing	Project completed

Constituency Support (continued)

Constituency	Project	Implementation Status
Orbit College	Coaching and Mentoring, OD-ETD Level 5 Material Design Conduct Outcomes Based Assessment	Training commenced for ODE ETD Level 5 Learnership
North West University	Management development programme	Project completed
NW SADTU	Conduct Outcomes based Assessment Material Development End user computing	Training completed for End user computing and Conduct Outcomes Based Assessment
Mpumalanga DBE	Ace-Maths and Science	Learners registered with UFS
Douglas Civil Society	ICDL	Training commenced
Northern Cape DBE	NPDE	Learners registered with NWU
	ICT learnership	Training commenced
Walter Sisulu University	Business Communication, Financial Management, Mentorship and Coaching, ICT, Conduct Outcomes based Assessment, Moderator	Training commenced
University of Fort hare	Various Programmes	Training commenced
Nelson Mandela Metro University	Project Management	Training commenced
Umgungundlovu FET College	Moderator	Project under way
	Project Management	
University of KZN	Pedagogy of Multi-grade Education, ICT, Internships and Strategic Development	9 interns commenced
Mangosuthu University of Technology	Financial Management, Conduct Outcomes based Assessment, Moderator; Curriculum Development and Mentorship and Coaching	Project under way
Durban University Of Technology	Research Capacity Programme	Project under way
University Of Zululand	Internships, Skills Programmes and ABET	8 interns commenced
Coastal FET College	Mentorship and Coaching	Project under way
	Facilitation	
	OD-ETD	
Esayidi FET College	OD-ETD	Project under way
Springlake Secondary School	ICT	Project under way
Accelerated Christian Education	Management of Teaching, Understanding School Management and Leadership, Manage Policy Planning School Development and Governance	Project under way
Clothing Textile, Footwear and Leather (CTFL) Seta	ICT	Project under way
	Programme management	

Constituency	Project	Implementation Status
Mthashana FET College	Conduct Outcomes based Assessment	Project under way
	Moderator	
	Facilitation	
Elangeni FET College	Conduct Outcomes based Assessment	Project under way
	Moderator	
	Facilitation	
	SDF	
False Bay College	PGCE & NPDE	47 learners registered with two HEIs
Pheko Ka Kopanelo Free State NGO	Internships	2 interns commenced
University of the Free State	Abet Levels I -4	Training commenced
FS DBE	ECD NQF Level 5 Learnership	Learnership in progress
ECD Congress	End User Computing	Training completed
Maluti FET College	PGCE	Learners registered with CUT
	Auto Cad ICT Programme	Project completed
University of Venda	Curriculum and Material Development (31), Conduct Outcomes based Assessment (36) and Moderator (35)	Training commenced
Sekhukhune FET College	Leadership & Management, Moderation, Monitoring and Evaluation, Asset management and ISO basic	Project under way

Quality Assurance and Promotion of Quality



The ETDP SETA was accredited as a quality assurance body for the ETD Sector in 2001 in accordance with the South African Qualifications Act No. 58 of 1995. The quality assurance wing of the ETDP SETA combines Education Training and Development with Quality Assurance. The focus of quality assurance is on the promotion of good education, training and development practices. This is achieved by quality assuring providers towards attaining the requisite standards and qualifications in the ETD Sector:

According to the SAQA criteria and guidelines for ETQAs (2,000) quality assurance is the process of ensuring that the degree of excellence specified is achieved. The ETDP SETA, as a quality assurance body, was therefore accredited to monitor and audit achievements in terms of national standards or qualifications, and assigned with specific functions relating to the monitoring and auditing of national standards and qualifications. The Quality Assurance Unit functions are as follows:

Accreditation of Constituent Providers

Accreditation of providers is the process of certifying providers who have met the accreditation requirements. Providers are certified for a period of five years should they obtain full

accreditation or a provisional period of one year.

The ETDP SETA took a conscious decision to award only provisional accreditation to applicant providers who meet all the accreditation requirements. Thereafter they are required to:

- prove that they have the ability to apply their quality management systems; and
- take their learners to the point of certification.

Following the one year provisional period, a full audit is conducted to ensure that all the above compliance and performance requirements are in place, after which the provider is granted full accreditation for a period of four years.

The ETDP SETA therefore accredits constituent providers through a three phased approach:

- Phase A – Provider's intent to be accredited
- Phase B – A desk top evaluation of the provider's capacity regarding learning programmes and an evaluation of the quality of the learning programmes, their appropriateness and their alignment with national unit standards or qualifications

- Phase C – A site audit to verify the desk top evaluation findings and the establishment of the provider's business and training facilities and equipment.

Accreditation is planned and co-ordinated at Head Office and conducted by the provincial offices. The audit findings reports are ratified by an ETDP SETA Board structure known as the Quality Assurance Committee (QAC). The QAC sits once every quarter and the ratified decisions are signed by the CEO.

During 2011/12, 82 new constituent providers were accredited against a target of 55. Despite the drive to accredit more providers in the rural provinces, the majority of these providers are in Gauteng, with the Northern Cape and North West Provinces having the least. This challenge will have to be overcome during 2011/12. Table 46 shows the spread of providers per province.

Table 46: Number of accredited providers per province

EC	FS	GP	KZN	LP	MP	NC	WC	NW	Total
7	3	43	7	3	4	1	5	2	82

Table 47 provide a summary of the unit standards and qualifications of the training providers granted accreditation by the ETDP SETA's Quality Assurance Committee.

Table 47: Unit standards and qualifications of newly accredited providers

May-10	Title of Unit Standard (US) /Qualification	Approved Programmes for US/Qualification
Gauteng	US ID 117870: Conduct targeted training and development using given methodologies: Level 4, Credits 10	1
	US ID 117871: Facilitate learning using a variety of given methodologies: Level 5, Credits 10	2
	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	3
	US ID 115755: Design and develop outcomes-based assessments: Level 6, Credits 10	1
	US ID 115759: Conduct moderation of outcomes-based assessments: Level 6, Credits 10	1
Limpopo	US ID 115755: Design and develop outcomes-based assessments: Level 6, Credits 10	1
	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	1
	Qualification ID 23094: Further Education and Training Certificate: Development Practice: Level 4, Credits 120	1
Free State	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	1
	US ID 115759: Conduct moderation of outcomes-based assessments: Level 6, Credits 10	1
	US ID 117871: Facilitate learning using a variety of given methodologies: Level 5, Credits 10	1
Eastern Cape	US ID 115437: Lead and manage people: Level 6, Credits 20	1
	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	2

Jul-10	Title of Unit Standard (US) /Qualification	Approved Programmes for US/Qualification
Eastern Cape	Qualification ID 23094: Further Education and Training Certificate: Development Practice: Level 4, Credits 120	1
	Qualification ID 23095: Higher Education and Training Certificate: Development Practice: Level 5, Credits 120	1
	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	1
	US ID 117871: Facilitate learning using a variety of given methodologies: Level 5, Credits 10	1
Free State	Qualification ID 58761: Further Education and Training Certificate: Early Childhood Development: Level 4, Credits 140	1
	Qualification ID 50334: National Certificate: Occupationally Directed Education Training and Development Practices: Level 5, Credits 120	1
Gauteng	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	12
	US ID 117871: Facilitate learning using a variety of given methodologies: Level 5, Credits 10	8
	US ID 115759: Conduct moderation of outcomes-based assessments: Level 6, Credits 10	2
	US ID 115435: Lead and manage a subject/learning area/phase: Level 6, Credits 12	1
	US ID 115437: Lead and manage people: Level 6, Credits 20	1
	US ID 115439: Manage policy, planning, school development and governance: Level 6, Credits 20	1
	US ID 246529: Demonstrate knowledge and understanding of assessment in a learning environment: Level 4, Credits 3	1
	US ID 7390: Identify and respond to learners who have special needs: Level 4, Credits 8	1
KwaZulu-Natal	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	2
	US ID 117871: Facilitate learning using a variety of given methodologies: Level 5, Credits 10	4
	US ID 115759: Conduct moderation of outcomes-based assessments: Level 6, Credits 10	1
Limpopo	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	1
Mpumalanga	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	1
	US ID 115755: Design and develop outcomes-based assessments: Level 6, Credits 10	1
Western Cape	US ID 10289: Facilitate a programme of learning: Level 5, Credits 24	1
Sep-10	Title of Unit Standard (US) /Qualification	Approved Programmes for US/Qualification
Gauteng	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	5
	US ID 115759: Conduct moderation of outcomes-based assessments: Level 6, Credits 10	2
	US ID 115755: Design and develop outcomes-based assessments: Level 6, Credits 10	1
	US ID 117871: Facilitate learning using a variety of given methodologies: Level 5, Credits 10	2
	US ID 7384: Facilitate an adult learning event: Level 4, Credits 16	1
	Qualification ID 58761: Further Education and Training Certificate: Early Childhood Development: Level 4, Credits 140	1
KwaZulu-Natal	Qualification ID 50333: National Diploma: Occupationally Directed Education, Training and Development Practices: Level 5, Credits 240	1

Limpopo	US ID 117877: Perform one-to-one training on the job: Level 3, Credits 4	1
North West	Qualification ID 58761: Further Education and Training Certificate: Early Childhood Development: Level 4, Credits 140	2
Western Cape	Qualification ID 50333: National Diploma: Occupationally Directed Education, Training and Development Practices: Level 5, Credits 240	1
	Qualification ID 50334: National Certificate: Occupationally Directed Education Training and Development Practices: Level 5, Credits 120	1
	US ID 117871: Facilitate learning using a variety of given methodologies: Level 5, Credits 10	1
	US ID 114988: Speak and respond in selected, basic, everyday situations in X: Level 1, Credits 6	1
Feb-11	Title of Unit Standard /Qualification	Approved Programmes for US/Qualification
Eastern Cape	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	1
	US ID 115759: Conduct moderation of outcomes-based assessments: Level 6, Credits 10	1
	US ID 115755: Design and develop outcomes-based assessments: Level 6, Credits 10	1
	US ID 117871: Facilitate learning using a variety of given methodologies: Level 5, Credits 10	1
	US ID 123394: Develop outcomes-based learning programmes: Level 5, Credits 10	1
Gauteng	US ID 114215: Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path: Level 4, Credits 3	2
	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	9
	Qualification ID 20838: National Certificate: ABET Practice: Level 4, Credits 120	1
	US ID 260357: Prepare and monitor the budget of a school: Level 4, Credits 12	1
	US ID 115759: Conduct moderation of outcomes-based assessments: Level 6, Credits 10	3
	US ID 117877: ID Perform one-to-one training on the job: Level 3, Credits 4	1
	US ID 117871: Facilitate learning using a variety of given methodologies: Level 5, Credits 10	2
	US ID 120308: Apply knowledge of self in order to make a personal decision: Level 2, Credits 3	1
KwaZulu-Natal	US ID 114215: Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path: Level 4, Credits 3	1
	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	3
	US ID 115759: Conduct moderation of outcomes-based assessments: Level 6, Credits 10	3
	US ID 117871: Facilitate learning using a variety of given methodologies: Level 5, Credits 10	2
Limpopo	US ID 263982: Manage assessment in a learning organisation: Level 6, Credits 10	1
	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	1

Feb-11	Title of Unit Standard /Qualification	Approved Programmes for US/Qualification
Mpumalanga	US ID 7468: Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues: Level 4, Credits 6	I
	US ID 9015: Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems: Level 4, Credits 6	I
	US ID 9016: Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts: Level 4, Credits 4	I
	US ID 244468: Prepare resources and set up the environment to support the development of babies, toddlers and young children: Level 3, Credits 5	I
	US ID 244485: Design activities to support the development of babies, toddlers and young children: Level 5, Credits 8	I
	US ID 244469: Provide care for babies, toddlers and young children: Level 4, Credits 10	I
	US ID 244462: Work with families and communities to support Early Childhood Development: Level 3, Credits 5	I
	US ID 244475: Observe and report on child development: Level 4, Credits 6	I
	US ID 244484: Demonstrate knowledge and understanding of the development of babies, toddlers and young children: Level 4, Credits 8	I
	US ID 244480: Facilitate the holistic development of babies, toddlers and young children: Level 4, Credits 16	I
	US ID 244472: Prepare Early Childhood Development programmes with support: Level 4, Credits 6	I
	US ID 244259: Support children and adults living with HIV and AIDS: Level 3, Credits 8	I
	US ID 244478: Manage an Early Childhood Development service: Level 5, Credits 5	I
	US ID 244571: Describe how to manage anxiety and depression in the workplace: Level 3, Credits 2	I
Northern Cape	Qualification ID 20838: National Certificate: ABET Practice: Level 4, Credits 120	I
Western Cape	US ID 115753: Conduct outcomes-based assessment: Level 5, Credits 15	I

Of the 132 learning programmes that the 82 providers were accredited to offer, only 12 (about 8%) are for full qualifications, with the balance being for skills programmes. It is not clear whether the provision of this preponderance of skills programmes relates to a real market need or to the fact that it is easier for the providers to 'sell' such programmes.

Clearly, the ETDP SETA, as a promoter of skills development, must take a leadership role in educating, empowering and informing both the learners and the employers regarding programmes that will improve employability and thus economic and social status.

