

Education, Training and Development Practices Sector Education and Training Authority

Annual Report 2011/12

At the cutting edge of skills development



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



Education, Training and Development Practices

Sector Education and Training Authority



ETDP•SETA

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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 primary legislative mandate of the ETDP SETA is to:

- address skills shortages in South Africa by identifying the skills needs in the Education, Training and Development (ETD) Sector
- be a conduit to up-skilling both employed and unemployed citizens
- 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 following major constituencies make up the ETD sector:

- Departments of Basic Education and Higher Education and Training;
- Early Childhood Development Centres/ Institutions
- 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 and Community Based Organisations
- Trade Unions as Employers
- Political Parties as Employers
- Libraries and Archives
- 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
- employers, workers and employees in the sector benefit from quality training, higher productivity and harmonious mutual dependencies.

VALUES

The ETDP SETA upholds the following values:

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

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 REPORT



Ms Shirley Mabusela
ETDP SETA Board Chairperson

"Once more, I present you with a clean audit of the ETDP SETA."

During its 12 years of existence, the ETDP SETA has received unqualified audit reports from the Auditor-General. It continued to consistently achieve overall scores in its annual performance assessments for 2005/6 – 2010/11 as indicated in the table 1 below.

One of the criteria on the performance evaluation of SETAs is the effectiveness of the Board and governance structures. In the last six 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 (both the previous and the new) has fulfilled its fiduciary duties in compliance with the PFMA and the Skills Development Act.

The ETDP SETA has now a full compliment of nine provincial offices in addition to the Head Office. In support of the government priorities the ETDP SETA has made the provision of quality education and human resource development in the sector its number one priority.

To this end, the ETDP SETA works hand in glove with both the DBE and DHET and incorporate the *Delivery Agreements* of both Ministers in its five year strategy plan. Planning for programmes also incorporated the recommendations made in the National Development Plan of the National Planning Commission. This demonstrates how the ETDP SETA proactively respond to the socio-economic development challenges in our country.

Table 1: The ETDP SETA's performance for the period 2005/6 – 2010/11 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's Performance for the last six years (i.e. NSDS II)					
2005/6		2.64			
2006/7				4.10	
2007/8				4.77	
2008/9				4.20	
2009/10				4.61	
2010/11				4.61	

Once more, on behalf of the ETDP SETA, I present you with a clean audit of the ETDP SETA. This demonstrates commitment and dedication towards achieving our mandate. Indeed, we are at the cutting edge of skills development and will continue to ensure that our disadvantaged people, our women and the youth acquired the right skills for socio-economic emancipation.

I would like to take this opportunity to thank every member of the newly constituted ETDP SETA Board, Chambers and Committees for their commitment and support provided to me as the Chairperson for the period 2011/12. You have indeed made the first year of my five-year tenure, a fulfilling one. For that, I will remain indebted to you all.

I wish to express my special appreciation to the CEO, Management and the ETDP SETA staff for ensuring that as the ETDP SETA community, collectively the organisation executes its skills development mandate that continues to benefit the ETD sector. I would also like to thank our suppliers and skills development training providers and partners for their support.

Lastly, I would like to extend my sincere appreciation to the previous Chairperson and the Board for laying a good foundation on which I continued from. Our aim is to ensure that the ETDP SETA continues to make a difference in the lives of ordinary South Africans. The ETDP SETA will continue to commit to supporting our government in its effort to eradicate poverty and unemployment through skills development.



Ms Shirley Mabusela
ETDP SETA Board Chairperson

THE CEO'S EXECUTIVE SUMMARY OF 2011/12 PERFORMANCE REPORT



Ms S. N. Nxesi
Chief Executive Officer

***"I made a difference for
that one"***

INTRODUCTION

*"The only thing that is constant is change, hanging on
is the only sin- Denise McCluggage"*

The SETA environment is one of the most turbulent amongst the Public Entities listed in the PFMA. The mandate and scope of the SETAs is driven mainly, in addition to the Skills Development Act, 1998 (amended in 2012), by the different phases of the National Skills Development Strategy. The trend is that every five years, the strategy changes not only in form but in substance as well.

SETAs were established in 2000 and received their marching orders from the NSDS I (2000 -2005) with its vision as: "Skills for Productive Citizenship For All". At the time, there were 25 SETAs. In 2005 two SETAs were merged leaving a total of 23 and a new strategy was developed, the NSDS II (2005 - 2010) with its vision as: "Skills for Sustainable Growth, Development and Equity". The period of NSDS II was extended by one further year to come to an end in March 2011. Currently SETAs are implementing, in

addition to their sectoral specific programmes, the NSDS III, which was pronounced in January 2011. The vision of the NSDS III is outlines as follows: "A Skilled and Capable workforce that shares in and contributes to, the benefit and opportunities of an inclusive growth path".

Prior to the pronouncement of the NSDS II, the Minister of Higher Education and Training pronounced a new SETA landscape. The new landscape resulted in some SETAs being amalgamated, one dissolved, others changed names and scope, and others were placed under administration given their different governance and management challenges. The ETDP SETA retained its identity and scope. This did not come by the grace of God but as a result of a good track record on service delivery, good governance and sound financial management over a number of years. In addition to the introduction of the new SETA landscape and the NSDS III, the Minister introduced a Standardised SETA Constitution, which required major shifts in the governance composition, its operations and the required accountability.

The governance and management of the SETAs was also moved from the Department of Labour to the Department of Higher Education and Training. These major shifts required a different discourse in terms of doing business, a shift from number crunching to responding to government priorities in a more meaningful way to curb unemployment, especially among the youth, improved service delivery innovation and productivity, reskill the current workforce to enhance their skills as well as making a contribution towards the realization of a developmental state.

SETAs have no option but to change, change is inevitable! There is no doubt that the changes expected in the skills revolution are those that embrace a social contract to make a better life for all., It has become evident that those who will reject the change will be the architects of decay and the only institution which rejects progress is the cemetery, hence the quotation above. As we took off with the NSDS III helicopter we may be experiencing some turbulences as we fly but the ETDP SETA is committed to a safe landing by 31 March 2016.

The executive summary below provides some highlights and challenges as we journey the new growth path in the skills revolution. In doing so, we

have carefully depicted the relevant aspects of the ETD Sector on the following strategic and important documents: the NSDS III, the Medium Term Strategic Framework, the Report of the National Planning Commission, the New Growth Plan and the Supply and Demand of skills from the ETD Constituent organisations.

OUR RESPONSE TO THE YOUTH UNEMPLOYMENT CRISIS

According to the 2010 Quarterly Labour Force Survey (QLFS), Quarter 2 (Q2), the levels of the unemployed were static from quarter-to-quarter (q/q) and resulted in a virtually unchanged unemployment rate of 25,3% varying only by zero and 1 percentage point from the first quarter. (Africa, 2010).

79 000 jobs were shed in Quarter 1 (Q1) with a further 61 000 jobs lost in Q 2 despite economic growth exceeding 4% (q/q and annualised) (QLFS, 2010). Adding to the concern, was the increase in the discouraged workforce, that is, the number of people not actively looking for jobs which increased by 68 000 in Q 2, compared to an increase of 153 000 in Q1 of 2010, bringing the total number of discouraged workforce to 1,839 million (Statistics South Africa, 2010, Quarter2). This is not only a huge loss in terms of the human capital, but also in the fast moving economic environment as new skills are not acquired by these potential workers.

The statistics mentioned above is not just mere numbers but bring the additional problem that, not only are the workers unemployed because there are no job vacancies, they may also be unemployable in terms of the skills required in a modern economy. The large numbers of graduates leaving colleges and universities join the ranks of both the unemployed (no jobs available) and the unemployable (no skills for available jobs). This is a huge challenge for a country that has in its human resource base educated young graduates who continue to struggle to find employment especially during the post apartheid era.

During the year under review, a number of projects and programmes were implemented in support of the unemployed youth to increase their opportunities of employability. These programmes include the following:

- Learnerships
- Internships
- Workplace experience
- Second Chance Learning - Matric rewrite programme

3258 young people under the age of 35 have benefitted from the 2011/12 programme of action.

The learnership Programme

The unemployed youth mainly benefitted from the Early Childhood Development (ECD), the Youth Development Practices The current beneficiaries of ECD are registered for the NQF Level 5 in 2012 and progressed from the NQF Level 4, which took place in 2010. Those that are studying towards a qualification in Youth Development Practices and Business Administration are currently at NQF Level 4. We intended to provide them with an opportunity to progress to Level 5 in 2013. The aim is not only to ensure access but progression and success. The only challenge we face is that learners studying through a learnership seem not to have further access to NQF Levels above Level 5. It is our hope and wish that the QCTO will address this bottleneck.