Quality Assurance of Learner Achievements

The purpose of quality assurance of learner achievements is to ensure that learners have actually achieved/met the outcomes of the standards or qualifications that the accredited institutional providers claim. The quality assurance of learner achievements therefore confirms that the summative assessment results submitted for the award of SAQA registered credits are met in a fair, valid and reliable manner.

Once the ETDP SETA is satisfied with the outcome, it endorses results and certifies the learners who have achieved qualifications. The learners who achieve unit standards are certificated by the providers following certification guidelines issued by the ETDP SETA.

Currently all the quality assurance of learner achievements is conducted from Head Office at the request of the providers.

Achievements

During the review period, 9,918 learners successfully completed their studies for full qualifications and 59,330 were successful in obtaining credits towards their qualifications. Through Recognition of Prior Learning (RPL), 62 learners obtained their qualifications.

The diagram below indicates the location of learners whose achievements were verified in the 2010/11 financial year.

Table 48: Providers who submitted successful qualification achievements in each province

Province	Number of providers
North West	10
Gauteng	216
Limpopo	31
Free State	13
Mpumalanga	16
Western Cape	56
Northern Cape	4
Eastern Cape	29
KwaZulu-Natal	57
Total	432

There is a strong correlation between the number of providers accredited and the number of providers who submitted learner achievements for verification.

Highlights

The Minister of Higher Education and Training launched the Quality Council for Trades and Occupations (QCTO) on 23 February, 2010. The QCTO will take over the quality assurance of occupationally directed learning and will work closely with SAQA.

In March 2011, the QCTO delegated quality assurance functions to the ETDP SETA. The Service Level Agreement will be signed in July 2011.

The ETDP SETA has started developing occupational qualifications for the ETD Sector; the first being the Training and Development Professional, OFO Code 242401, which is linked to the following occupations:

- Learnership Manager;
- Training Advisor;
- Training and Development Practitioner;
- Training Consultant;
- Training Coordinator;
- Training Material Developer; and
- Training Officer;

The qualification will ensure that there is a constant supply of qualified and competent Education Training and Development Practitioners across all the economic sectors. Plans to develop occupational qualifications for FET lecturers are under way and these will be undertaken in partnership with DHET, SAQA, SACPO and the Council on Higher Education.

Challenges

In ensuring that the ETD Sector has quality providers that facilitate the acquisition of skills and competencies much needed by employers, the ETDP SETA encountered a number of challenges.

An increasing number of providers applied for single unit standards and thus end up running three day interventions that do not necessarily develop learners holistically. There is typically very little articulation between these interventions and full qualifications. This creates progression problems for learners when they wish to obtain a full qualification.

Very few providers applied for accreditation in the rural provinces such as Northern Cape, Mpumalanga, North West and Eastern Cape. Most of these providers lack the skills to develop learning materials.

Future Plans

In the 2011/12 financial year; accreditation applications will only be accepted from constituent providers who apply for 25 or more credits. These unit standard packages must be linked to, or be part of, a full qualification.

The ETDP SETA will develop a structured provider development project targeting the rural provinces. Well established and excellent providers can be used to incubate aspiring providers in these provinces. The ETDP SETA will investigate mechanisms to fund and monitor the development of providers in provinces such as the North West, Northern Cape, Mpumalanga, Limpopo, rural Western Cape and Eastern Cape.

Sector Skills Planning and Research



Section 10 (1) (a) of the Skills Development Act, No. 97 of 1998 (as amended) requires each SETA to develop five-year SSPs within the framework of the NSDS. The SSP is intended to be a strategy document for the sector and the role players within the sector, including the relevant SETA. It is further required to:

- Determine the skills development priorities following an analysis of the skills demand and trends, and the supply issues within sectors;
- Identify a set of sector-specific objectives and goals that will meet sector needs, skills needs related to economic or industrial growth strategies, and scarce and critical skills needs in the sector;
- Identify strategies to address these objectives and goals;
- Identify activities that will support these strategies; and
- Resource these activities.

Prior to the development of the SSP, the ETDP SETA conducted and submitted a sectoral analysis to the DHET as required. This contained an initial analysis of skills requirements and was used to inform the SSP.

The SSPs were further informed by research that analyses the sector and that establishes baselines for employment in the sector in terms of equity concerns such as class, race, gender, age, disability, and HIV and AIDS. National skills development imperatives, as reflected in various government plans and the Medium Term Strategic Framework (MTSF), were also taken into account to determine the sector skills development needs.

The ETDP SETA submitted the five-year SSP to the Department of Higher Education and Training on 16 February 2011 and the plan was approved by the DHET appointed evaluator. The ETDP SETA scored 3 on a scale of 1 to 3.

In accordance with the grant regulations regarding monies received by a SETA and related matters, eligible employers are required to submit mandatory grant applications in the form of WSPs and ATRs by 30 June each year. Grant applications were received timeously from 900 organisations, of which 9 applications belonged to other SETAs, and 658 were recommended for payments based on their evaluation and assessment.

Support Services



Human Resources

In preparation for the NSDS III, the HR Committee closely examined the organisational structure to ensure that the ETDP SETA would be appropriately staffed in preparation for the next five year mandate.

Extensive consultation took place involving staff, employee representatives and management and a new, Board-approved organogram was finalised as represented on pages 55.

Employee Growth and Development

The ETDP SETA is committed to the growth and development of all staff at all levels. In this regard a total of 58 staff members received training during the review period, while 30 staff members were awarded bursaries for further study. Training and Development needs are addressed in the organisational Performance Management and Development System.

Skills Audit

A skills audit was commissioned by the organisation toward the end of the financial year to assess current staff competencies, skills and qualifications. The audit results are expected early in the new financial year and will be used to address the skills gaps identified, so that the organisation is well capacitated to meet the needs of constituent members and other stakeholders over the next five years.

Employment Equity

As illustrated in table 49, the ETDP SETA identifies with and recognises its responsibility to ensure the recruitment and appointment of those previously disadvantaged.

Table 49: Equity profile as per occupational group as at 31 March 2011

Grade	Designation	Female				Male				Total
		Black	Coloured	Indian	White	Black	Coloured	Indian	White	
P3	CEO	1	-	-	-	-	-	-	-	1
P4	COO and CFO	-	-	-	-	-	1	-	-	1
P5	Managers	-	-	-	-	-	-	-	1	1
P6	HODs	6	-	-	1	7	1	2	-	17
P6	Senior Accountants	-	-	-	-	-	-	-	1	1
P7	Accountants	1	-	-	-	-	-	-	-	1
P8	Secretariat and PAs	1	-	-	-	-	-	-	-	1
P8	Skills Advisors	9	-	-	1	5	-	1	-	16
P8	Co-ordinators and other Officers	11	-	1	1	6	-	1	-	20
P9	Evaluators	2	-	-	-	-	-	-	-	2
P10	Administrators	5	1	-	-	1	-	-	-	7
P10	ETQA Officers	3	-	-	-	3	-	-	-	6
P13	Receptionists/ Administrative Assistants	4	-	1	-	1	-	-	-	6
P15	Office Assistants	1	-	-	-	1	-	-	-	2
P15	Driver	-	-	-	-	1	-	-	-	1
	Total	45	1	2	3	25	2	4	2	83

Table 50: Staff with disabilities

Grade	Designation	Female				Male				Total
		Black	Coloured	Indian	White	Black	Coloured	Indian	White	
P8	Co-ordinators	1	-	-	-	1	-	-	-	2

The actual staff complement as at 31 March 2011 was less than the number indicated in the approved organogram. During the course of 2010/11, the ETDP SETA deliberately did not fill posts which became vacant, but chose instead to wait for the confirmation of NSDS III before populating the vacant positions. This decision was also linked to the development of the new organogram. In January 2011, the most critical posts were advertised and will be filled early in the new financial year.

Staff Turnover

In the reporting period, staff turnover decreased to 7.8% (2009/10: 8.6%), which management regards as an acceptable level.

Disciplinary Matters

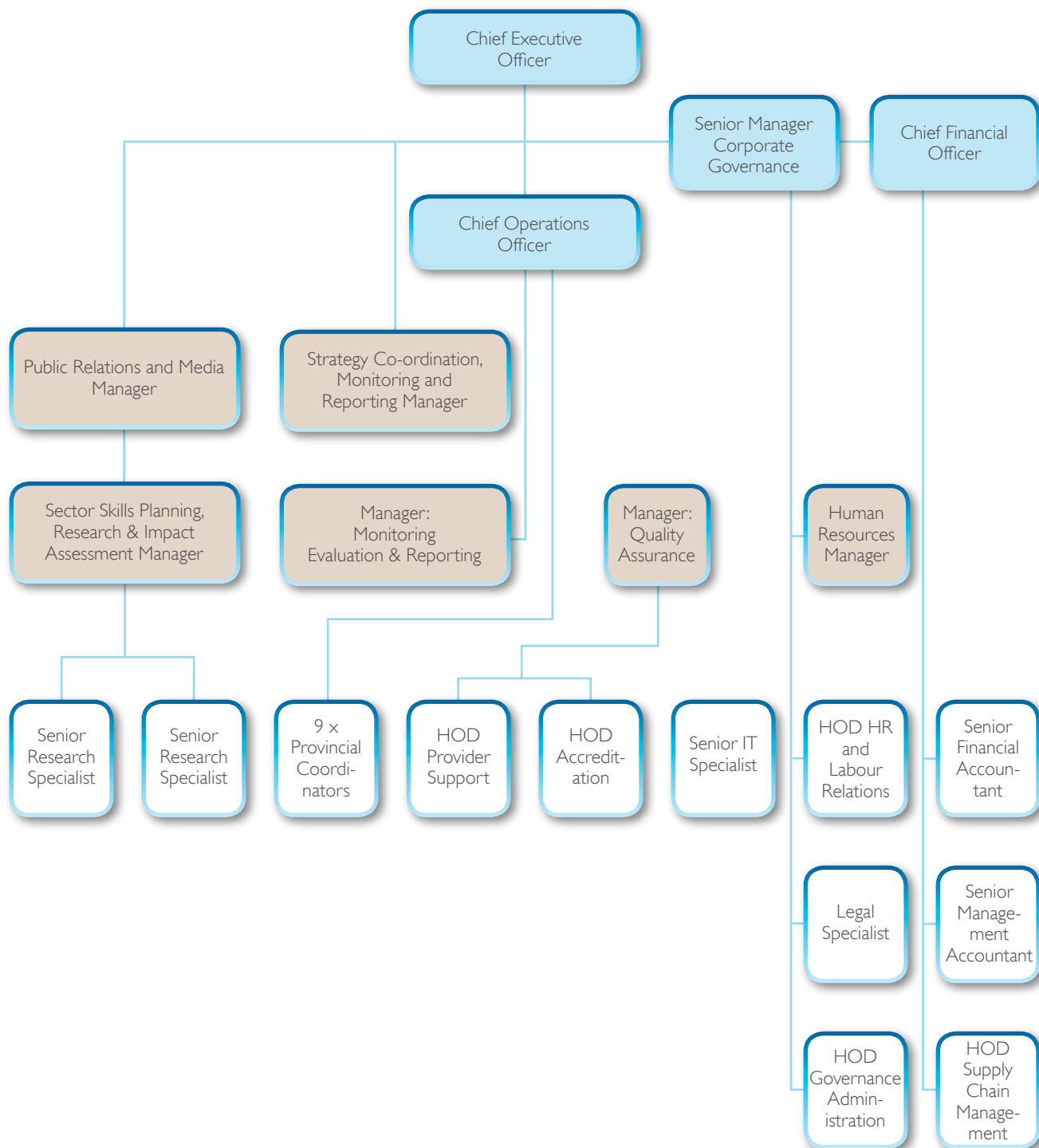
One employee was dismissed after admitting to the fraudulent use of a company asset. The organisation suffered no financial loss due to the action of the employee which concerned using one of the organisation's vehicles after hours without permission.

Labour Relations

The ETDP SETA is unionised under the National Education, Health and Allied Workers Union (NEHAWU) and 74% of staff are paid up members.

ETDP SETA Organograms

High Level Management Organogram



Report of the Audit Committee

The Audit Committee is pleased to present its report for the financial year ended 31 March 2011.

Responsibility

The Audit Committee has complied with its responsibilities as stipulated in Section 77 of the PFMA 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. This Audit Committee Charter has been reviewed on an annual basis to ensure its continuing relevance and effectiveness. The Audit 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 and reasonable assurance that assets are safeguarded, that working capital is managed efficiently and that performance information compiled is accurate and reliable. In line with the requirements of the PFMA and King III Code 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. This is achieved by means of a risk management process as well as the institution of corrective action and suggestions for improvement of internal control processes. In our opinion, based on the reports of the internal and external auditors and information reported to management during the Audit Committee meetings, certain identified weaknesses were displayed in the internal control environment and procedures.

Management has instituted controls to rectify these identified weaknesses.

The Quality of Quarterly Performance and Financial Performance Reports

In our opinion, based on the reports of the internal and external auditors, quarterly management reports produced and delivered to stakeholders were adequate to provide necessary financial information. Performance information was provided as part of these 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 Audit Committee is also satisfied that management has made meaningful comments on the management report.

The Audit Committee has:

- Reviewed and discussed the audited annual financial statements 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 responses thereto; and
- Reviewed the changes in accounting policies and practices.