The Internships Programme

We are experiencing a huge demand on the Internship programme especially among the newly qualified graduates. This is an indication that despite the fact that many of the students spend time in universities and colleges, furthering their studies, a degree or a diploma is no longer a guarantee for a job. The ETDP SETA internship programme provides a bridge between a learning institution and a workplace. It has proved to be a successful programme because many of the interns they get absorbed into the labour market.

Currently the Internship programmes vary from SETA to SETA and workplaces. In order to provide an appropriate structured internship programme, we have commissioned a research study to look at the effectiveness of the internship programmes for employability and develop a set of Employability Skills to be used for competency assessment at the end of an internship programme. For an internship programme to be successful, it requires a committed mentor from the host employer. The ETDP SETA has supported 602 interns in the financial year 2011/12 and paid each intern a stipend of R3 000.00 per month for duration of at least 12 months.

*The CEO's Executive Summary of 2011/12 Performance Report***The Workplace Experience**

The workplace experience is made available to students who have to do experiential learning before they fully complete their studies. The main beneficiaries from this programme are the student teachers who do their practice teaching in rural areas, the Universities of Technology and the FET Colleges students who should be exposed to the practical studies conducted in the workplaces.

620 students were supported by the ETDP SETA to gain workplace experience and a stipend of R2 500.00 per month was paid to each beneficiary for a minimum duration of 12 months. The stipend for the learnerships, internships and the workplace experience are provided to the beneficiaries to facilitate their learning and make it happen. They use the money for mainly transport costs and other requirements depending on the individuals' personal needs.

Second Chance Learning

In partnership with NYDA, the ETDP SETA assists those students that failed some of the matric (Grade 12) subjects and as a result could not make it in their matric examination. They are, therefore, provided with a second opportunity to study over the weekends and holidays. A credible training provider has been appointed to coach these students to pass the outstanding subjects in order to pass matric and move on with their academic progression. In 2011/12 financial year, the ETDP SETA contributed to support 357 learners and these learners are currently in the programme. This number has been increased to 1000 in 2012/13 financial year.

Student Support Programmes- Massification of students to FETs and HE Institutions

- **Bursaries**

The ETDP SETA has provided bursaries to students to access Further Education and Training and Higher Education Institutions. These students are selected mainly from the rural areas and not benefitting from the NSFAS. The majority of students have been funded for the B-Ed degree in order to attract them to consider teaching as a career choice. 824 students pursuing studies in various disciplines including, teacher qualification were supported.

- **Career Guidance**

As part of the NSDS Goals, the ETDP SETA intensifies its career guidance support to students. We had developed and disseminated more than 21 802 copies of the guides to the schools, for Grades 9-12 and worked closely with the Education Districts in the provinces. In addition to the dissemination of the Career Guides, we intend training and empowering the Life Orientation teachers in schools to include career guidance in the teaching and learning as that component has diminished in the current learning programme.

SUPPORTING LECTURERS AND MANAGERS IN THE FET AND HE INSTITUTIONS

In responding to the NSDS III to making FET Colleges responsive to the skills needs of our country, we worked very closely with the Colleges and their Principals' Association SACPO. The ETDP SETA did not only make a significant contribution in organising the FET Summit in September 2009 but went further to the implementation of its resolutions. We played a major role in the upgrading of the qualifications of the FET lecturers.

We have played a major role in the development of the vocational qualification and hope that the Department of Higher Education and Training will soon approve it. For 2011/12 we have hit a target of 142 FET lecturers that received training and development through various programmes.

As we report now, we have managed to support FET Colleges to improve their quality assurance systems. We have accredited 21 FETs to provide learnerships on ETD qualifications. This is a great achievement in ensuring that the FET Colleges are empowered and can participate and benefit financially from the SETA programmes. At the end of 2013, the ETDP SETA would have accredited all the 50 FET Colleges and this will open avenues for other SETAs to do likewise.

The development of the HE lecturers and managers did produce the results we expected. We had a target of 60 and an uptake of 10. Most of the intuitions provide the financial support to their academic and support staff. Most Higher Education Institutions received the discretionary funding provided by the ETDP SETA and conducted training based on their needs which were reflected in the WSPs.

We have a well-established SDF Forum for Higher Education Institutions to discuss and engage on the support that is required by the institutions from the ETDP SETA. Because of this relationship, all Higher Education Institutions, especially the public institutions submit their WSPs and ATRs in good time.

ETD CONSTITUENCY SUPPORT AND SERVICES

In 2010/11, we developed Constituency Skills Plans, which we referred to as the mini SSPs. These Constituency Skills plans provided us with valuable information on the supply and demand for skills in our sector. Discretionary funding was provided to those that submitted their proposals, In addition to the discretionary funds, our employed/ workforce from various constituencies enrolled in various skills development programme. In 2011/12, we set a target of- 1000 and achieved a target of 1105. This provides evidence that we are commitment to supporting the development of a productive and capable workforce.

TAKING SERVICE TO WHERE PEOPLE ARE

It is with great pleasure and pride to report that our SETA has nine provincial offices in addition to the Head Office. This is a response to the call to bring our services nearer to people and make ourselves more visible. This is in line with the "Batho Pele- Putting People First" principles.-. The Head Office has now moved to a new and a smaller premise close to Linksfield in Bedfordview. Johannesburg. This move has enabled us to save costs in that; most of the staff allocated to provinces reside in their respective provinces. Our Gauteng office is located to Braamfontein, not far from where the Head Office used to be in Auckland Park. The Head Office is now nearer to the OR Tambo airport for our governance activities. This does not only save costs but also time in reaching our offices for governance activities as the distance and traffic congestions is now reduced. At the back of this report, you will be able to find all our contact details.

SUPPORT FOR PEOPLE WITH DISABILITIES

The ETDP SETA implemented a variety of skills programmes to promote and encourage the participation of learners with disabilities to gain the

necessary skills. We set ourselves a target of 5% of our total skills development target. We managed to achieve only 284 and 331 in terms of both entry and completion respectively as reflected in Table 9.

Going forward, we have developed a differentiated and targeted strategy to support persons with disabilities and we will reach our target of at least 5%. We have deliberate set ourselves this high target to commit ourselves to changing lives especially those people that are disadvantaged by various circumstances in their lives.

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 organization 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 fulfill 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

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.

In the year under review, we fell short in one of the most critical target we set ourselves, that, supporting work place learning and making every workplace a training space.

The CEO's Executive Summary of 2011/12 Performance Report

We had underestimated the amount of work and consultations to be undertaken prior implementation. We are now developing a strategy that will be aligned with DHET objectives and register the ETD workplaces as well as train and empower coaches and mentors in the workplaces.

CONCLUSION

In conclusion, I would like to end by the following story that always inspires me and I find it fitting well with our commitment to our social contract of a better life for all:

The Starfish Story - Original Story by: Loren Eiseley

One day a man was walking along the beach when he noticed

a boy picking something up and gently throwing it into the ocean.

Approaching the boy, he asked, what are you doing?

The youth replied, Throwing starfish back into the ocean.

The surf is up and the tide is going out. If I do not throw them back, they will die.

Son, the man said, don't you realise there are miles and miles of beach and hundreds of starfish?

You can't make a difference!

After listening politely, the boy bent down, picked up another starfish,

and threw it back into the surf. Then, smiling at the man, he said:

I made a difference for that one.

The high unemployment rates alluded to earlier on and the serious socio-economic challenges facing our country need a collective effort and committed by all. Investing in the education of our children and our youth might be the best idealism to realize and sustain our hard fought democracy.

Once more, on behalf of the ETDP SETA I am proud to present you with our Annual report which provides a clear account of our commitment and dedication to the skills revolution. We have demonstrated over the year excellence both in the objectives and in a sound financial management system.

Please take time to read this report thoroughly. Your inputs and support will be highly appreciated.

WAY FORWARD

For 2012 /13, we have committed ourselves to undertake the following programmes, which we

hope will not only make a difference on one star fish but thousands and millions. If you need more details, please get our Five Year Strategic Plan and the Annual Performance Plans. We believe that our 2011- 2016 plans provide an appropriate response to the vision of the NSDS III and beyond just annual targets.

Programme 1:	Development of a credible Sector Skills Plan
Programme 2:	Supporting FET Institutions to be responsive to the ETD Sector and National Priorities
Programme 3:	Teacher Education and Development in support of the ISPFTED-SA
Programme 4:	Increasing Student Access to HEIs and FETs
Programme 5:	Youth Development through increasing access to and supporting workplace learning and employment
Programme 6:	ETDP SETA Constituency Support and Development
Programme 7:	Strengthening the quality assurance systems and improving monitoring and evaluation for impact measurement
Programme 8:	Organisational development and governance effectiveness,

APPRECIATION

I would like to extend my sincere gratitude to the Chairperson of the Board, the Board Executive Committee, and 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 S. N. Nxesi
Chief Executive Officer

SUMMARY OF PERFORMANCE AGAINST THE 2011/12 ANNUAL BUSINESS PLAN

The information presented on tables 2-7 below is based on the NSDS III goals.