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



Mr Yusi Mokwena CA (SA)
Chairperson – Audit Committee

Report of the Auditor-General to Parliament

Report of the Auditor-General to Parliament on the Financial Statements of the Education Training and Development Practices Sector Education and Training Authority for the year ended 31 March 2011

Report on the Financial Statements

Introduction

1. I have audited the accompanying financial statements of the Education Training and Development Practices Sector Education and Training Authority, which comprise the statement of financial position as at 31 March 2011, and the statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, a summary of significant accounting policies and other explanatory information, and the accounting authority's report, as set out on pages 60 to 92.

Accounting authority's responsibility for the financial statements

2. The accounting authority is responsible for the preparation and fair presentation of these financial statements in accordance with Standards of Generally Recognised Accounting Practice (GRAP) and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA), and for such internal control as management determines necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor-General's responsibility

3. As required by section 188 of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), section 4 of the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA) and section 14(6)(a) of the Skills Development Act of South Africa, 1998 (Act No. 97 of 1998) (SDA), my responsibility is to express an opinion on these financial statements based on my audit.
4. I conducted my audit in accordance with International Standards on Auditing and *General Notice 1111 of 2010* issued in *Government Gazette 33872 of 15 December 2010*. Those standards require that I comply with ethical requirements and

plan and perform the audit to obtain reasonable assurance about 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. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.
6. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

7. 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 2011, and its financial performance and cash flows for the year then ended in accordance with Standards of GRAP and the requirements of the PFMA.

Report on other Legal and Regulatory Requirements

8. In accordance with the PAA and in terms of *General Notice 1111 of 2010*, issued in *Government Gazette 33872 of 15 December 2010*, I include below my findings on the annual performance report as set out on pages 60 to 92 and material non-compliance with laws and regulations applicable to the public entity.

Predetermined objectives

9. There are no material findings on the annual performance report.

Compliance with laws and regulations

Procurement and contract management

10. Awards were made to suppliers who did not submit a declaration on whether they are employed by the state or connected to any person employed by the state as per the requirements of Treasury regulation 16A8.3 and Practice Note 7 of 2009-10.

Internal Control

11. In accordance with the PAA and in terms of *General Notice 1111 of 2010*, issued in *Government Gazette 33872 of 15 December 2010*, I considered internal control relevant to my audit, but not for the purpose of expressing an opinion on the effectiveness of internal control. The matters reported below are limited to the significant deficiency that resulted in the finding on compliance with laws and regulations included in this report.

Leadership

Oversight responsibility

12. The accounting authority does not exercise oversight responsibility over reporting and compliance with laws and regulations and internal control, specifically with regard to the use of the standard SDB4 form.

Auditor-General

Pretoria
29 July 2011



Annual Financial Statements

for the year ended 31 March 2011



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Report of the Accounting Authority

Governance

The ETDP SETA is governed by a Board comprised of 20 members with an equal number of representatives from both organised labour and organised employers. The employer constituency is made up of levy-paying organisations and public employer organisations, mainly the National Department of Basic Education (DBE) and the nine provincial Departments of Basic Education as well as the Department of Higher Education and Training (DHET).

The levy-paying organisations contribute 1% of their payroll towards skills development. Of this 1%, 20% is allocated to the National Skills Fund (NSF), 50% is paid out in mandatory grants, 20% is allocated to the ETDP SETA Discretionary Fund and 10% is allocated to the administration budget of the ETDP SETA.

The following organisations are our constituent member organisations:

- Public Higher Education Institutions;
- Further Education and Training Institutions as employers;
- Early Childhood Development Centres;
- Adult Education Centres;
- National Independent Schools;
- Public Schools' Governing Bodies as employers;
- Private Education and Training Providers/Institutions and professional organisations;
- Libraries and archives;
- Political parties as employers;
- Research institutions;
- Trade unions as employers; and
- Non-governmental Organisations (NGOs) and Community-based Organisations (CBOs);

In its quest to improve the quality of engagement and broader stakeholder participation, the ETDP SETA Board has established the following new Chambers:

- Higher Education and Research;
- Schooling;
- Early Childhood Development (ECD) and Adult Basic Education and Training (ABET);
- Further Education and Training (FET) and Technical Vocational Education and Training (TVET); and Practitioner
- Education, Training and Development Provisioning and Practitioner Development

In addition to the Chambers the Board established the following Committees:

- Audit Committee;
- Finance Committee;
- Human Resource and Remuneration Committee; and
- Quality Assurance Committee.

The Chambers and Committees play a critical role in policy development and advisory role to the Board in ensuring that the ETDP SETA fulfills its mandate appropriately and complies with legislation.

The ETDP SETA Board meets quarterly to ensure its fiduciary responsibilities which include policy development and implementation, performance monitoring, risk management and internal controls.

Going Concern

The Minister of Higher Education and Training re-established the ETDP SETA in November 2010 and launched the National Skills Development Strategy 2011-2016 on 13 January 2011. Given that the ETDP SETA is financially healthy with a clear mandate going forward, the Authority has every reason to believe that the organisation will continue to be a going concern and has therefore prepared the annual financial statements on the going concern basis.

Litigation

A dispute that was raised in the 2006/07 financial year was settled. Instead of R324,3000.24 which was claimed by the service provider we were able to pay only R132,832.00 for learners who legitimately completed courses. We discovered that the service provider submitted duplicate invoices.

Two matters, reported in the 2009/10 annual report, remained unresolved by the close of the reporting period:

- The case of fraud involving two service providers, which was handed over to the police and to LMD Forensics to investigate; and
- The case of an employee who was involved in fraudulent activities at the SETA, which was also handed to the police.

Remuneration of Governance Structures and Senior Management

The ETDP SETA policy does not make provision for Authority members to receive remuneration for meeting attendance. Members are, however, reimbursed for travel, accommodation and out of pocket expenses incurred.

External experts, appointed to both the Audit Committee and the Finance Committee, are remunerated and their fees for the period are reflected in Tables 51 and 52.

Table 51: Remuneration of Audit Committee Members

Name of Committee member	Number of meetings attended	Total meeting fee*
Mr V Mokwena	6	R 39,000.00
Mr D Coovadia	4	R 20,800.00
Mr N Mhlongo	3	R 15,600.00
Ms R Moola	1	R 5,200.00
Total		R80,600.00

*Committee members are remunerated at a rate of R5,200.00 per meeting and the Chairperson of the Committee is remunerated at a rate of R6,500.00 per meeting.

Table 52: Remuneration for Finance Committee Members

Name of Committee member	Number of meetings attended	Total meeting fee*
Mr Nicholls	5	R 26,000.00
Total		R26,000.00

*Mr Nicholls is the only Committee member that receives remuneration for meeting attendance due to his status as an independent advisor. He is remunerated at a rate of R5,200.00 per meeting.

Table 53: Remuneration of Senior Managers

Position	Basic	Non Pensionable Allowances	13 th Cheque	Medical	Pension	Performance Bonus 2009/10	Period of Service (Months)	Total Cost to Company
Chief Executive Officer	R988,780.27	R17,228.71	-	R41,946.00	R148,317.02	R52,957.55	12	R1,249,229.55
Chief Financial Officer*	R247,704.76	R41,857.56	-	-	R37,155.68	R41,598.92	4	R368,316.92
Human Resources Manager	R653,816.28	-	-	-	R98,072.40	R20,296.19	12	R772,184.87
Chief Operations Officer	R621,210.60	R210,663.42	R50,440.16	R51,570.00	R100,946.76	R46,221.02	12	R1,081,051.96
Marketing & Communication Manager**	R492,462.81	-	-	-	R54,698.22	-	9	R547,161.03

* Resigned July 2010

** Resigned December 2010

Events after the Reporting Date

The ETDP SETA received an application through the High Court from a service provider who is disputing the outcome of a tender that was awarded in KwaZulu-Natal and Gauteng. The provider has also requested that tenders that were not awarded in the Free State, Limpopo and the Eastern Cape, due to providers scoring below 60% for functionality, be re-evaluated. This is the same private provider that claimed entitlement to the tender award in the previous financial year. We believe that all our processes are above board and will fight against this.

Future Focus

The ETDP SETA has been re-certified by the Minister of Higher Education and Training and is committed to servicing Strategic Priority 4 of the Medium Term Strategic Framework, "Strengthen the skills and human resource base" and the Ministry of Higher Education and Training outputs of:

- Establishing a credible institutional mechanism for skills planning;
- Increasing access to programmes leading to intermediate and high level learning;
- Increasing access to occupationally-directed programmes in needed areas and thereby expanding the availability of intermediate level skills (with a special focus on artisan skills);
- Increasing access to high level occupationally-directed programmes in needed areas; and
- Research, Development and Innovation in human capital for a growing knowledge economy.

In the year under review, the ETDP SETA budgeted and planned to open offices in all nine provinces, but due to uncertainty surrounding recertification, put the roll out on hold until confirmation was given by the Minister of Higher Education and Training. As a result the SETA was left with reserves at year-end which will be used in the new financial year to open offices in Bloemfontein, Potchefstroom, Kimberley, Nelspruit and Cape Town, bringing services closer to the people.

Whilst the ETDP SETA recognises the importance of National Strategies, it will also put the development of the ETD Sector and its constituencies at the centre of its strategies for the next five years.

Approval of the Annual Financial Statements of the ETDP SETA

The Annual Financial Statements for the year ended 31 March 2011, set out on pages 63 to 92 were approved by the Accounting Authority in terms of section 51 (1) of the Public Finance Management Act, No. 1 of 1999, on 10 May 2011, and are signed on its behalf by:



Ms Simoné Geyer
Chairperson
ETDP SETA Board



Ms Nombulelo S Nxesi
Chief Executive Officer
ETDP SETA

Statement of Financial Performance

for the year ended 31 March 2011

	Notes	2010/11 R'000	2009/10 R'000
Revenue			
Non-exchange Skills Development Levy: income	3	288,050	273,197
Non-exchange Skills Development Levy: penalties and interest		2,074	1,820
Investment income from exchange transactions	4	15,515	19,994
Other income from exchange transactions	5	143	227
Total revenue		305,782	295,238
Expenses			
Mandatory and discretionary grants	6	(225,911)	(240,354)
Administration expenses	7	(76,752)	(78,152)
Finance charges	8	-	(86)
Total expenses		(302,663)	(318,592)
Net Surplus/(Deficit) for the year	2	3,119	(23,354)

Statement of Financial Position

at 31 March 2011

	Notes	2010/11 R'000	2009/10 R'000
Assets			
<i>Non-current assets</i>			
Property, plant and equipment	9	1,836	1,607
Intangible assets	10	413	523
		2,249	2,130
<i>Current assets</i>			
Accounts receivable from non-exchange transactions	11	871	186
Accounts receivable from exchange transactions	12	1,214	700
Cash and cash equivalents	13	293,555	265,393
		295,640	266,279
Total Assets		297,889	268,409
Less: Liabilities			
<i>Current liabilities</i>			
Accounts payable from non-exchange transactions	14	36,940	11,207
Accounts payable from exchange transactions	15	12,958	11,636
Accrued employee entitlements	16	3,029	3,723
		52,927	26,566
Total Liabilities		52,927	26,566
		244,962	241,843
Net Assets and Liabilities			
<i>Reserves</i>			
Administration reserve		2,249	2,130
Employer grant reserve		-	360
Discretionary reserve		242,713	239,353
		244,962	241,843

Statement of Changes in Net Assets

for the year ended 31 March 2011

	Notes	Administration reserve R'000	Employer grant reserve R'000	Discretionary reserve R'000	Unappropriated Surplus/(Deficit) R'000	Total R'000
Balance at 31 March 2009		3,089	83	261,896	-	265,068
Prior period error		-	-	129	-	129
Net deficit per statement of financial performance		-	-	-	(23,354)	(23,354)
Allocation of unappropriated deficit		22,504	23,517	(69,375)	23,354	-
Excess reserves transferred to discretionary reserve		(23,463)	(23,240)	46,703	-	-
Balance at 31 March 2010		2,130	360	239,353	-	241,843
Net surplus per statement of financial performance		-	-	-	3,119	3,119
Allocation of unappropriated surplus	2	27,043	22,720	(46,644)	(3,119)	-
Excess reserves transferred to discretionary reserve		(26,924)	(23,080)	50,004	-	-
Balance at 31 March 2011		2,249	-	242,713	-	244,962

Cash Flow Statement

for the year ended 31 March 2011

	Notes	2010/11 R'000	2009/10 R'000
Cash flows from operating activities			
<i>Operating activities</i>			
<i>Cash receipts from stakeholders</i>		290,398	275,189
Levies received - Administration		103,668	100,742
- Employer grants		131,025	123,192
- Discretionary grants		53,488	49,263
Interest and penalties received		2,074	1,820
Other income		143	172
<i>Cash paid to stakeholders, suppliers and employees</i>		(276,829)	(323,366)
Grants and project payments		(203,342)	(241,854)
Compensation of employees		(37,049)	(36,274)
Payments to suppliers		(36,438)	(45,238)
Cash generated by/(applied to) operations	17	13,569	(48,177)
Investment income		15,516	19,844
Net cash inflow/(outflow) from operating activities		29,085	(28,333)
Cash flow from investing activities			
Purchase of property, plant and equipment		(937)	(1,423)
Proceeds from disposal of property, plant and equipment		14	13
Finance costs		-	(86)
Net cash outflow from investing activities		(923)	(1,496)
Net increase/(decrease) in cash and cash equivalents		28,162	(29,829)
Cash and cash equivalents at beginning of the year	13	265,393	295,222
Cash and cash equivalents at end of the year	13	293,555	265,393

Notes to the Annual Financial Statements

for the year ended 31 March 2011

1. Accounting Policies

The principal accounting policies adopted in the preparation of these financial statements are set out below and are, in all material respects, consistent with those of the previous year, except as otherwise indicated.

1.1 Basis of preparation

The financial statements have been prepared in accordance with the effective Standards of Generally Recognised Accounting Practices (GRAP) including any interpretations, guidelines and directives issued by the Accounting Standards Board.

1.2 Currency and level of rounding

These financial statements are presented in South African rands, as this is the currency in which all entity transactions are denominated. Furthermore, all figures presented are rounded to the nearest thousand.

1.3 Revenue recognition

Skills Development Levy transfers are recognised when it is probable that future economic benefits will flow to the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) and these benefits can be measured reliably. This occurs when the Department of Higher Education and Training (DHET) either makes an allocation or payment, whichever comes first, to the ETDP SETA as required by Section 8 of the Skills Development Levies Act, No. 9 of 1999. The Skills Development Levy transfer is measured at the fair value of the consideration received. Payments from the Departments of Education are recognised when cash is received.

1.3.1 Levy income

In terms of section 3(1) and 3(4) of the Skills Development Levies Act No. 9 of 1999, registered member companies of the ETDP SETA pay a skills development levy of 1% of their total payroll cost to the South African Revenue Service (SARS).

80% of skills development levies are paid over to the ETDP SETA (net of the 20% contribution to the National Skills Fund (NSF)).

Levy income is recognised at the earlier of the transfer of monies by the DHET to the ETDP SETA or when cash is received.

The ETDP SETA refunds amounts to employers in the form of grants, based on information from SARS. Where SARS retrospectively amends the information on levies collected, it may result in grants that have been paid to certain employers that are in excess of the amount the ETDP SETA is permitted to have granted to employers. A receivable relating to the overpayment to the employer in earlier periods is raised at the amount of such grant overpayment, net of bad debts and provision for irrecoverable amounts.

Revenue is adjusted for inter-SETA transfers due to employers changing SETAs. Such adjustments are separately disclosed as inter-SETA transfers. The amount of the inter-SETA adjustment is calculated according to the Standard Operating Procedure issued in October 2006 by the Department of Labour.

When a new employer is transferred to the ETDP SETA, the levies transferred by the former SETA are recognised as revenue and allocated to the respective category to maintain its original identity.

Employers who have annual payrolls below R500,000 have been exempted from further payment of skills development levies. In cases where payments have been made by these employers in error, an accrual has been made for the refund of the levies.

1.3.2 Interest and penalties

Interest and penalties are recognised at the earlier of the transfer of monies by the DHET to the ETDP SETA or when cash is received.

1.3.3 Government grants and other donor income

Conditional government grants and other conditional donor funding received are recorded as deferred income when they become receivable and are then recognised as income on a systematic basis over the period necessary to match the grants with the related costs which they are intended to compensate. Unconditional grants received are recognised when the amounts have been received.

1.3.4 Investment income

Interest from investments is recognised when the bank has credited the investment with interest due in line with the maturity date of the investment. Interest from the call account is accrued for on a time proportion basis as advised by the banks at the reporting date.

1.4 Grants and project expenditure

A registered organisation may recover a maximum of 70% of its total levy payment by complying with the grant criteria in accordance with the Skills Development Regulations issued in terms of the Skills Development Levies Act No. 9 of 1999. Grants and project expenditure are measured at the amounts incurred. These amounts represent the fair value of the transactions.

1.4.1 Mandatory grant payments

Mandatory grant expenditure is recognised when the submission by a member organisation of a Workplace Skills Plan (WSP) and the Annual Training Report (ATR) within the agreed cut off period has been approved by the ETDP SETA for payment. In the case where WSPs/ ATRs have been approved and transfers from the DHET have been received but actual payment has not been made, an accrual is made for the amounts payable. These grants are measured at the amounts paid/payable which represent the fair value of the transaction. The amount payable is 50% of the levies paid to SARS by the member organisation and remitted to the ETDP SETA by the DHET.

1.4.2 Discretionary grants and project payments

Discretionary grants relate to the 20% of levies paid to SARS by member organisations and remitted to the ETDP SETA by the DHET plus surplus from the administration budget, interest earned from the banks and forfeited mandatory grants. This grant is used to fund training and skills enhancing programmes in the sector. The project expenditure is recognised when the training or the skills enhancing programme has been delivered in accordance with the contract of agreement between the ETDP SETA and the training institution or provider. These grants are measured at the amounts paid/payable which represent the fair value of the transaction.

1.5 Irregular and fruitless and wasteful expenditure

Irregular expenditure means expenditure incurred in contravention of, or not in accordance with, a requirement of any applicable legislation, including:

- The PFMA, and
- The Skills Development Act.

Fruitless and wasteful expenditure means expenditure that was made in vain and could have been avoided had reasonable care been exercised.

All irregular and fruitless and wasteful expenditure is charged against income in the period in which it is incurred.

1.6 Property, plant and equipment

Property, plant and equipment is stated at historical cost less accumulated depreciation and adjusted for any impairments. Historical cost includes expenditure that is directly attributable to the acquisition of the items. No assets are held with the primary objective of generating a commercial return, hence all assets are classified as non-cash-generating. Depreciation is calculated on the straight-line method to write off the cost of each asset to estimated residual value over its estimated useful life as noted below. The assets' residual values and useful lives are reviewed and adjusted if appropriate at each reporting date.

	Range of rates
• Audiovisual equipment	4% – 20%
• Computer equipment	9% – 25%
• Kitchen equipment	9% – 15%
• Leasehold improvements	4% – 15%
• Office furniture and fittings	10% – 30%
• Office equipment	13% – 20%
• Minor assets	17% – 100%
• Motor Vehicle	5% – 20%

Each part of an item of property, plant and equipment is depreciated separately. Depreciation commences when the items of property, plant and equipment are available for use and ceases at the earlier of the date that the asset is classified as held for sale or included in a disposal group classified as held for sale and the date that the asset is derecognised.

The estimated useful life of the assets is limited to the remaining period of the licence issued to the ETDP SETA by the Minister of Higher Education and Training. The remaining period has been extended for one year to March 2011. (2009/10: one year to March 2010). Where the carrying amount of an asset is greater than the estimated recoverable amount, it is written down immediately to its recoverable amount (i.e. impairment losses are recognised).

Gains and losses on disposal of property, plant and equipment are determined by reference to their carrying amount and are taken into account in determining the operating surplus/deficit.

1.7 Intangible assets

Intangible assets are stated at historical cost less accumulated amortisation and adjusted for any impairments. Historical cost includes expenditure that is directly attributable to the acquisition of the item. No assets are held with the primary objective of generating a commercial return, hence all assets are classified as non-cash-generating. All software is commercially purchased and no labour component is applicable that may require capitalisation. Amortisation is calculated on the straight-line method to write off the cost of each asset to its estimated residual value over its estimated useful life as noted below. Useful lives and residual values of assets are re-estimated annually to finite periods. The assets are then amortised over their re-assessed useful lives.

	Range of rates
Computer software	9% – 25%

The estimated useful life of the assets is limited to the remaining period of the licence issued to the ETDP SETA by the Minister of Higher Education and Training. The remaining period has been extended for one year to March 2011. (2009/10: one year to March 2010). Where the carrying amount of an asset is greater than the estimated recoverable amount, it is written down immediately to its recoverable amount (i.e. impairment losses are recognised).

1.8 Leasing

Leases of property, plant and equipment, where the ETDP SETA has substantially all the risks and rewards of ownership, are classified as finance leases. Finance leases are capitalised at inception of the lease at the lower of fair value of the leased property or the present value of the minimum lease payments. Each lease payment is allocated between the liability and finance charges so as to achieve a constant rate on the outstanding finance balance. The corresponding rental obligations, net of finance charges, are charged to liability. The interest element is charged to the statement of financial performance over the lease period. Leases, where a significant portion of risks and rewards of ownership are retained by the lessor, are classified as operating leases. Operating costs are charged against operating income on a straight line basis over the period of the lease.

1.9 Retirement benefit costs

The entity operates a defined contribution plan, the assets of which are held in separate trustee-administered funds. The plan is generally funded by payments from the entity and employees and is managed by external fund managers determined by the members of the fund.

Payments to defined contribution retirement benefit plans are charged to the statement of financial performance in the year to which they relate. When an employee has rendered service during a period, the ETDP SETA recognises the contribution payable to a defined

contribution plan in exchange for that service: (a) as a liability after deducting any contributions already paid. If the contribution already paid exceeds the contribution due for the service, the ETDP SETA recognises that excess as an asset to the extent that it will lead to a reduction in future payments and (b) as an expense.

The rules of the defined contribution plan determine the following in respect of contributions:

Contribution by employee = 7,5% of retirement funding income.

Contribution by employer = 7,5% of retirement funding income.

1.10 Provisions

Provisions are recognised when the ETDP SETA has a present obligation as a result of a past event and it is probable that this will result in an outflow of economic benefits that can be estimated reliably. The amount of a provision is the present value of the expenditure expected to be required to settle the obligation.

1.10.1 Provisions for discretionary grants and commitments

No provision is made for projects approved at year-end, unless the service in terms of the contract has been delivered or the contract is of an onerous nature. Where a project has been approved, but has not been accrued for or provided for, it is disclosed as commitments in the notes to the financial statements.

1.11 Financial instruments

Financial assets and financial liabilities are recognised on the ETDP SETA's statement of financial position when the ETDP SETA becomes a party to the contractual provisions of the instrument.

Financial instruments are initially measured at fair value, including transactional costs. Subsequent to initial recognition these instruments are measured as set out below:

1.11.1 Financial assets

The ETDP SETA's principal financial assets are accounts receivable and other receivables and cash and cash equivalents.

Accounts and other receivables

Accounts and other receivables are subsequently measured at their amortised cost using the effective interest rate method and reduced by appropriate allowances for estimated irrecoverable amounts.

Cash and cash equivalents

Cash and cash equivalents are measured at fair value.

Financial assets or a portion thereof are derecognised when the contractual rights to the benefits specified in the contract expire and ETDP SETA surrenders those rights or otherwise loses control of the contractual rights that comprise the financial asset. On derecognition, the difference between the carrying amount of the financial assets and the sum of the proceeds receivable and any prior adjustment to reflect the fair value of the asset that had been reported in net assets is included in surplus or deficit for the period.

1.11.2 Financial liabilities

The ETDP SETA's principal financial liabilities are accounts payable and other payables.

All financial liabilities are measured at amortised cost, comprising original debts less principal payments and amortisations.

Gains and losses arising from a change in the fair value of financial instruments, other than available for sale financial assets, are included in surplus or deficit in the period in which it arises.

A financial liability or part thereof is derecognised when the obligation specified in the contract is discharged, cancelled or expires. On derecognition, the difference between the carrying amount of the financial liability including related unamortised costs, and the amount paid for it is included in the surplus or deficit for the period.

The fair values at which financial instruments are carried at the reporting date have been determined using available market values. Where market values are not available, fair values have been calculated by discounting the expected future cash flows at the prevailing interest rates. The fair values have been estimated using available market information and appropriate methodologies but are not necessarily indicative of the amounts that the ETDP SETA could realise in the normal course of business. The carrying amount of financial assets and liabilities with a maturity of less than one year is assumed to approximate their fair value due to the short term trading cycles of these items.

Financial assets and liabilities are offset if there is any intention to realise the asset and settle the liability simultaneously and a legally enforceable right to offset exists.

1.12 Net assets

This is represented by reserves as per the restrictions placed on the distribution of monies received in accordance with the Regulations issued in terms of the Skills Development Act, No. 97 of 1998.

The following reserves are utilised:

- Administration reserve
- Employer grants reserve
- Discretionary grants reserve

Member employer company levy payments are set aside in terms of the Skills Development Act and the regulations issued in terms of the Act, for the purpose of:

	2010/11 %	2009/10 %
Administration costs of the ETDP SETA	10	10
Employer grants	50	50
Discretionary grants and projects	20	20
	<u>80</u>	<u>80</u>

In addition, contributions received from public service employers in the national or provincial spheres of government may be used to pay for administration costs.

Interest and penalties received from SARS as well as interest received on investments are utilised for discretionary grants and projects. Other income received is utilised in accordance with the stipulations of the funder.

The net surplus/deficit is allocated to the Administration reserve, the Employer grants reserve and the Discretionary grants reserve based on the above.

After retaining an amount to cover future depreciation of assets the surplus funds in the Administration reserve are moved to the Discretionary grants reserve at year end. Employer grants reserve funds that are not provided for specific grants are moved to the Discretionary grants reserve. Accruals are made for grants to be paid from levies that have not been received at reporting date.

1.13 Impairment of assets

At each reporting period, the ETDP SETA assesses whether there is any indication that an asset may be impaired. If any such indication exists, the ETDP SETA estimates the recoverable amount of the asset. If it is not possible to estimate the recoverable amount of the individual asset, the recoverable amount of the cash generating unit to which the asset belongs is determined.