Table 2: Establishing a credible institutional mechanism for skills planning

NSDS Output(s)	ETDP SETA Target 2011/12	Achievement	Comments
Sector Skills Plans are professionally researched, provide a sound analysis of the sector and articulate an agreed sector strategy to address skills needs	Development of a credible five year SSP submitted to DHET on prescribed date and approved	Five year SSP submitted on 16 February 2011 and approved. The SETA achieved a score of 3 out of 3 as per the evaluators' report	The ETDP SETA extensively engaged its constituencies and submitted the SSP to DHET in compliance with the prescribed requirements. DHET has, however conditionally approved all SETAs' SSPs
	To train at least 700 Skills Development Facilitators (SDFs)/Sector Skills Specialists in the use of the Scarce and Critical Skills Guide	Trained 1565 SDFs/ Sector Skills Specialists on the Scarce and Critical Skills Guide developed by the ETDP SETA	The ETDP SETA achieved this target and attracted more attendees at the workshops
	1300 ETDP SETA levy paying organisations across all categories are supported through the disbursement of the mandatory grant for skills development and the small ones supported through various programmes	The ETDP SETA's achievement is 1334. We have successfully disbursed mandatory grants to 931 levy paying organisations as follows: • Large Firms: 99 • Medium Firms: 254 • Small Firms: 578 An additional 403 small firms were supported on various forms of skills development to suit their needs for development	The ETDP SETA has over-achieved this target by 34
	An annual impact study on the effectiveness of the ETDP SETA programmes is conducted and findings communicated to stakeholders	Processes are underway to undertake the study as programmes are now all up and running	The impact study will focus on the work experience and work integrated learning components of the programme to assess their effectiveness on job creation, among other things and the report will be communicated to constituencies and stakeholders

Summary of Performance Against The 2011/12 Annual Business Plan (Continued)

Table 3: Increasing access to occupationally-directed programmes

NSDS Output(s)	ETDP SETA Target 2011/12	Achievement	Comments
Unemployed learners who entered and completed various learning programmes			
Adequate supply of qualified practitioners/ professionals in scarce and critical skills areas	100 youth and adult learners enrol for ABET level 4/ NQF Level 1 with at least 80% success rate reported by 31 March 2012/13	102 learners enrolled for ABET Level 4 GETC programme	The ETDP SETA met this target and completion will be reported by end of 2013/14 since this is a two year programme
	100 young learners are supported in "second chance" programme with at least 80% success rate reported by 31 March 2012/13 financial year	In partnership with the NYDA, the ETDP SETA enrolled 357 learners at the beginning of 2012 for various matric rewrite subjects previously failed to ensure that they are able to complete grade 12 and pursue their academic goals	The ETDP SETA exceeded this target and utilised the entire allocated budget to increase the initial target.
	2420 learners enrolled in various learning programmes and 1453 successfully completed the programmes at the end of the programme duration. These programmes include learnerships, internships, bursaries and skills programmes	2887 learners were financially supported to enrol in various skills development programmes and 1672 have completed their programmes as follows:	The ETDP SETA was able to achieve its target in terms of both entries and completions (which is 80% of the entries)
	Target Entry: Learnerships: 1000 Internships: 600 Bursaries for teacher education: 420 Skills programmes: 400	Achievement Entry: Learnerships: 995 Internships: 602 Bursaries : 824 Skills programmes: 466	The achievement on completions provide a total number that were recorded in 2011/12 to have graduated or completed programmes/ unit standards. Completions include all prior years' learners not reported previously. Most Interns and Bursary recipients started later in the financial year and will be recorded for completions at the end of 2012/13 financial year.
	80% of the enrolment / get certificated: Learnerships: 575 Internships: 450 Bursaries: 228 Skills programmes: 200	Enrolled learners to complete/get certificated: Learnerships: 913 Internships: 185 Bursaries: 300 Skills programmes: 218	

	1000 employer workplaces supported to host learners	150 workplaces received mentoring and coaching support for their personnel.	At the time of project conceptualisation an assumption was made that all workplaces in the ETD sector will be ready to provide training spaces, however, this was not the case
	600 learners supported to gain workplace experience: WPE (NCV): 60 WPE (Other areas): 540	620 learners were supported to gain workplace experience and received a monthly stipend for subsistence and travelling: WPE (NCV): 182 WPE (N- courses and teaching experience): 438	Overall, the SETA has over-achieved by 20 against the set target of 600. The programme supported the FET students who completed both the NC(V) and NATED courses as well as practise teaching for student teachers
Employed Learner who entered and completed various learning programmes			
Implementation of identified learning programmes in scarce and critical skills areas for the employed as identified in the SSP	1165 learners to be enrolled in various learning programmes and 80% complete:	1612 learners have been enrolled in various learning programmes	Overall, the ETDP SETA has over-achieved against this target by 447. Under-achievement is, however, noted against specific programmes such as support for employed learners at Masters, Honours and Doctoral levels.
	Entry: Learnerships - 0 Skills programmes ¹ : 1000 Bursaries Awarded for: Honours studies: 50 Masters studies: 20 Doctoral studies: 5 Bursaries for undergraduate studies in various learning fields: 90	Entry: Learnerships: 90 Skills programmes: 1105 Bursaries ² : 381 Bursaries Awarded for: Honours studies: 22 Masters studies: 14 Doctoral studies: 0	
	Enrolled learners to complete/get certificated Learnerships: 300 Bursaries: 60 Skills programmes: 665	Enrolled learners to complete/get certificated Learnerships: 346 Bursaries: 116 Skills programmes: 734	

Summary of Performance Against The 2011/12 Annual Business Plan (Continued)

Support for matric teachers in the teaching and learning of Mathematics, Science and Languages	600 matric teachers supported in the identified learning fields	676 matric teachers benefited from the matric teachers support programme	The ETDP SETA has over achieved against this target. There is a demand for teacher support in scarce subjects and the target has been increased for 2012/13
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Table 4: Promoting the growth of a public FET college system that is responsive to sector, local, regional national skills needs and priorities

NSDS Output(s)	ETDP SETA Target 2011/12	Achievement	Comments
Increase the graduate output for FET lecturer development	120 FET lecturers awarded bursaries with at least 80% success rate to be reported by March 2012/13 financial year	142 FET lecturers received bursaries to improve content knowledge and qualifications	The SETA has achieved against the set target. In addition to training and development, the ETDP SETA works closely with DHET and SACPO in the development of a qualifications' framework and continuous professional development of the lecturers in all colleges continues
Increase the graduate output for HEI lecturer development	60 HEI lecturers awarded bursaries with at least 80% success rate reported by March 2012/13 financial year	10 HEI lecturers from the Walter Sisulu University in the Eastern Cape were supported.	Most HEI lecturers do have qualifications up to a Masters Degree level. The lack of uptake in most instances was as a result of bursaries and funding made possible by the institutions towards their lecturers. The under utilised funds from this target were transferred to other workers in different constituencies.
Women in FETs and HEIs supported in leadership and management development programmes	50 women awarded bursaries to pursue studies in leadership and management programmes to improve leadership and managerial skills	The SETA has supported 38 women in FETs and HEIs to enrol for Leadership and Management Programmes in the North West (8), Limpopo (5) and Southern Business School (25)	There was slow uptake of the programme by the targeted beneficiaries. This resulted in additional applications being received by the ETDP SETA after the end of the financial year

Increased collaboration and partnerships between the SETAs and public FETs and HEIs to articulate intermediate and high level learning programmes	At least 20 Public FET Colleges are supported and enabled to extend their scope of coverage in order to deliver the ETDP SETA programmes	21 Public FET Colleges have extended their scope of accreditation with the ETDP SETA	The extension of scope of accreditation will assist FET Colleges to deliver a wide range of learnerships and other skills programmes which are unit standard based. This initiative places them at a better competitive advantage with the private FET providers
	At least 9 partnership agreements are signed by the ETDP SETA with the FETs, HEIs and relevant industries for work integrated learning and other programmes which lead to articulation between FETs and HEIs and/or employment	Provincial FET and SETA Partnerships have been developed and signed with the following provinces: KZN, WC, and NW. Discussions are underway with other provinces. These partnerships include all SETAs. The ETDP SETA in partnership with CPUT, Western Cape FET Colleges and some firms in the Western Cape are piloting the implementation of the Work Integrated Learning qualification, a Diploma in Higher Education on WIL.	