Notes to the Annual Financial Statements (continued)

The recoverable amount of an asset or cash generating unit is the higher of its fair value less cost to sell and its value in use.

If the recoverable amount is less than its carrying amount, the carrying amount is reduced to its recoverable amount. This reduction is the impairment loss. In assessing value in use, the estimated future cash flows are discounted to their present value using a discount rate that reflects current market assessments of the time value of money and the risks specific to the asset. An impairment loss of assets carried at cost less any accumulated depreciation or amortisation is immediately recognised in surplus or deficit.

A reversal of an impairment loss of assets carried at cost less accumulated depreciation or amortisation other than goodwill is immediately recognised in surplus or deficit.

1.14 Finance cost

The finance costs are recognised as an expense in the period in which they are incurred, unless the finance costs relate to a qualifying asset, in which case the finance cost is capitalised to that qualifying asset.

1.15 Revenue and expenses from exchange and non-exchange transactions

Revenue from exchange transactions refers to revenue that accrued to the ETDP SETA directly in return for services rendered, the value of which approximates the consideration received or receivable.

Revenue from non-exchange transactions refers to transactions where the ETDP SETA received revenue from another party without directly giving approximately equal value in exchange. Revenue from non-exchange transactions is generally recognised to the extent that the related receipt or receivable qualifies for recognition as an asset and there is no liability to repay the amount.

1.16 Comparative figures

Where necessary, comparative figures have been adjusted to conform to changes in presentation in the current year.

1.17 Related parties

Parties are considered to be related if one party has the ability to control the other party or exercise significant influence over the other party in making financial and operating decisions or if the related party entity and another entity are subject to common control.

Where such a situation exists the nature and type of transactions and relationships between parties are disclosed in the notes to the annual financial statements.

Senior management staff are considered to be key management and no transactions take place between these staff members and the ETDP SETA other than the payment of emoluments. Senior management emoluments are disclosed in the accounting authority report. No relationship exists between close members of family of key management and the ETDP SETA. No loans are made by the ETDP SETA to key management.

1.18 Significant adjustments and estimates

In preparing the financial statements, management is required to make estimates and assumptions that affect the amounts represented and the related disclosures. Use of available information and the application of judgement is inherent in the formation of estimates. Actual results in the future may differ from these estimates. These judgements and estimates include:

Impairment testing: Management uses fair value less cost to sell in identifying the assets that may have been impaired.

Provisions: Management uses available information to determine an estimation for provisions. These are measured at management's best estimate of the expenditure required to settle the obligation at reporting date.

Fair value measurement of revenue and financial instruments: The fair value of financial liabilities for disclosure purposes is estimated by discounting the future contractual cash flows at the current market interest rate that is available for the ETDP SETA's similar financial instruments.

1.19 Standards of GRAP not yet effective

The following standards have been approved but are not effective at 31 March 2011:

- GRAP 21: Impairment of non-cash-generating assets
- GRAP 23: Revenue from non-exchange transactions
- GRAP 24: Presentation of budget information
- GRAP 25: Employee benefits
- GRAP 104: Financial Instruments

2. Allocation of Net Surplus/(Deficit) for the Year to Reserves:

	Administration reserve R'000	Employer grants reserve R'000	Discretionary grants reserve R'000	2010/11 R'000	2009/10 R'000
Total revenue	103,795	130,943	71,044	305,782	295,238
Skills development levy: income					
Administration levy income (DHET)	26,260	-	-	26,260	24,633
Grant levy income (DHET)	-	130,943	53,455	184,398	172,455
Skills development levy: penalties and interest	-	-	2,074	2,074	1,820
Administration levy – DBE and DHET	77,392	-	-	77,392	76,109
Investment income	-	-	15,515	15,515	19,994
Other income	143	-	-	143	227
Total expenses	76,752	108,223	117,688	302,663	318,592
Administration expenses	76,752	-	-	76,752	78,152
Finance charges	-	-	-	-	86
Employer grants and project expenses	-	108,223	117,688	225,911	240,354
Net surplus/(deficit) per statement of financial performance	<u>27,043</u>	<u>22,720</u>	<u>(46,644)</u>	<u>3,119</u>	<u>(23,354)</u>

Project expense is recognised when the training has been delivered in accordance with contract. These relate to the portfolio of evidence, uploading of learners onto the learner data base and certification. Due to the possibility of learner drop outs and the uncertainty around the time by which a training provider will contractually be able to provide a portfolio of evidence of the successful completion of training, no accruals or provisions are made in the financial statements. Instead, the funds are reported as commitments and an application is made to National Treasury for these funds to be rolled over to future years to pay for the training deliverables as they happen.

3. Non-Exchange Skills Development Levy Income

	2010/11 R'000	2009/10 R'000
The total levy income per the statement of financial performance is as follows:		
Levy income: Administration	103,652	100,742
<i>Levies received</i>	103,652	100,742
Levies received from levy payers	26,261	24,645
Government levies received	77,392	76,109
Inter-SETA transfers in	2	1
Inter-SETA transfers out	(3)	(13)
Levy income: Employer grants	130,943	123,192
<i>Levies received</i>	130,943	123,192
Levies received from levy payers	130,951	123,253
Inter-SETA transfers in	8	3
Inter-SETA transfers out	(16)	(64)
Levy income: Discretionary grants	53,455	49,263
<i>Levies received</i>	53,455	49,263
Levies received from levy payers	53,458	49,287
Inter-SETA transfers in	3	1
Inter-SETA transfers out	(6)	(25)
	288,050	273,197

4. Investment Income from Exchange Transactions

<i>Interest income</i>	148	150
Accrued	15,367	19,844
Bank deposits	15,515	19,994

5. Other Income from Exchange Transactions

Other income comprises:		
Mandatory grants received	115	128
Other recoveries	-	44
Insurance recoveries	28	55
	143	227

6. Mandatory and Discretionary Grants

	2010/11 R'000	2009/10 R'000
Mandatory grants	108,223	99,675
Disbursements	73,822	91,453
Accruals raised	34,401	8,222
Discretionary grant projects	117,688	140,679
Disbursements	109,782	135,666
Accruals raised	7,906	5,013
	225,911	240,354
6.1 Discretionary expenditure consists of:		
Direct project costs	117,688	140,679
	117,688	140,679

7. Administration Expenses

	Notes	2010/11 R'000	2009/10 R'000
Asset related costs			
Depreciation – current year		630	1,251
Amortisation – current year		121	1,097
Loss on disposal of property, plant and equipment		53	21
Building related costs			
Operating rentals - buildings		3,782	3,632
Security and cleaning		727	757
Water and electricity		1,190	1,073
Outside consultants costs			
Consultancy and service provider fees		2,235	259
Remuneration to members of the audit committee		114	111
Auditors' remuneration		2,182	1,714
External audit fees		1,612	1,183
Internal audit fees		570	531
Staff related costs			
Cost of employment	7.1	36,287	37,010
Staff training and development		826	922
Recruitment		551	8
Stationery and consumables		566	456
Other administration costs			
Maintenance and repairs		2,385	1,824
Advertising, marketing and promotions, communication		2,454	2,289
Legal fees		698	703
Travel and subsistence		11,160	12,954
Courier fees		638	710
Hire of equipment		698	236
Insurance		330	302
Bank charges		219	218
SETA Conference	7.2	2,131	-
Workshops and AGM		3,184	3,197
Staff relocation		24	61
Printing and postage		317	479
Refreshments and catering		1,286	1,546
Teacher conference and unemployed graduates		69	3,457
Telephone and cellular phone		1,399	1,670
Other		496	195
Total per statement of financial performance		76,752	78,152

	2010/11 R'000	2009/10 R'000
7.1 Cost of employment		
Salaries and wages	33,564	34,238
Basic salaries	28,237	29,082
Other non-pensionable allowance	4,539	4,940
Leave payments	779	213
Overtime payments	9	3
Social contributions	2,723	2,772
Medical aid contributions	1,009	1,039
Pension contributions: defined contribution plans	1,578	1,583
UIF	136	150
	<u>36,287</u>	<u>37,010</u>
Number of employees	83	89

Refer to the report by the Accounting Authority for disclosure concerning emoluments of senior management.

- 7.2** The ETDP SETA conference takes place biennially. The next conference is planned to take place in the 2012/13 financial year.

8. Finance Charges

Obligations under finance leases	-	86
	<u>-</u>	<u>86</u>

9. Property, Plant and Equipment

	Cost R'000	Accumulated depreciation/ impairment R'000	Closing carrying amount R'000
For the year ended 31 March 2011			
ETDP SETA assets			
Computer equipment	2,336	(1,465)	871
Office furniture and fittings	2,020	(1,761)	259
Office equipment	769	(632)	137
Audiovisual equipment	202	(104)	98
Kitchen equipment	28	(17)	11
Leasehold improvements	250	(119)	131
Motor vehicle	559	(247)	312
Minor assets	399	(382)	17
	<u>6 562</u>	<u>(4,728)</u>	<u>1 836</u>
Capitalised finance leases			
Office equipment	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>
Balance at end of period	<u>6,562</u>	<u>(4,728)</u>	<u>1,836</u>

	Cost R'000	Accumulated depreciation/ impairment R'000	Closing carrying amount R'000
For the period ended 31 March 2010			
ETDP SETA assets			
Computer equipment	2,685	(2,218)	467
Office furniture and fittings	1,869	(1,727)	142
Office equipment	798	(659)	139
Audiovisual equipment	395	(231)	164
Kitchen equipment	23	(19)	4
Leasehold improvements	250	(60)	190
Motor vehicle	559	(149)	410
Minor assets	412	(380)	32
	<u>6,991</u>	<u>(5,443)</u>	<u>1,548</u>
Capitalised finance leases			
Office equipment	565	(506)	59
	<u>565</u>	<u>(506)</u>	<u>59</u>
Balance at end of period	<u>7,556</u>	<u>(5,949)</u>	<u>1,607</u>

There is no property, plant and equipment that is pledged as security.

	Carrying amount 2010 R'000	Additions at cost R'000	Disposals at net book value R'000	Depreciation R'000	Carrying amount 2011 R'000
Movement summary 2011					
ETDP SETA assets					
Computer equipment	467	670	(22)	(244)	871
Office furniture and fittings	142	184	-	(67)	259
Office equipment	139	56	-	(58)	137
Audiovisual equipment	164	-	(18)	(48)	98
Kitchen equipment	4	10	-	(3)	11
Leasehold improvements	190	-	-	(59)	131
Motor vehicle	410	-	-	(98)	312
Minor assets	32	6	-	(21)	17
	1,548	926	(40)	(598)	1,836
Capitalised finance leases					
Office equipment	59	-	(27)	(32)	-
	59	-	(27)	(32)	-
<i>Balance at 31 March</i>	1,607	926	(67)	(630)	1,836

	Carrying amount 2009 R'000	Additions at cost R'000	Disposals at net book value R'000	Depreciation R'000	Carrying amount 2010 R'000
Movement summary 2010					
ETDP SETA assets					
Computer equipment	593	352	(26)	(452)	467
Office furniture and fittings	304	120	(1)	(281)	142
Office equipment	173	125	(3)	(156)	139
Audiovisual equipment	114	139	(3)	(86)	164
Kitchen equipment	4	6	-	(6)	4
Leasehold improvements	5	227	(1)	(41)	190
Motor vehicle	33	428	-	(51)	410
Minor assets	66	26	-	(60)	32
	1,292	1,423	(34)	(1,133)	1,548
Capitalised finance leases					
Office equipment	177	-	-	(118)	59
	177	-	-	(118)	59
<i>Balance at 31 March</i>	1,469	1,423	(34)	(1,251)	1,607

10. Intangible Assets

	Cost R'000	Accumulated amortisation R'000	Closing carrying amount R'000
For the year ended 31 March 2011			
Computer software	2,603	(2,190)	413
	2,603	(2,190)	413

	Cost R'000	Accumulated impairment R'000	Closing carrying amount R'000
For the year ended 31 March 2010			
Computer software	2,597	(2,074)	523
	2,597	(2,074)	523

	Carrying amount 2010 R'000	Additions at cost R'000	Disposals at net book value R'000	Amortisation R'000	Carrying amount 2011 R'000
Movement summary 2011					
Computer software	523	11	-	(121)	413
	523	11	-	(121)	413

	Carrying amount 2009 R'000	Additions at cost R'000	Disposals at net book value R'000	Amortisation R'000	Carrying amount 2010 R'000
Movement summary 2010					
Computer software	1,620	-	-	(1,097)	523
	1,620	-	-	(1,097)	523

11. Accounts Receivable from Non-Exchange Transactions

		2010/11 R'000	2009/10 R'000
SDL receivables	11.1	1,050	176
Less: provision for doubtful receivables		(207)	-
Staff debtors		28	10
		871	186

11.1 SDL receivables

Grants overpaid due to SARS reversals			
Opening balance		176	148
Realised during the year		(19)	(148)
Charged to income		893	176
Closing balance		1,050	176

12. Accounts Receivable from Exchange Transactions

Deposits	348	323
Interest receivable	148	150
Prepaid expenses	718	211
Sundry receivables	-	16
	1,214	700

13. Cash and Cash Equivalents

Cash at bank and on hand	5,532	659
Cash at bank	5,530	658
Cash on hand	2	1
Short term investments	288,023	264,734
Cash and cash equivalents at end of year	293,555	265,393

The credit quality of cash and cash equivalents is ensured by only contracting with the top four financial institutions, as prescribed by National Treasury. The carrying value, at which cash and cash equivalents are disclosed, approximates their fair values.