Table 5: Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGOs and community training initiatives

Output(s)	ETDP SETA Target 2011/12	Achievement	Comments
NGOs and community training initiatives supported	400 Non Levy Paying Organisations (NLPEs) receive skills development support	321 NLPEs were supported	The ETDP SETA has under-achieved against this target. This under-achievement is attributed to the fact that most of these NLPEs are small employers, one man owned, some registered and others not registered and often unable to attend planned training due to financial constraints

*Summary of Performance Against The 2011/12 Annual Business Plan (Continued)***Table 6: Building career and vocational guidance**

Output(s)	ETDP SETA Target 2011/12	Achievement	Comments
20 000 copies of career guides /vocational and career information booklets are distributed to prospective labour entrants	20 000 copies of career guides /vocational and career information booklets are developed and distributed to high school learners Grades 9-12 to support them in their career choices	The ETDP SETA distributed 21 802 career guides to grade 9 – 12 learners and partnered with the NYDA in the distribution process	The ETDP SETA has achieved the set target by 109%. There is a greater need for career guidance services in schools as well as a need to support the Life Orientation educators to incorporate career guidance in the teaching of the learning area

Table 7: To ensure availability, relevance and quality of occupational qualifications and assessment to meet labour market needs in the ETD sector

Output(s)	ETDP SETA Target 2011/12	Achievement	Comments
Improved quality assurance services that are compliant with legislation	All ETQA policies reviewed and approved in preparation for QCTO:	The ETDP SETA has signed a Service Level Agreement with the QCTO as a Quality Development Partner (QDP) and registered one new qualification with the QCTO. A Policy and Strategy on RPL were developed and approved by the Board	
	178 training providers are audited	A total of 226 audits were conducted to ascertain relevance and quality implementation of the programmes accredited by the SETA	The target was exceeded
	20 new training providers accredited	76 new training providers were accredited out of a total of 96 applications	The 20 providers that did not meet the accreditation requirements were taken through a support and capacity building process so that they could resubmit
	20 training providers verified for purposes of learner upload on the NLRD	649 verification audits were conducted, for full qualifications as well as skills programmes	This was under targeted

	15 400 learners were issued with certificates of competence in various programmes	59 054 learners received certificates and some of these certificates were for previous year completions	From an achievement of 59054 (both from primary and secondary training providers), 9598 learners were endorsed for full qualifications and 49 456 endorsed for unit standards
	At least 3 learnerships registered with DHET	2 learnerships were registered with DHET as follows; National Diploma: Environmental Education, Training and Development Practice NQF Level 4 – SAQA ID: 22900 FETC: Youth Development Practice SAQA ID No: 57428 NQF Level 4	At the time of reporting the registration process was not yet completed for the registration of the third qualification with DHET – i.e. The National Diploma: Environmental Education, Training and Development Practice NQF Level 5 – SAQA ID: 22902
	At least 10% of ETDP SETA active training providers (894) supported to build capacity in order to improve quality of programme delivery	The target was 89; and 210 active training providers were supported	

*Summary of Performance Against The 2011/12 Annual Business Plan (Continued)***Table 8: To increase capacity for improved service delivery within the organisation**

Output(s)	ETDP SETA Target 2011/12	Achievement	Comments
Integrated organisational development and performance strategy	An approved integrated organisational development is in place and performance strategy implemented	The ETDP SETA has an HR plan and PMDS in place. The major achievement of the plan and the PMDS was the execution of an organisation-wide skills audit	The ETDP SETA intend implementing the integrated organisational development and performance strategy in phases. Some of the skills audit report findings will be used to inform future recruitment and selection processes. They will also form the major part of the staff training and development initiatives
Alignment of organogram with strategy	Organogram aligned to strategy through: • Re-engineered organisational • Activities • Skills Audit • Redefined job descriptions	The alignment of the organogram with strategy is a matter that finds form through the actions of the HR committee. This has informed the filling of new positions identified by the committee	The ETDP SETA has achieved against this target
Policies reviewed and developed to respond to strategy	Policies, consulted on, reviewed and approved	Key policies were reviewed and approved at the May 2011 Board meeting	The ETDP SETA has achieved against this target

Improved effectiveness and relevance of governance structures	Reviewed Board membership in line with the new standard constitution	The ETDP SETA Board was reconstituted with effect from April 2011 in accordance with the DHET standard constitution. The membership changed from 20 to 15	The ETDP SETA has complied with the DHET requirements
	Capacity building of governance structures	The ETDP SETA conducted an induction for the new Board in October 2011 and March 2012. All five chambers underwent relevant capacity building sessions between April 2011 and February 2012	The ETDP SETA has achieved against this target
	Activity plans, for five chambers developed and implemented	All five chambers had their activity plans approved at the Board meeting of May 2011 and implemented	The ETDP SETA has achieved against this target
Improved marketing and communication (internal and external)	An informed marketing and communication strategy developed and implemented	The ETDP SETA has a board approved marketing and communication strategy and policy in place	The ETDP SETA has achieved against this target
An integrated MIS is implemented throughout the ETDP SETA	Automated system fully operational in the Operations, ETQA, Finance and HR Divisions	The ETDP SETA has enhanced the DATANET, its management information system, to ensure integration across key business units	The ETDP SETA has achieved against this target. System enhancements are done on a continuous basis
An integrated managerial finance and financial reporting system is implemented	Systems processes and standard operating procedures are defined and implemented	Approved policies and procedures are in place for all areas of financial management	The ETDP SETA has achieved against this target
	Alignment of financial system to regulatory changes (PIVOTAL grant)		The anticipated regulations were not legally enacted during the year under review

LEARNER EQUITY TARGETS¹



Central to the National Skills Development Strategy III are seven (7) key developmental and transformation imperatives. SETAs should be guided by and measured against in the implementation of their skills development programmes. For the ETDP SETA, these social transformation imperatives are critical as they inform the manner in which our skills development initiatives are conducted.

The ETDP SETA has taken a strategic decision to ensure that all programmes implemented, recruitment should be based on the following developmental and transformation imperatives

- Race and Class (85% black, including Indians and Coloureds)
- Gender (60% women)
- Geography (60% rural)
- People with disability (5%)
- Age (60%) youth)
- HIV and AIDS awareness incorporated in all our programmes

The following statistics indicate learners who entered and completed various learning programmes during the year under review. The learning programmes completed are based on the previous years' enrolments.

Table 9: Number of learners who enrolled and completed learning programmes

Learner Profile	2011/12 Total Target	2011/12 Achievement	2010/11 - 2011/12 Completions
Total enrolment	8836	8034	2949
Black*	7511	6198	2764
Female **	5302	4368	1945
Geography (Rural)**	5302	5365	2074
Age (Youth)**	5302	3258	1490
PWD***	442	284	331

Foot note on the expression of targets and percentages for both enrolments and completions:

* Black - Include (African Indian & Coloured) and the target expressed here is 85% of the total target

** Female, Rural and Youth - The target expressed here is 60% of the total target

*** PWD - The target expressed here is 5% of the total target

¹: Achievement against learner equity target does not include number of organisations that received mandatory grants; NGOs/CBOs and workplaces supported; training providers accredited (FET colleges), audited and verified.

SKILLS DEVELOPMENT PROGRAMMES IMPLEMENTED



This section of the Annual Report provides information on the types of skills development programmes implemented by the ETDP SETA during the review period. These include:

- Other full qualifications
- Learnerships;
- Skills programmes; and
- Internships.
- Workplace Experience Programme

According to the Skills Development Act, No. 97 of 1998 (as amended in December 2008), a learning programme includes a learnership an apprenticeship, a skills programme and any other prescribed learning programme which includes a structured work experience component. To achieve its strategic objectives and respond to the skills needs of its constituencies, the ETDP SETA implemented learnerships, skills programmes, internships and workplace experience programmes in all 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:

A Learnership which is a work-based approach

to learning and gaining a qualification through unit standards mode. It includes both structured work experience (practical which accounts for 70%) and structured institutional learning (theory – which account for 30%). As set out in the Skills Development Act, a Learnership must: Include a structured learning component, practical work experience, lead to a qualification and relate to an occupation. While a qualification consists of theory-based learning that can be gained at a university, a learnership is a means of gaining a unit standard based qualification. The work experience makes the difference between the two kinds of learning

The three types of unit standards cover:

- 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 2011/12, 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.

Skills Development Programmes Implemented (Continued)

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 (ETQA) 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 EMPLOYMENT 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 ETQA), 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.