As required in National Treasury regulation 31.2, National treasury approved the banks where the bank accounts are held. The weighted average interest rate on short term bank deposits was 5.97% (Prior year 7.12%).

14. Accounts Payable from Non-Exchange Transactions

		2010/11 R'000	2009/10 R'000
Skills development grants payable	14.1	34,080	8,222
Inter-SETA transfers		1	-
Conditional grant from provincial Department of Basic Education		2,500	2,500
Levies refundable to small employers	14.2	338	206
Liability resulting from straight line valuation of leases		21	279
		36,940	11,207

14.1 Skills development grants payable

Opening carrying amount	8,222	9,420
Amounts utilised	(8,222)	(9,420)
Charged to income	34,080	8,222
Closing carrying amount	34,080	8,222

14.2 Levies refundable

Small employers who have been exempted from the payment of skills development levies but have made payments in error:

Opening carrying amount	206	118
Charged to income during the year	132	206
Refunded during the year	-	(118)
Closing carrying amount	338	206

15. Accounts Payable from Exchange Transactions

Project creditors	7,906	5,013
Trade payables	3,886	4,662
Other accrued expenses	1,166	1,961
	12,958	11,636

16. Accrued Employee Entitlements

	Employee leave R'000	Employee bonus R'000	2010/11 R'000	2009/10 R'000
Opening carrying amount	2 220	1 502	3 722	2 987
Amounts utilised	(2,887)	(2,026)	(4 913)	(4,925)
Charged to income	1,882	2,338	4 220	5,661
Closing carrying amount	1,215	1,814	3,029	3,723

The liability for the payment of leave pay, limited to an accumulation of twenty days, is accrued and is calculated as number of leave days accumulated at the daily pay rate per payroll.

An accrual is made for the payment of a 13th Cheque at the end of November for those employees who have opted to take a 13th Cheque and is calculated each month as the number of employees involved times one twelfth of their 13th Cheque. This is accumulated to date of payment.

17. Reconciliation of Net Cash Flow from Net Surplus/(Deficit) to Cash Generated from Operations

	2010/11 R'000	2009/10 R'000
Net surplus/(deficit) as per statement of financial performance	3,119	(23,354)
Adjusted for non-cash items:		
Depreciation/Amortisation	751	2,348
Loss on disposal of property, plant and equipment	53	21
(Decrease)/ increase in accrued employee entitlements	(694)	736
Decrease in special project funding	-	(128)
Investment income	(15,515)	(19,758)
Increase in receivables	(1,199)	(205)
Increase/(decrease) in payables	27,054	(7,837)
Cash generated by/(applied to) operations	13,569	(48,177)

18. Commitments

18.1 Discretionary reserve

Of the balance of R243 million available in the Discretionary reserve at the end of March 2011, the commitments detailed below of R108 million have been made for projects and skills priorities. Expenses that relate to these commitments are included in grant expenses in the statement of financial performance. A request for the accumulation of these funds has been made to National Treasury.

	Commitments at 31 March 2010 R'000	Adjustments 2010/11 R'000	New contracts 2010/11 R'000	Expenditure in 2010/11 R'000	Balance of commitments plus new contracts at 31 March 2011 R'000
ABET L1-4	8,701	(5,600)	7,692	(3,344)	7,449
Apprenticeship/Artisans	2,571	900	600	(2,263)	1,808
BEE	182	(182)	300	-	300
Bursaries	17,165	(2,897)	5,559	(15,715)	4,112
COMDEV L4	5,806	5,345	20,078	(11,679)	19,550
Material Development	1,039	(1,039)	-	-	-
Constituency Support	-	-	24,071	(697)	23,374
Under- and Unqualified Teachers	-	-	1,800	-	1,800
Trade Union Qualification	800	-	-	(200)	600
ECD L4 and L5	17,672	19,346	22,115	(34,226)	24,907
Higher Education Management Certificate	300	-	700	(660)	340
ICT	-	-	7,451	(719)	6,732
Internships	8,470	(5,512)	9,144	(11,020)	1,082
ISOE Support	3,122	(1,660)	-	(1,312)	150
SDF	356	(356)	-	-	-
Assessor	550	(550)	-	-	-
Mentoring and Coaching	910	(910)	-	-	-
New Venture	1,987	(962)	2,978	(2,306)	1,697
Non ETD	1,834	(868)	-	(966)	-
OD-ETD L4 and L5	4,719	(419)	4,171	(4,364)	4,107
Paralegal Training	-	-	1,415	(1,399)	16
Quality Assurance	-	-	1,950	(1,950)	-
PGCE	4,243	(4,243)	-	-	-
Research	1,745	(357)	3,005	(3,410)	983
Skills Programmes	(10,029)	22,404	8,100	(15,168)	5,307
Vouchers	3,368	(3,368)	-	-	-
Workplace	10,701	(10,701)	5,927	(5,859)	68
Youth Development	-	-	4,145	(133)	4,012
Total	86,212	8,371	131,201	(117,390)	108,394

In addition to the commitment of R108 million which is supported by signed contracts, the Board approved additional funds of R141 million, via a budgeting process, in order to fund more programmes in the 2011/12 financial year.

	2010/11 R'000	2009/10 R'000
Summary of total funding commitments		
Discretionary reserves per statement of financial position	242,713	
Contracted funding per above table	(108,394)	
Committed in 2011/12 budget	(141,287)	
Funded by future revenue	(6,968)	

18.2 Administration reserve

Reserve retained to cover future depreciation/amortisation of Property, plant and equipment /Intangible assets

2,249	2,130
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18.3 Total of future minimum lease payments under non-cancellable leases:

18.3.1 Operating Leases

Buildings

Not later than one year

Later than one year and not later than five years

1,700	12
2,181	2,307
3,881	2,319

The leases relate to building premises used for office accommodation. The lease agreement for office space in Johannesburg was entered into effective 1 August 2010 and will expire on 31 July 2011. A lease agreement for office space at the Polokwane regional office was entered into effective 1 November 2008 and will expire on 31 October 2011. A lease agreement for office space at the East London regional office was entered into effective 1 June 2010 and will expire on 31 May 2013. A lease agreement for office space at the Durban regional office was entered into effective 1 August 2009 and will expire on 31 July 2012. No provision was made for an option to renew the leases on expiry other than the Johannesburg office. Future commitments are determined by obligations contained in the lease agreements.

19. Risk Management

19.1 General

In the course of its operations, the ETDP SETA is exposed to interest rate, liquidity risk and market risk. In order to monitor these risks, the ETDP SETA has developed a risk management strategy in terms of TR28.1. Below is the ETDP SETA's risk management process.

19.2 Operational risk

Operational risk is the risk of loss arising from system failure, human error or external events. When controls fail to perform, operational risk can cause damage to reputation, have legal or regulatory implications or can lead to financial loss. The ETDP SETA cannot expect to eliminate all operational risks, but by initiating a rigorous control framework and by monitoring and responding to potential risk, the ETDP SETA is able to manage risk. Controls include effective segregation of duties, monitoring, authorisation, reconciliation, staff education and risk assessment processes.

19.3 Liquidity risk

This risk is managed via proper working capital management, expenditure management and actual versus forecast cash flows and the cash management policy. Adequate reserves in support of existing commitments and liquid resources are maintained. The table below provides an analysis of the ETDP SETA's financial liabilities in terms of their maturity groupings as per the statement of financial position. These amounts are not discounted as they are as per contracts:

	Not later than one month R'000	Later than one month but not later than three months R'000	Later than three months but not later than one year R'000	Later than one year but not later than five years R'000
March 2011				
Finance lease obligations	-	-	-	-
Trade and other payables	47,060	-	338	-
March 2010				
Finance lease obligations	-	-	-	-
Trade and other payables	18,738	-	-	-

19.4 Interest risk

The ETDP SETA manages its interest risk by spreading its funds over different financial institutions and using various short term investments. A cash management system is used for monitoring bank balances. The sensitivity of surplus funds to interest rates is dependant on the prime rates variations. At the reporting date, the prime rate was 9% (2010:10%).

	Floating rate		Non-interest bearing	
	Amount R'000	Effective interest rate % p.a.	Amount R'000	Total R'000
For the year ended 31 March 2011				
<i>Financial assets</i>				
Cash	293,553	5.97	2	293,555
Accounts receivable	1,214		871	2,085
Total financial assets	294,767		873	295,640
<i>Financial liabilities</i>				
Accounts payable	(12,958)		(39,969)	(52,927)
Total financial liabilities	(12,958)		(39,969)	(52,927)

	Floating rate		Non-interest bearing	
	Amount R'000	Effective interest rate % p.a.	Amount R'000	Total R'000
For the year ended 31 March 2010				
<i>Financial assets</i>				
Cash	265,392	7.12	1	265,393
Accounts receivable	700		186	886
Total financial assets	266,092		187	266,279
<i>Financial liabilities</i>				
Accounts payable	(11,636)		(14,930)	(26,566)
Total financial liabilities	(11,636)		(14,930)	(26,566)

19.5 Credit risk

Financial assets which potentially subject the ETDP SETA to the risk of non-performance by counter parties and thereby to concentration of credit risk, consist mainly of cash and cash equivalents and accounts receivable. Except for the global economic meltdown which may impact on the income received from the levy paying organisations no events occurred during the year that may impact on the accounts receivable.

The ETDP SETA management limits its treasury counter-party exposure by only dealing with well-established financial institutions approved by National Treasury through the approval of their investment policy in terms of Treasury Regulation 31.2. The ETDP SETA's exposure is continuously monitored by a Finance Committee convened in accordance with the PFMA.

Credit risk with respect to levy paying employers is limited due to the nature of the income received. The ETDP SETA does not have any material exposure to any individual or counter-party. The ETDP SETA's concentration of credit risk is limited to the Education, Training and Development industry in which the ETDP SETA operates. No events occurred in the industry during the financial year that may have an impact on the accounts receivable that has not been adequately provided for. Accounts receivable are presented net of allowance for doubtful debt where applicable.

19. Risk Management (continued)

19.6 Market risk

The ETDP SETA is exposed to fluctuations in the employment market; for example sudden increases in unemployment and changes in the wage rates. No significant events occurred during the year that the ETDP SETA is aware of.

Fair values

The ETDP SETA's financial instruments consist mainly of cash and cash equivalents, account and other receivables, and account and other payables. No financial instruments were carried at an amount in excess of their fair value. The following methods and assumptions are used to determine the fair value of each class of financial instrument:

No financial asset or liability was carried at an amount in excess of its fair value and fair values could be reliably measured for all financial instruments.

20. Related Party Transactions

20.1 Transactions with other SETAs

Inter-SETA transactions arise due to the movement of employers from one SETA to another. No other transactions occurred during the year with other SETAs.

All transactions were at arm's length.

The parent entity of all SETAs is the Department of Higher Education and Training.

	2010/11 R'000		2009/10 R'000	
	Amount of the transaction	Amount receivable/ (payable)	Amount of the transaction	Amount receivable/ (payable)
Received	13	-	5	12
Services SETA	-	-	5	-
ISETT SETA	-	-	-	12
H&WSETA	13	-	-	-
Paid	(24)	(1)	(134)	-
Services SETA	(24)	-	(32)	-
ISETT SETA	-	(1)	-	-
H&WSETA	-	-	(8)	-
AGRISSETA	-	-	(94)	-
Total	(11)	(1)	(129)	12

20.2 Transactions with other related parties

The ETDP SETA recognises that related party transactions can present potential or actual conflicts of interest. It is therefore the policy of the ETDP SETA that at the time of evaluating contractual engagements the contracting parties are requested to provide evidence of company registrations and ownership/directorship. All the stakeholders are also requested to declare their interests prior to the start of meetings.

Related party	Nature of relationship	Transaction type	2010/11 R'000		2009/10 R'000	
			Amount of the transaction	Amount payable	Amount of the transaction	Amount payable
Payables						
HESA	Governance	Mandatory grant	62	7	65	-
NEHAWU	Governance	Mandatory grant	122	-	104	-
SADTU	Governance	Mandatory grant	97	24	83	-
NAPTOSA	Governance	Mandatory grant	53	9	54	-
Thembekile Training Consulting	Governance	Discretionary grant	2,765	-	1,809	-
Dr N GOPAL	Governance	Service provider	8	-	-	-
T NXESI	Individual	Expense claim	-	-	6	-
Polokwane Municipality	Public entity	Service provider	12	-	15	-
SABC	Public entity	Service provider	1	-	2	-
SAQA	Public entity	Service provider	776	-	156	-
SAA	Public entity	Service provider	4,747	-	7,657	-
The Auditor - General	Public entity	Service provider	1,592	-	1,182	-
TELKOM SA	Public entity	Service provider	1,090	-	1,428	-

21. Change in Estimates

In terms of the requirements of IAS16 the useful lives of assets were reviewed at year end. Where the remaining useful life expectations of certain assets differs from previous estimates, an adjustment for an over- or under-estimation is processed in the asset register.

22. Events after the Reporting Date

No significant events occurred after the reporting date which required further disclosure in the annual financial statements.

23. Fruitless and Wasteful Expenditure

		2010/11 R'000	2009/10 R'000
Incident	Decision of Accounting Officer		
Cancellation of flight bookings for a delegation to the UK in July 2009 from British Airways to South African Airways.	Condoned after an explanation that led to the cancellation was provided.	-	35
Court order against ETDP SETA to cancel contracts awarded and be replaced by new contracts in favour of the litigant. The order was issued once the ETDP SETA had already made training payments and learner allowance payments.	The Accounting Authority accepted the court ruling and instructed that the procurement processes must be tightened to ensure that the bid evaluation process does not have loop holes that can cause similar cases in future.	-	5,070
The Compensation Commissioner levied an interest on late payment of workman's compensation.	The accounting officer raised an objection with the commissioner because the non-payment was due to the commissioner advising ETDP SETA that its records were in good order.	-	12

24. Statement of Comparison of Budget and Actual Amounts

The budget is prepared using the same basis of accounting for both the budget documents and the financial statements. The budget is prepared for the same period as the financial statements.

	2010/11 Actual R'000	2010/11 Budget R'000	2010/11 Variance R'000
Revenue			
Skills development levy: income	290,124	289,611	513
Investment income	15,515	19,138	(3,623)
Other income	143	-	143
Total revenue	305,782	308,749	(2,967)
Expenses			
Administration expenses	(76,752)	(104,189)	27,437
Finance charges	-	(176)	176
Employer grants paid	(108,223)	(90,627)	(17,596)
Discretionary grants	(117,688)	(120,000)	2,312
Total expenses	(302,663)	(314,992)	12,329
Net surplus/(deficit) for the year	3,119	(6,243)	9,362

Administration expenses

	31 March 2011 Actual R'000	31 March 2011 Budget R'000	31 March 2011 Variance R'000
Advertising and promotions	2,410	4,700	2,290
Audit fees	2,182	2,760	578
Bank charges	219	252	33
Cellphone	308	463	155
Consulting fees	3,047	2,915	(132)
Consumables	135	286	151
Depreciation/amortisation	751	2,722	1,971
Doubtful receivables	207	-	(207)
Electricity and water	1,190	989	(201)
Loss on disposal	53	-	(53)
Hire of equipment	698	1,508	810
Insurance	330	468	138
IT maintenance and licences	1,468	1,539	71
Material development	-	1,255	1,255
Motor vehicle expenses	22	290	268
Postage and printing	955	1,738	783
Recruitment expenses	551	360	(191)
Relocation of staff	24	237	213
Repairs and maintenance	895	802	(93)
Refreshments and catering	1,286	1,539	253
Rent	3,782	6,614	2,832
Security and cleaning	727	751	24
Salaries and benefits	36,287	38,705	2,418
Seminars and conferences	5,315	13,480	8,165
Subscriptions	44	142	98
Staff training	826	1,350	524
Staff wellness	187	-	(187)
Stationery	431	455	24
Telephone and fax	1,090	2,355	1,265
Travel and accommodation	11,160	15,514	4,354
Workmen's compensation	103	-	(103)
Outreach activities	69	-	(69)
	76,752	104,189	27,437

24. Statement of Comparison of Budget and Actual Amounts (continued)

Explanation of material variances between actual results and approved budget.

Levies

Actual skills development levy income is on budget for the year.

Investment income

Investment income is at 81% of budget due to the continued low interest rates available in the financial markets.

Other income

This is represented by unbudgeted insurance claims and income from mandatory grant accruals.

Administration expenses

The under-spending on advertising, rent, seminars and conferences, and travel and accommodation are generally due to the planned opening of provincial offices being delayed into the next financial year.

Mandatory grants

Grants paid shows an increase over budget of 19,4% reflecting an increased support for the grants system in the financial year.

Discretionary grants

Discretionary spending is below budget by 2% for the year. The payment of discretionary grants is dependent on the timing of the mix of programmes implemented in the year. Some projects will only become payable as deliverables are made available in the new year and some projects from the prior year are settled in the current year.

Appendix I

The ETDP SETA Governance Structure and Committee Members Meetings Attendance Record during 2010/2011 Financial Year

Table I: ETDP SETA Board for the period April 2010 – March 2011

No.	Name and Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term/ Resignation	Meetings attended out of 3*
1.	Simoné Geyer	Chairperson	DBE	Coloured	Female	October 2009	1	March 2011	(3)
2.	George Mudumela	Co-Chairperson	SADTU	Black	Male	August 2008	1	March 2011	(3)
3.	Ornica Mukhahuli	Co-Chairperson	APPETD	Black	Female	October 2009	1	Resigned October 2010	(2)
4.	Trudy Guma	Co-Chairperson	NEHAWU	Black	Female	October 2009	1	March 2011	(3)
5.	Salome Sithole	Member	SADTU	Black	Female	October 2009	1	March 2011	(3)
6.	Raisebe Tshweu	Member	SANGOCO	Black	Female	October 2009	1	March 2011	(3)
7.	Solwako Mahlangu	Member	SADTU	Black	Male	October 2009	1	March 2011	(3)
8.	Lulama Mbobo	Member	DBE KZN	Black	Female	October 2009	1	Resigned June 2010	(1)
9.	Abe Seakamela	Member	DBE NW	Black	Male	October 2009	1	March 2011	(2)
10.	Pat Motubatse	Member	NEHAWU	Black	Male	October 2009	1	March 2011	(1)
11.	Joe Mpisi	Member	NEHAWU	Black	Male	October 2009	1	March 2011	(3)
12.	Louw Botha (Dr)	Member	HESA	White	Male	October 2009	1	Resigned January 2011	(2)
13.	Crystal Dicks Alfred Mafuleka (alt)	Member	COSATU	Coloured Black	Female Male	October 2009	1	March 2011	(1) (1)
14.	Nkosana Dolopi	Member	SADTU	Black	Male	October 2010	1	March 2010	(2)
15.	Jonavon Rustin	Member	SADTU	Coloured	Male	October 2009	1	March 2011	(2)
16.	Charlie Molepo	Member	LIASA	Black	Male	October 2009	1	March 2011	(3)
17.	Nirmala Gopal (Dr)	Member	NTEU	Indian	Female	October 2009	1	March 2011	(3)
19.	Diane Parker (Dr)	Member	DHET	White	Female	May 2010	1	March 2011	(0)
20.	Bheki Mahlobo (Dr)	Member	DHET	Black	Male	May 2010	1	March 2011	(1)
21.	Vusi Mokwena	Audit Committee Chair – Ex Officio	Independent	Black	Male	April 2008	2	March 2016	(0)
22.	Sipho Sukati	Finance Committee Chair – Ex Officio	DBE	Black	Male	May 2010	1	May 2011	(3)
21.	Paseka Njobe	HR Committee Chair – Ex Officio	DBE	Black	Male	May 2010	1	May 2011	(1)
22.	Mandla Msweli	ETQA PC Chair – Ex Officio	DBE	Black	Male	May 2010	1	May 2011	(3)
23.	Nombulelo Nxesi	CEO – Ex Officio Member	ETDP SETA	Black	Female	August 2004	-	-	(3)
24.	Burton Malgas (Dr)	COO – Ex Officio Member	ETDP SETA	Coloured	Male	October 2008	-	-	(3)
25.	David Molapo	CFO – Ex Officio Member	ETDP SETA	Black	Male	July 2006	-	Resigned July 2010	(1)
26.	Wayne Cotton	Acting CFO – Ex Officio Member	ETDP SETA	White	Male		-		(2)

* The Board had four meetings scheduled for the 2010/2011 financial year. The August Board meeting could not, however, take place following the unavailability of members, due to Public Service industrial action at the time.

Table 2: The Executive Committee of the ETDP SETA for the period April 2010 – March 2011

No.	Name and Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term/ Resignation	Meetings attended out of 8
1.	Simoné Geyer	Chairperson	DBE National	Indian	Female	October 2010	I	March 2010	(8)
2.	George Mudumela	Co-Chairperson	SADTU	Black	Male	October 2010	I	March 2011	(8)
3.	Ornica Mukhavhuli	Co-Chairperson	APPETD	Black	Female	October 2009	I	Resigned October 2010	(4)
4.	Trudy Guma	Co-Chairperson	NEHAWU	Black	Female	October 2009	I	March 2010	(8)
5.	Salome Sithole	Member	SADTU	Black	Female	October 2009	I	March 2010	(7)
6.	Bheki Mahlobo	Member	NAPTOSA	Black	Male	May 2010	I	March 2010	(0)

Table 3: ETDP SETA ABET/ECD Chamber for the period April 2010 – March 2011

No.	Name and Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served**	Date of expiry of term/ Resignation	Meetings attended out of 2 [#]
1.	Nkosana Dolopi	Chairperson	SADTU	Black	Male	November 2010	I	October 2016	(2)
2.	Raisibe Tshweu	Co-Chairperson	SANGOCO	Black	Female	November 2010	I	October 2016	(2)
3.	Marie-Louise Samuels	Member	DBE National	Coloured	Female	November 2010	I	October 2016	(1)
4.	Letshego Rampete	Member	SANGOCO	Black	Female	November 2010	I	October 2016	(1)
5.	Augustus Dlodlu	Member	SANGOCO	Black	Male	November 2010	I	October 2016	(1)
6.	Ismayili Isaacs	Member	ECD Congress	Coloured	Male	November 2010	I	October 2016	(2)
7.	Leonard Saul	Member	ECD Congress	Coloured	Female	November 2010	I	October 2016	(2)
8.	Vincent Da Vinci	Member	ALN	Black	Male	November 2010	I	October 2016	(2)
9.	Archie Mokonane	Member	ALN	Black	Male	November 2010	I	October 2016	(2)
10.	Disemelo Kgotlagomang	Member	NAPTOSA	Black	Female	November 2010	I	October 2016	(1)
11.	Meryl Anne Hewitt Fourie	Member	NAPTOSA	White	Female	November 2010	I	October 2016	(2)
12.	Diseko Gopane	Member	SADTU	Black	Male	November 2010	I	October 2016	(2)
13.	Jolene Marosa	Member	SADTU	Black	Female	November 2010	I	October 2016	(2)
14.	Kgakgamatso Motebe	Member	NEHAWU	Black	Female	November 2010	I	October 2016	(2)
15.	David Diale	Member	DHET	Black	Male	November 2010	I	October 2016	(2)

Notes:

The Chamber Meetings convened their first meetings following establishment in November 2010

** Currently in the first term

Table 4: ETDP SETA Schooling Chamber for the period April 2010 – March 2011

No.	Name and Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served**	Date of expiry of term/ Resignation	Meetings attended out of 2 [#]
1.	Lulame Mbobo ¹	Chairperson	DBE KZN	Black	Female	November 2010	1	June 2016	(0)
2.	Solwako Mahlangu	Co-Chairperson	SADTU	Black	Male	November 2010	1	October 2016	(2)
3.	Eddie Kirsten	Member	DBE WC	White	Male	November 2010	1	October 2016	(2)
4.	Haroon Mahomed	Member	DBE National	Indian	Male	November 2010	1	October 2016	(2)
5.	Eezy Lukhaimane	Member	DBE NW	Black	Female	February 2011	1	October 2016	(1)
6.	Mzamo Jacobs	Member	DBE FS	Black	Male	November 2010	1	October 2016	(1)
7.	Lehlohonolo Aaron	Member	DBE NC	Black	Male	November 2010	1	October 2016	(2)
8.	Peggy Msimango (Dr)	Member	DBE KZN	Black	Female	November 2010	1	October 2016	(1)
9.	M Ralenala (Prof)	Member	DBE LP	Black	Male	November 2010	1	October 2016	(1)
10.	Daniel Govender ²	Member	NAISA	Indian	Male	November 2010	1	Resigned February 2011	(0)
11.	Mandla Mthembu	Member	NAISA	Black	Male	November 2010	1	October 2016	(2)
12.	Suritha Kaminsky	Member	NAISA	White	Female	November 2010	1	October 2016	(2)
13.	Zamile Hector Sinuka	Member	PEU	Black	Male	November 2010	1	October 2016	(2)
14.	Anthony Akal (Dr)	Member	NAPTOSA	White	Male	November 2010	1	October 2016	(2)
15.	Basil Manuel	Member	NAPTOSA	Coloured	Male	November 2010	1	October 2016	(2)
16.	Sibusiso Mchunu	Member	NATU	Black	Male	November 2010	1	October 2016	(2)
17.	Kinny Labuschagne ³	Member	SAOU	White	Female	November 2010	1	Resigned November 2010	(1)
19.	Renny Somnath ⁴	Member	SADTU	Indian	Male	November 2010	1	Resigned November 2010	(1)
20.	Palesa Nqumashe	Member	SADTU	Black	Female	November 2010	1	October 2016	(1)
21.	Lindelwa Mbingeleli	Member	SADTU	Black	Female	November 2010	1	October 2016	(2)
22.	Mbulelo Moeli	Member	SADTU	Black	Male	November 2010	1	October 2016	(2)
21.	Johanna Raisibe Mello	Member	SADTU	Black	Female	November 2010	1	October 2016	(2)
22.	Veronica Hofmeetser	Member	SADTU	Coloured	Female	November 2010	1	October 2016	(2)