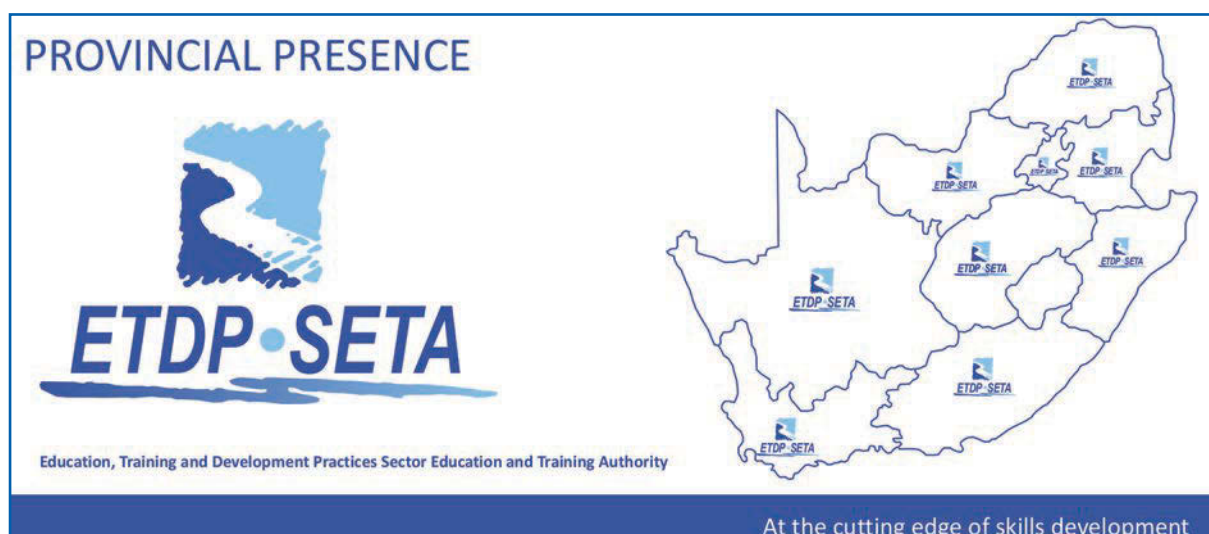
INTERNSHIPS

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.

PROVINCIAL PRESENCE AND PERFORMANCE



The ETDP SETA has physical presence nationally and has set up nine provincial offices in addition to the Head Office. During the year under review, the ETDP SETA offered a variety of skill development programmes to its constituencies its provincial offices, which are the organisation's skills development implementing wing. The nature and focus of the skill development initiatives was informed by factors such as the poverty index, size, population and the skills needs of each province.

General mandate of the provincial offices

- General office management and human resources management;
- Provincial constituency consultation and support;
- Relationships building and networking;
- Skills planning through workplace skills planning; support and reporting;
- Learning programmes implementation, monitoring and support;
- Learnership programmes
- Internship programmes
- Skills development programmes
- Workplace experiential learning programmes
- Bursary allocations
- Quality assurance of ETD provision including support and capacity building of skill development providers;
- Contract management, payment and support;
- Dissemination of information on scarce and critical skills in the sector and career guidance information; and
- Providing support to the Provincial Growth and Development Strategies

6.1. THE EASTERN CAPE PROVINCIAL OFFICE REPORT

Summary of the programmes implemented in the province - Entries

Name of Programme	Target	Actual Achievement	Achievement in %	Equity Targets							
				African	Indian	Coloured	White	Female	PWD	Youth	Rural
LEARNERSHIPS ENTERED BY THE EMPLOYED											
ICT Level 3 (Employed)	42	42	100%	42	-	-	-	29	-	-	42
LEARNERSHIPS ENTERED BY THE UNEMPLOYED											
ECD Level 5 (Unemployed)	234	234	100%	231	-	-	3	230	3	137	224
BURSARIES AWARDED TO THE EMPLOYED											
FET Lecturers (Employed)	13	13	100%	10	-	2	1	10	-	11	7
HEI Lecturers (Employed)	10	10	100%	10	-	-	-	8	-	5	6
Honours Studies (Employed)	5	5	100%	4	-	1	-	4	-	-	1
Masters Studies (Employed)	2	2	100%	1	-	1	-	-	-	-	-
Women in Leadership (Employed)	5	0	-	-	-	-	-	-	-	-	-
BURSARIES AWARDED TO THE UNEMPLOYED											
Bursary Renewals (Unemployed)	140	140	100%	136	-	3	1	95	-	138	103
Teacher Education (Unemployed)	50	50	100%	48	-	1	1	31	-	48	19
SKILLS PROGRAMMES											
Skills Programmes (Employed)	150	150	100%	150	-	-	-	100	-	14	150
Skills Programmes (Unemployed)	60	60	100%	60	-	-	-	25	60	20	60
WORKPLACE EXPERIENCE											
WPE in NC(V)	65	65	100%	63	-	-	2	55	1	65	41
Workplace Experience – (Actual Job Placement)	-	21	-	21	-	-	-	21	-	21	6
OTHER PROGRAMMES											
Internships (Unemployed)	85	85	100%	77	1	3	4	63	11	77	37
Support for NGOs	60	59	98%	-	-	-	-	-	-	-	-
Distribution of Learner Career Guides	2500	2757	110%	-	-	-	-	-	-	-	-
SDFs/ Sector Skills Specialists Trained in the use of the Scarce and Critical Skills Guide	200	371	185%	350	1	5	15	317	-	76	193
Matric Teachers Support Programme (Employed)	80	0	-	-	-	-	-	-	-	-	-

*Provincial Presence and Performance (Continued)***Summary of the programmes implemented in the province - Completions**

Name of Programme	Target	Actual Achievement	Achievement in %	Equity Targets							
				African	Indian	Coloured	White	Female	PWD	Youth	Rural
LEARNERSHIPS COMPLETED BY THE EMPLOYED											
ECD Level 5 and ICT L3 (Employed)	80	151	189%	151	-	-	-	139	-	18	151
LEARNERSHIPS COMPLETED BY THE UNEMPLOYED											
ECD Level 5 and ICT L3 (Unemployed)	100	96	96%	96	-	-	-	77	-	67	59
COMPLETED SKILLS PROGRAMMES											
Skills Programmes (Employed)	40	0	-	-	-	-	-	-	-	-	-
Skills Programmes (Unemployed)	40	45	112%	45	-	-	-	20	45	14	45
COMPLETED INTERNSHIPS											
Internships (Unemployed)	23	21	91%	10	-	-	11	11	1	21	8
BURSARIES COMPLETED BY UNEMPLOYED											
Bursaries	10	0	-	-	-	-	-	-	-	-	-
COMPLETED ARTISANS BY EMPLOYED											
Artisans	40	0	-	-	-	-	-	-	-	-	-

6.1.2 LEARNERSHIP PROGRAMMES

During 2011/12 the ETDP SETA's Eastern Cape Provincial Office planned to implement the following learnerships:

- Information Technology: End User Computing NQF Level 3;
- Early Childhood Development NQF Level 5

Information Technology: End User Computing Learnership

Despite growing global awareness and importance of Information Communications Technologies (ICT), little has been done regarding the introduction of ICT in rural schools of the Eastern Cape. This learnership was, therefore, implemented in an attempt to bring about effective and meaningful educational processes in order to improve the quality of teaching and learning in the identified schools in the provinces. The target for the province was 42 educators. In partnership with the Eastern Cape Department of Education, teachers from Lusikisiki and Mbizana districts were selected to participate in the programme. This was done in order to ensure

increased access to and utilisation for ICT in rural schools

One of the challenges experienced during the implementation of this learnership was achieving 5% of the beneficiaries to be learners with disability and the programme had 0% achievement for disability. However, we did well on other areas of equity as all beneficiaries were black which is 100% achievement, 69% women and 100% rural learners.

Early Childhood Development Learnership

This learnership was implemented in support of the Integrated Strategic Plan for Teacher Education and Development for South Africa (ISPFTED – SA). The strategic plan seek to among other things, to support ECD Practitioners at grade R to be encouraged and supported to become qualified at ECD NQF Level 5 or higher. The ETDP SETA's Eastern Cape Provincial Office was charged with the responsibility of training 234 practitioners through a learnership mode in order to contribute towards this objective. In partnership with Eastern Cape Department of Education, learners were recruited from Mqanduli, Tsomo, East London, Cradock, Aliwal North, Libode and Lusikisiki. Part of the recruitment strategy was

to ensure that learners who acquired ECD Level 4 qualification progress to ECD Level 5.

In terms of equity, the province again did not do well with regard to learners with disabilities as only 1.3% of these learners participated in the programme. However, the province excelled in as far as women, black and rural. The province achieved 99% blacks, 98% women and 96% on rural.