Table 5: ETD P SETA Provisioning Chamber April 2010 – March 2011

No.	Name and Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term/ Resignation	Meetings attended out of 2
1.	Gavin de Bruyn	Co-Chairperson	DBE WC	Coloured	Male	October 2010	1	March 2011	2
2.	Naphtali Molohe	Member	DBE LP	Black	Male	October 2010	1	March 2011	1
3.	Gerda Magnus	Member	APPETD	White	Female	October 2010	1	March 2011	2
4.	Randall Jonas	Member	APPETD	Coloured	Male	October 2010	1	March 2011	1
5.	Annamarie Goosen	Member	LIASA	White	Female	October 2010	1	March 2011	2
6.	David Shasha	Member	SANGOCO	Black	Male	October 2010	1	March 2011	2
7.	Maggie Makgoba	Member	PEU	Black	Female	October 2010	1	March 2011	2
8.	Graham Myers	Chairperson	NTEU	White	Male	October 2010	1	March 2011	2
9.	Petros Mkhize	Member	SADTU	White	Male	October 2010	1	March 2011	2
10.	Veronica Hofmeester	Member	SADTU	Coloured	Female	October 2010	1	March 2011	1
11.	Francinah Tsoku	Member	SADTU	Black	Female	October 2010	1	March 2011	0
12.	Velaphi Ndlovu	Member	NATU	Black	Female	October 2010	1	March 2011	1
13.	Kinny Labuschagne	Member	SAOU	White	Female	October 2010	1	March 2011	1
14.	Henry Mangwathwe	Member	NAPTOSA	Black	Male	October 2010	1	March 2011	2
15.	Robert Gumede	Member	NEHAWU	Black	Male	October 2010	1	March 2011	1
16.	Thuli Mndawe	Member	NEHAWU	Black	Female	October 2010	1	March 2011	1

Table 6: ETD P SETA FET/TVET Chamber April 2010 – March 2011

No.	Name and Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term/ Resignation	Meetings attended out of 2
1.	Joe Mpisi	Chairperson	NEHAWU	Black	Male	October 2010	1	March 2011	0
2.	Edward Mosuwe	Member	APPETD	Black	Male	October 2010	1	March 2011	0
3.	Leon Sinclair	Member	APPETD	White	Male	October 2010	1	March 2011	2
4.	Tholsia Naicker (Dr)	Member	APPETD	Indian	Female	October 2010	1	March 2011	2
5.	Harry Hlatywayo	Member	APPETD	Black	Male	October 2010	1	March 2011	0
6.	Nthabiseng Kotsokoane	Member	LIASA	Black	Female	October 2010	1	March 2011	2
7.	Graham Myers	Chairperson	NTEU	White	Male	October 2010	1	March 2011	2
8.	Jean Williams	Member	NTEU	Coloured	Female	October 2010	1	March 2011	2
9.	Sylvia Nkanyuza	Member	NTEU	Black	Female	October 2010	1	March 2011	1
10.	Pat Matubatse	Member	NEHAWU	Black	Female	October 2010	1	March 2011	0
11.	Maurice Mopeli	Member	NEHAWU	Black	Female	October 2010	1	March 2011	2
12.	Thamsanqa Mbalo	Member	NEHAWU	Black	Male	October 2010	1	March 2011	2
13.	Kaizer Makole	Member	SADTU	Black	Male	October 2010	1	March 2011	2
14.	Daniel Louis Stander	Member	SADTU	Coloured	Male	October 2010	1	March 2011	2
15.	Vonani Mathonsi	Member	SADTU	Black	Female	October 2010	1	March 2011	2

Table 7: The Finance Committee of the ETDP SETA

No.	Name and Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term/ Resignation	Meetings attended out of 6
1.	Sipho Sukati	Chairperson	DBE MP	Black	Male	January 2007	2	March 2011	(5)
2.	Rashid Chopdat	Member	NAISA	Indian	Male	April 2010	1	March 2011	(5)
3.	John Scott	Member	Independent Member	White	Male	July 2006	2	April 2010	(1)
4.	Nick Nicholls	Member	Independent Member	White	Male	July 2008	2	March 2011	(5)
5.	Joe Mpisi	Member	NEHAWU	Black	Male	April 2010	1	March 2011	(3)
6.	Salome Sithole	Co-Chairperson	SADTU	Black	Female	April 2010	1	March 2011	(4)
7.	Burton Malgas (Dr)	COO – Ex Officio Member	ETDP SETA	Coloured	Male	October 2008	2	March 2011	(6)
8.	David Molapo	CFO – Ex Officio Member	ETDP SETA	Black	Male	July 2006	2	March 2011	(1)
9.	Nombulelo Nxesi	CEO – Ex Officio Member	ETDP SETA	Black	Female	August 2004	2	March 2011	(3)
10.	Wayne Cotton	Acting CFO – Ex Officio Member	ETDP SETA	White	Male	June 2010	2	March 2011	(6)

Table 8: The Audit Committee of the ETDP SETA

No.	Name and Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term/ Resignation	Meetings attended out of 6
1.	Vusi Mokwena	Chairperson	Independent Member	Black	Male	February 2007	1	March 2011	(6)
2.	Dawood Coovadia	Member	Independent Member	Indian	Male	March 2008	1	March 2011	(4)
3.	Rooksana Moola	Member	Independent Member	Indian	Female	November 2010	1	March 2011	(2)
4.	Trudy Guma	Co-Chairperson	NEHAWU	Black	Female	April 2010	2	March 2011	(5)
5.	Nala Mhlongo	Member	Independent Member	Black	Male	September 2010	2	March 2011	(3)
6.	Burton Malgas (Dr)	COO – Ex Officio Member	ETDP SETA	Coloured	Male	October 2008	1	March 2011	(4)
7.	Charlie Molepo	Member	LIASA	Black	Male	April 2010	1	March 2011	(2)
8.	David Molapo	CFO – Ex Officio Member	ETDP SETA	Black	Male	July 2006	2	March 2011	(1)
9.	Nombulelo Nxesi	CEO – Ex Officio Member	ETDP SETA	Black	Female	August 2004	2	March 2011	(5)
10.	Wayne Cotton	Acting CFO – Ex Officio Member	ETDP SETA	White	Male	June 2010	2	March 2011	(6)

Table 9: The Remuneration Committee (REMCO) of the ETDP SETA

No.	Name and Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term/ Resignation	Meetings attended out of 6
1.	Paseka Njobe	Chairperson	DoE National	Black	Male	2005 (SADTU) 2008 (DOE)	2	March 2011	(3)
2.	Louw Botha	Member	HESA	White	Male	August 2008	2	March 2011	(3)
3.	Sipho Sukati	Member	DoE MP	Black	Male	April 2007	2	March 2011	(3)
4.	Simoné Geyer	Member	DoE National	Coloured	Female	April 2006	2	March 2011	-
5.	Solwako Mahlangu	Member	SADTU	Black	Male	May 2010	2	March 2011	(3)
6.	Salome Sithole	Co-Chairperson	SADTU	Black	Female	May 2010	2	March 2011	(3)

Table 10: The Human Resources (HR) Committee of the ETDP SET

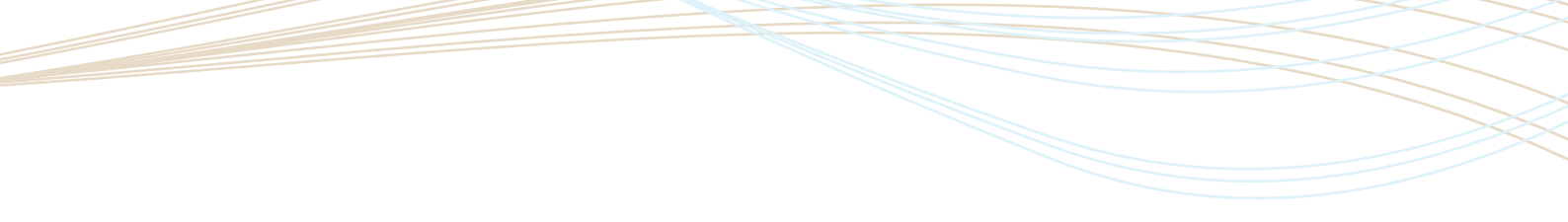
No.	Name and Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term/ Resignation	Meetings attended out of 4
1.	Paseka Njobe	Chairperson	DoE National	Black	Male	March 2005 (SADTU) July 2008 (DOE)	2	March 2011	(4)
2.	Louw Botha (Dr)	Member	HESA	White	Male	June 2009	2	March 2011	(4)
3.	Solwako Mahlangu	Member	SADTU	Black	Male	May 2010	1	March 2011	(4)
4.	Joe Mpisi	Member	NEHAWU	Black	Male	May 2010	1	March 2011	(4)
5.	Nombulelo Nxesi	CEO – Ex Officio Member	ETDP SETA	Black	Female	August 2004	2	March 2011	(4)
6.	Mike Watkins	CEO – Ex Officio Member	ETDP SETA	White	Male	April 2009	2	March 2011	(4)

Table 11: The Quality Assurance Committee (QAC) of the ETD P SETA

No.	Name and Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term/ Resignation	Meetings attended out of 4
1.	Mandla Msweli	Chairperson	DoE KZN	Black	Male	June 2006	2	March 2016	(4)
2.	George Mudumela	Member	SADTU	Black	Male	November 2008	2	March 2016	(3)
3.	Litha Ludidi	Member	NTESU	Black	Male	November 2008	1	Resigned November 2009	(3)
4.	Paul Beard (Prof)	Member	APPETD	White	Male	June 2006	1	Resigned May 2010 & re-nominated to the committee April 2011	(4)
5.	Tony Khatle	Member	APPETD	Black	Male	June 2006	1	Resigned September 2010	(3)
6.	Basil Manuel	Member	NAPTOSA	White	Male	November 2008	1	Resigned March 2010	(3)
7.	Rama Kistiah	Acting ETDQA Manager – Ex Officio Member	ETDP SETA	Indian	Male	June 2009	1	Redeployed to the Operations Division in February 2011	(4)
8.	Thabani Gula	Assistant ETDQA Manager – Ex Officio Member	ETDP SETA	Black	Male	June 2006	2	March 2016	(4)
9.	Burton Malgas (Dr)	COO – Ex Officio Member	ETDP SETA	Coloured	Male	October 2008	1	March 2016	(1)
10.	David Shasha	Member	SANGONGO	Black	Male	May 2010	1	March 2016	(4)
11.	Pat Motubatse	Member	NEHAWU	Black	Male	May 2010	1		(1)
12.	Nirmala Gopal	Member	NTESU	Indian	Female	May 2010	1		(3)
13.	Vishnu Abhilak	Member	DoE FS	Indian	Male	July 2010	1		(3)
14.	Pumla Mkele	HOD – ETDQA – Ex Officio Member	ETDP SETA	Black	Female	March 2010	1		(3)

Acronyms and Abbreviations

ABET	Adult Basic Education and Training
ACE	Advance Certificate in Education
ATR	Annual Training Report
BEE	Black Economic Empowerment
CBO	Community Based Organisation
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EC	Eastern Cape
ECD	Early Childhood Development
ELRC	Education Labour Relations Council
EPWP	Expanded Public Works Programme
ETD	Education, Training and Development
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
ETDQA	Education, Training and Development Quality Assurance
FET	Further Education and Training
FETC	Further Education and Training Certificate
FS	Free State
GET	General Education and Training
GP	Gauteng
GRAP	Generally Recognised Accounting Practices
HEI	Higher Education Institution
HESA	Higher Education South Africa
HESA-EDF	Higher Education South Africa - Education Deans' Forum
HRD-SA	Human Resources Development Strategy for South Africa
ICT	Information Communication Technology
ISOE	Institutes of Sectoral or Occupational Excellence
KZN	KwaZulu-Natal
LP	Limpopo
MP	Mpumalanga
NASGB	National Association of School Governing Bodies
NEHAWU	National Education, Health and Allied Workers Union
NC	Northern Cape
NGO	Non-governmental Organisation
NLPE	Non-levy Paying Enterprise



NMMU	Nelson Mandela Metropolitan University
NPDE	National Professional Diploma in Education
NQF	National Qualifications Framework
NSA	National Skills Authority
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSMSTE	National Strategy for Mathematics, Science and Technology Education
NVC	New Venture Creation
NW	North West
NYDA	National Youth Development Agency
OD-ETD	Occupationally Directed Education Training and Development
PFMA	Public Finance Management Act
PGCE	Post-Graduate Certificate in Education
POE	Portfolio of Evidence
PPP	Public Private Partnerships
PSET	Post-School Education and Training
QAC	Quality Assurance Committee
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SACE	South African Council for Educators
SAPS	South African Police Services
SARS	South African Revenue Service
SAQA	South African Qualifications Authority
SDF	Skills Development Facilitator
SDL	Skills Development Levy
SSP	Sector Skills Plan
UCT	University of Cape Town
US	Unit Standard
VEOP	Vocational Education Orientation Programme
WC	Western Cape
WPE	Workplace Experience
WSP	Workplace Skills Plan
WSU	Walter Sisulu University

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RP: 148/2011

ISBN: 978-1-77018-742-9