6.1.2 BURSARIES

The objective to offer bursaries in the Eastern Cape was aimed at raising the skills level of educators in order to improve quality of teaching and learning. The province was allocated 87 as the new target (i.e. 37 for the employed and 50 for the unemployed beneficiaries). The province was also required to renew bursaries for 140 unemployed learners who were previously funded by the SETA in order to respond to the Eastern Cape Strategic Framework for Growth and Development by developing human resources.

The allocation for the employed learners was awarded mainly to three constituencies i.e. FETs, HEIs and the provincial DoE. The FET colleges were engaged in order to develop teacher practice and capacity of their lecturers hence 13 lecturers enrolled for the Post Graduate Certificate in Education (PGCE) programme. The universities were allocated 10 Masters Degree programme in order to improve the academic and research capacity of their lecturers. With regard to the Provincial DoE, educators were afforded an opportunity to develop to high level skills thus 5 enrolled for B-ED honours and 2 for Masters Degree programmes. For the unemployed, 50 of them were allocated in order to increase the pool of teachers in Maths, Science, Languages, Foundation phase, Commerce, Natural science and Special Needs Education.

Some of the challenges, which the province experienced, was the inability to get 2 unemployed learners to enrol for a PHD programme and 5 women in Leadership and Management programme. On equity, similarly with other programmes implemented in the Eastern Cape, there were no disabled learners reported against this target but again 98% learners were black, over 65% were women, 89% youth and 60% rural.

6.1.3 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 province had a target of 85 graduates to be placed in an internship programme.

As a strategy to ensure that at least 50% of the interns who participated in this programme get job placement after they have completed the one year internship programmes, priority for the allocation of interns to employers was given to host employers who demonstrated some commitment to employ these learners. Some of the constituencies that participated in this programme were the HEIs, School Governing Bodies and the Provincial Department of Education.

For example, The Nelson Mandela Metropolitan University (NMMU) was granted a funding for 15 interns out of which 9 were disabled. It is encouraging to report that 8 interns from this cohort have since been employed permanently, including 5 interns who are disabled. Also priority was given to rural areas where there is a dire need to begin to tackle the huge unemployment rate. Thus OR Tambo district municipality was a priority and given 27 interns to be placed in Lusikisiki DoE district office and Ingquza Local municipality. In terms of equity there were 81 blacks, 63 women, 11 disabled, 77 youth and 37 rural interns that participated.

6.1.4 WORKPLACE EXPERIENCE

The objective of the ETDP SETA EC to implement this programme was to support FET college students who require workplace experiential learning in order to obtain full qualification. Some of the programmes offered by the FET colleges require some workplace learning in order for learners to successfully complete qualifications. The rationale was therefore to assist students to be able to meet the above requirement. The EC was allocated 65 learners as a target.

The 65 target was distributed mainly among 8 FET colleges based in the Province of the Eastern Cape. The FET's were requested by the ETDP SETA to assist mainly their own students who needed the support. From the 65 placed in various colleges 21 learners have since been employed as a result of this initiative.

Provincial Presence and Performance (Continued)

Regarding developmental and transformation imperatives the ETDP SETA EC achieved 97% on blacks, 86% on women, 1.5% on disability, 100% on youth and 40% on rural.

6.1.5 SKILLS PROGRAMMES

The various skills programmes offered by the ETDP SETA's Eastern Cape Provincial Office provided opportunities for both employed and unemployed people 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 150 for employed workers and 60 for unemployed.

About 50 Maths educators from the Queenstown district trained in order to improve their capacity and practice in the delivery of Mathematics for grade 12 learners. In addition, 100 educators from Cradock and Cofimvaba were exposed to ICT in order to improve the quality of teaching and learning and to ensure increased access to and utilisation for ICT in rural schools.

In partnership with the Alfred Nzo District Municipality, the province facilitated the training of 60 unemployed disabled learners on ICT. The intention was two-fold: to increase the learners' employability chances and assist them to be able to run their own businesses in an effective and efficient manner by applying the skills acquired.

In terms of developmental and transformation imperative, all 60 unemployed learners were disabled learners, 100% black and 100% rural. With respect to employed; 100% black, 66% women and all from rural schools.

6.1.6 TRAINING OF SDFS/SECTOR SKILLS SPECIALISTS

One of the objectives of the ETDP SETA's 2011/12 business plan was to ensure that information on scarce and critical skills is widely available to learners. The province needed to train or capacitate SDFs/or Sector Skills Specialists in the use of the scarce and critical skills. The province was allocated 200 as a target, however, the Eastern Cape team was able to over achieve on this target as it managed to reach 271 SDFs/Sector Skills Specialists.

6.1.7 CAREER GUIDANCE INFORMATION

The purpose of this intervention was to provide learners with information that they need to make career choices. Most often learners leave school with very little knowledge about the opportunities that are there for them. In partnership with National Youth Development Agent (NYDA), the province distributed 2737 learner career guidance handbook targeting grade 8-9 learners. Most of the learners who were recipients of the handbook were from rural schools.

6.1.8. WORKPLACE SUPPORT

Under this project, the province trained 150 mentors recruited from the host employers. The learners were taken through the following skills programmes; assessment, mentoring and coaching. The intension was to ensure that identified learners have support system whilst they are in the workplace.

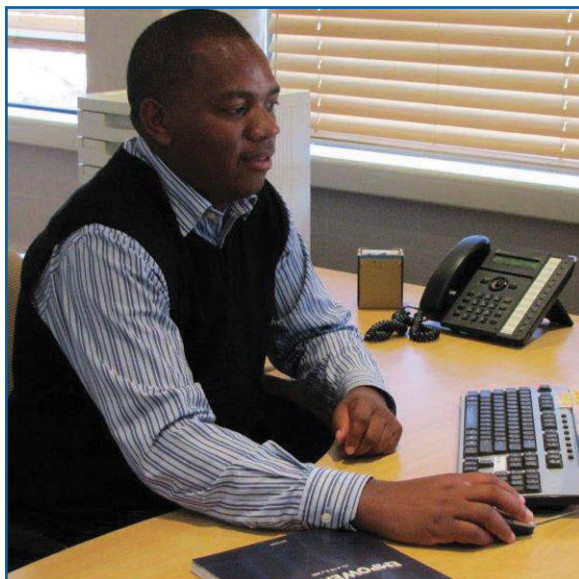
6.1.9 NGO SUPPORT

In partnership with the South African Congress for Early Childhood Development (SACECD), 59 NGOs/CBOs were supported against the 60 set target. The province was expected to respond to specific skills development needs hence those who participated were trained on some unit standards that make up the ECD Level 5 qualification.

6.1.10 STAKEHOLDER/CONSTITUENCY INTERACTION

The province's relationships with various stakeholders have been highlighted in this report. The following table summarises the interaction, which the Eastern Cape Provincial Officer has had and will continue to have with its stakeholders and constituencies.

Stakeholder	Nature of Interaction	Specific areas of focus	How the province responded
HEI	Participation in the ETDP SETA Programmes and Services	Provide workplace support to unemployed learners. Information on scarce and critical skills is widely available to HEI students and staff	Provided financial support to university interns Conducted scarce and critical skills workshop and participated in career exhibitions
FET	Participation in the ETDP SETA Programmes and Services	Capacity building of FET lecturers Support FET college students who required workplace experiential learning in order to obtain their qualifications Increase capacity of FET colleges to deliver learnerships and skills programmes	Supported training of FET lecturers on scarce and critical skills Provided financial support to college students for workplace experiential learning Workshopped FET colleges to extend their extension of scope
DOE	Participation in the ETDP SETA Programmes and Services	Improve quality of education Provide workplace support to unemployed Communicate scarce and critical skills guide Share information on the implementation of ETDP SETA programmes	Supported the training of teachers and those who want to become teachers. Trained DOE employees as mentors for interns and learners in learnerships Conducted workshops on scarce and critical skills Participated as key role player in the DoE Skills Development Committee
ECD	Participation in the ETDP SETA Programmes and Services	Progression of ECD L4 learners to ECD L5 and ECD L5.	Training of ECD Level 5 Practitioners
Private Provisioning including Independent schools	Participation in the ETDP SETA Programmes and Services	Capacity building of private providers Development of student teachers	Conducted workshop to capacitate private providers Supported workplace experiential learning
EPWP	Advisory Role	Training on ECD	Provided advice whenever necessary
EC PSDF	Participation in the Provincial Skill Planning processes	Provincial Growth Development Strategy	Contributed towards the Eastern Cape's PGDS

*Provincial Presence and Performance (Continued)***THE ETDP SETA PROGRAMMES BENEFIT A YOUNG DUMISANI**

Dumisani Maxaxuma from the Eastern Cape is a young self driven businessman who got where he is through determination and using opportunities the ETDP SETA had to offer.

His relationship with the ETDP SETA started when he worked for Inkwenkwezi Private College in Butterworth as a Facilitator for ABET Level 4 Maths literacy, a project funded by CHIETA. At the time he had no ETD related qualification and the project was going to run for a year in 2004/5. By that time Inkwenkwezi was seeking accreditation with the ETDP-SETA.

In 2006/7 Inkwenkwezi was hosting learners who were doing Community Development Learnership as an employer and he became a Mentor for those Learners. He developed an interest in the ETDP SETA and enrolled in its skills programmes. Dumisani registered for the Skills Development Facilitator Programme though it was a very challenging programme as he was the youngest in the group with no experience.

The terminology and the OBE approach were new to him but because he had a vision he persevered, compiling the PoE with very limited resources and knowledge in that field. After submitting the PoE the first time he was declared competent.

In 2008/2009 he applied for a learnership programme in OD-ETDP NQF LEVEL 5 and the ETDP SETA supported him again. He found the programme challenging as it covers Facilitation, Coaching and Mentoring, Assessment, Moderation and Learning Material Development and even this one out of about 40 FET lecturers he became one of the first ten who submitted the PoE first time and became competent not because he is clever he confessed, but because of the hard working spirit he has.

After completing the learnership programme he became a freelance facilitator working for various organisations throughout the Eastern Cape doing Facilitation, Assessment, Moderation, SDF duties, Developing QMS, and Learning Material for organisations that sought accreditation with any SETA.

With as much motivation the resilient Dumisani decided to start his own business focusing on the ETD Sector in 2009. Siyahluma Education Institute is now accredited by ETDP SETA to offer FETC: Early Childhood Development Practice NQF LEVEL 4. Siyahluma is also offers Facilitation Services, Assessment, Moderation, SDF, Learning Material Development and have assisted many youth and women owned organisations in getting accreditation from various SETAs.

Born in Mvuzi Location at Mount Frere in 1981, Dumisani recalls walking to Qoqa Junior Secondary School almost 10km from his home. He proceeded to Msobomvu Senior Secondary School, passed his Grade 10 and started his FET studies at the former Buffalo City FET College (now East London College). His aunt paid his school fees because both his parents were unemployed.

Having analysed his situation Dumisani decided to study for something that could help him get skills before his aunt's children could go to University. He chose the FET not because he was not coping at Senior Secondary School. People would say anyone who studied with an FET College did so because they could not cope at High School and it was not true he said.

Like any young person who just finished school Dumisani struggled to find a job but later found work at De Beers under SJS Mining in Cullinan, outside Pretoria as a contract worker earning R1 200 per month as a general worker. His contract expired and was out of work again but applied to join mechanics

unit at the mine but failed in his bid.

Jobless and broke he decided to return home to Mount Frere with Johannesburg as his stop over where he collected enough money to reach his home. In Butterworth, Dumisani was introduced to the ETD Sector as he was employed as an ABET Facilitator.

He has diversified and is now working with a promising and growing company called Imbawula Civil Engineering Academy as one of the managing members. Imbawula is a Civil Engineering Firm and a Training Provider. Imbawula is fully accredited by CETA for Six qualifications: Road Works L2 & L3, Construction Contractor L2, Construction Supervisor L4, Labour Intensive L4 and Building and Civil Construction L3.

The company has worked with two FET Colleges in the Eastern Cape as a Training Provider and as Project Managers for Expanded Public Works Programmes which is funded by the National Department of Public Works and has worked with various Government Departments and Coega in the Eastern Cape.

In his line of duty Dumisani continues to encourage the youth from deep rural areas to first go to school first despite their very poor background. University is not the only institution of learning but there are FET Colleges and SETAs that are providing Learnerships and Skills Programmes as most of these institutions give out bursaries.

With the support of the ETDP SETA's Eastern Cape Provincial Office, Dumisani is now a happy, successful business and family man whose quality of life has changed for the better.

*Provincial Presence and Performance (Continued)***6.2. THE FREE STATE PROVINCIAL REPORT**

Below is an overview of the targets allocated and achieved by the Free Provincial Office during the 2011/12 financial year for both employed and unemployed learners.

Summary of the programmes implemented in the province – Entries

Name of Programme	Target	Achievement	Achievement in %	Equity Targets							
				Black	Indian	Coloured	White	Female	PWD	Youth	Rural
ABET ENTERED BY THE EMPLOYED											
ABET ECD L4 (GETC)	70	70	100%	70	-	-	-	68	-	40	70
LEARNERSHIPS ENTERED BY THE EMPLOYED											
ECD Level 5 (Employed)	30	23	77%	23	-	-	-	23	-	3	23
LEARNERSHIPS ENTERED BY THE UNEMPLOYED											
ECD Level 5 (Unemployed)	120	120	100%	120	-	-	-	119	3	39	120
BURSARIES AWARDED TO THE EMPLOYED											
FET Lecturers (Employed)	62	62	100%	54	-	-	4	39	2	41	54
HEI Lecturers (Employed)	20	0	-	-	-	-	-	-	-	-	-
Other (Employed)	9	9	100%	9	-	-	-	-	3	9	9
Honours Studies (Employed)	3	3	100%	3	-	-	-	3	-	2	3
Masters Studies (Employed)	8	8	100%	4	-	1	3	4	-	1	4
Doctoral Studies (Employed)	1	0	-	-	-	-	-	-	-	-	-
Women in Leadership (Employed)	5	0	-	-	-	-	-	-	-	-	-
BURSARIES AWARDED TO THE UNEMPLOYED											
Teacher Education (Unemployed)	50	50	100%	50	-	-	-	32	4	50	20
Other (Employed)	1	1	100%	1	-	-	-	-	-	1	1
SKILLS PROGRAMMES											
Skills Programmes (Employed)	75	75	100%	75	-	-	-	66	1	2	75
Skills Programmes (Unemployed)	75	74	99%	74	-	-	-	48	46	38	74

WORKPLACE EXPERIENCE											
WPE in NC(V)	76	76	100%	-	-	-	-	-	-	-	-
WPE in NATED Programmes		3		-	-	-	3	1	1	2	3
WPE - National Diploma		0		-	-	-	-	-	-	-	-
WPE - Degree		73		73	-	-	-	48	1	72	73
WPE - Actual Job Placement	16	16	100%	13	-	-	3	11	-	14	13
OTHER PROGRAMMES											
Internships (Unemployed)	74	74	100%	68	-	-	6	37	13	68	34
Support For NGOs	60	52	87%	52	-	-	-	-	-	-	52
Distribution of Learner Career Guide	2000	1847	92%	-	-	-	-	-	-	-	1847
SDFs/ Sector Skills Specialists Trained in the use of the Scarce and Critical Skills Guide	200	102	51%	-	-	-	-	-	-	-	-
Support For Small Levy Paying Organisation	40	0	-	-	-	-	-	-	-	-	-
Matric Teachers Programme (18.1)	100	68	68%	68	-	-	-	60	-	10	68

Summary of the programmes implemented in the province – Completions

Name of Programme	Target	Actual Achievement	Achievement in %	Equity Targets							
				Black	Indian	Coloured	White	Female	PWD	Youth	Rural
LEARNERSHIPS COMPLETED BY THE EMPLOYED											
ECD Level 5 (Employed)	35	35	100%	35	-	-	-	35	-	14	35
LEARNERSHIPS COMPLETED BY THE UNEMPLOYED											
ECD Level 5 (Unemployed)	143	143	100%	143	-	-	-	141	1	76	140
BURSARY STUDIES COMPLETED BY THE EMPLOYED											
FET Lecturers (Employed)	58	58	100%	53	-	-	5	32	4	38	53
BURSARY STUDIES COMPLETED THE UNEMPLOYED											
Bursary (Unemployed)	32	32	100%	32	-	-	-	18	-	31	32
SKILLS PROGRAMMES COMPLETED											
Skills Programmes (Employed)	233	233	100%	206	1	1	25	134	58	80	193
Skills Programmes (Unemployed)	90	90	100%	90	-	-	-	53	64	40	90
Internships Completed (Unemployed)	51	89	100%	50	-	-	1	31	41	48	51
WORKPLACE EXPERIENCE COMPLETED											
Workplace Experience – (Actual Job Placement)	16	16	100%	13	-	-	3	11	-	14	13

Provincial Presence and Performance (Continued)

The Free State provincial team started the 2011/12 financial year with the review of allocated annual provincial targets and stakeholder consultation prior to actual implementation. The initial implementation commenced in April 2011 with the placement of interns and the awarding of bursaries to the identified beneficiaries in accordance with the ETDP SETA's strategy. From then it has been a steady flow of targets and all targets have been met, except for the 5% people leaving with disability.

The provincial team has built and entrenched relationships with stakeholders in the province and have serviced the DoE, Universities, FETs, and Independent Schools, ECD sector, NGOs, Private Providers and organisations supporting skills development for people living with disabilities. The province has supported and promoted the ETD sector through the distribution of 1847 learners career guides throughout the province in Universities, FETs and Schools.

In addition to this, the province has exhibited at four career fairs in Bloemfontein, Welkom, Senekal and Qwa-Qwa. In terms of support for private and public providers, the provincial team conducted an RPL workshop in August 2011 in Bloemfontein where experts in the field shared their knowledge and experience with the participants. The workshops also focused on networking and highlighted possible partnerships in the provision of training, education and skills development throughout the province. The provincial team has also initiated the FET forum that sits every quarter and consists of the ETDP SETA personnel, the provincial DoE's FET Directorate and FETs.

6.2.1. STAKEHOLDER INTERACTION

The province is participating and involving stakeholders in its strategic activities and it will do more to accommodate additional interests that will be identified in future. The stakeholder engagements that have taken place during the review period are summarised below:

Nature of engagement	Date	Participants	Purpose
Consultation meetings	January-March 2012	HRDs / SDFs	Partnership and needs identification.
FET Forum	Once every quarter	Provincial Staff, FET Directorate and FET SDFs	Partnerships with FET, Capacity Building and Sharing of relevant information on matters relating to skills development
Free State Skills Development Forum	August 2011 April 2012	Provincial Staff, SETAs and Premiers Office	Partnerships, Capacity Building, Recruiting emerging providers.
Sector Skills Specialist Workshop in QwaQwa, Welkom and Bloemfontein.	March 2012	Sector Specialists / SDFs	Training on Scarce and Critical Skills.
Dissemination of career guides to schools	March 2012	Department of Education (High Schools)	Dissemination of career information to learners grade 10-12
Career Fairs (DHET initiative) Career Guidance Youth Development	April 2012 May 2011 July 2011 August 2011	Provincial Staff Bloemfontein, Bethlehem, Senekal and Welkom	Dissemination of career information to learners grade 10-12, unemployed youth and university students
Unit Meetings	Monthly	Provincial Staff	Plan, Strategise, Verification and Reporting
WSP/ATR Mobilization (QwaQwa, Bloemfontein and Welkom	March 2012 May 2012	All Levy Paying Organisations	All WSPs/ATRs be submitted by 30 June

6.3. THE GAUTENG PROVINCIAL OFFICE REPORT

Summary of the programmes implemented in the province - Entries

Name of Programme	Target	Actual Achievement	Equity Targets				
			Black	Female	PWD	Youth	Rural
LEARNERSHIPS ENTERED BY THE UNEMPLOYED							
ECD Level 5 (18.2)	58	58	57	57	1	30	-
Youth Development L5 (18.2)	30	30	30	20	3	27	-
SAQA – Business Admin (18.2)	5	5	5	-	-	5	-
BURSARIES AWARDED TO THE EMPLOYED							
Bursary (18.1)	20	20	15	15	-	19	-
FET Lecturers (18.1)	13	0	-	-	-	-	-
Masters (18.1)	1	1	-	-	-	-	-
Woman in Leadership (18.1)	5	0	-	-	-	-	-
BURSARIES AWARDED TO THE UNEMPLOYED							
Bursary Renewals (18.2)	36	36	32	28	-	35	-
Teacher Education Bursaries (18.2)	79	79	76	44	3	79	-
Honours (18.2)	10	4	4	-	-	2	-
Masters (18.2)	2	2	1	-	-	1	-
SKILLS PROGRAMMES							
Skills Programmes (18.1 & 18.2)	175	209	167	28	29	73	-
WORKPLACE EXPERIENCE							
Workplace Experience (18.2)	65	88	85	44	-	79	-
OTHER PROGRAMMES							
Internships (18.2)	120	110	85	44	6	79	-
Support for Small Levy Organisations	30	26	-	-	-	-	-
Career Guides	2500	2611	-	-	-	-	-
SDFs/ Sector Skills Specialists Trained in the use of the Scarce and Critical Skills Guide	200	159	144	87	-	20	-
Matric Teachers Programme (18.1)	252	252	251	251	-	20	-

*Provincial Presence and Performance (Continued)***Summary of the programmes implemented in the province – Completions**

Name of Programme	Target	Actual Achievement	Equity Targets				
			Black	Female	PWD	Youth	Rural
LEARNERSHIPS COMPLETED BY THE EMPLOYED							
Learnerships - Employed	36	19	15	13	-	1	-
LEARNERSHIPS COMPLETED BY THE UNEMPLOYED							
Learnership - unemployed	155	164	164	139	2	133	-
BURSARY STUDIES COMPLETED BY THE EMPLOYED							
Bursaries - Employed	20	52	52	14	-	-	-
BURSARY STUDIES COMPLETED THE UNEMPLOYED							
Bursaries - Unemployed	20	29	27	20	-	29	-
SKILLS PROGRAMMES COMPLETED BY THE EMPLOYED							
Skills Programmes - Employed	150	82	69	30	-	10	-
WORKPLACE EXPERIENCE COMPLETED							
Workplace Experience	30	19	17	13	-	19	-
OTHER PROGRAMMES							
Internships Completed	40	36	35	25	-	28	-

6.3.1 EARLY CHILDHOOD DEVELOPMENT LEVEL 5 LEARNERSHIP

In implementing the Early Childhood Development Level 5 Learnership, the province recruited and selected learners who successfully completed the ECD Level 4 qualification in the previous year. 59 unemployed learners were pre-assessed in three different areas. As the province had more learners and only 58 could be accommodated, the provincial office had to recruit the learners with the highest score. Successful learners were placed in Germiston (16), Pretoria (22) and Lenasia (20). Training started in the middle of June and the verification has been done and the verifiers were satisfied with the training providers' performance as per the report. Monitoring has been done both by the project leader and the ETQA Officer and no challenges have been experienced.

6.3.2 INTERNSHIPS

The Higher Education Institutions (HEIs) were allocated graduate interns to receive work experience to enter the working environment after twelve months with more experience. The following universities hosted 6 interns for 12 months on the

ETDP SETA funded internship programme. They are the University of Johannesburg, (UJ), Tshwane University of Technology (TUT), UNISA and the University of Pretoria. The Education Labour Relation Council (ELRC) also hosted 3 interns and have shown interest in absorbing them after the internship period. The National Research Foundation (NRF) hosted 14 research interns nationally and topped up their monthly stipends while SAQA hosted 3 interns. The University of Johannesburg employed 5 interns with effect from 01 April 2012, and there is one intern still left to finish at the end of May 2012 and hopefully this intern will also have permanent employment. The province managed to place 110 interns in partnership with these organisations.

6.3.3 THE ETDP – SAQA PARTNERSHIP

The ETDP SETA signed an MOU with SAQA for the facilitation of the Business Administration Learnership and Workplace Experience. 6 beneficiaries were awarded bursaries to enrol for a Business Administration Learnership. The province had a target of 58 B-ED students to be supported for teaching practice at identified schools for three months at R2 500.00 per month. The Universities that took up this opportunity were Pretoria, TUT, Wits, UJ and UNISA. The majority of the students teachers

were in their 4th year of their academic studies. As at the reporting period, 19 of these student teachers were given permanent positions at schools after completing their degrees in 2011.

6.3.4 YOUTH DEVELOPMENT LEARNERSHIP

The Youth Development Learnership was aimed at 30 unemployed youth from underprivileged communities who were recruited through the National Youth Development Agency (NYDA). The ETDP SETA signed a Memoranda of Understanding with the City of Johannesburg, Ekurhuleni Municipality, Mogale City and Randfontein Municipality, who are the employers to these learners. The programme is due to be completed in June 2012 and is presently progressing well.

6.3.5 COMMUNITY DEVELOPMENT LEARNERSHIP

Learners for the Community Development Learnership were recruited from the West Rand, and Khutsong area. These were unemployed learners who benefited from the learnership. The project was constantly monitored by the Provincial team, resulting in the ninety percent throughput rate. The province had discussions with Local Government officials for the possible placement of these learners and will also be placing sixteen of these learners with eight of the FET colleges in the Gauteng Province.

6.3.6 SKILLS PROGRAMMES

124 employed learners enrolled for various skills programmes in areas of critical skills as top-up skills to improve workplace performance. The employed learners were trained mostly as Skills Development Facilitators, Assessor and, Moderators and Facilitation Skills. 85 unemployed youth also benefited to enhance access to employment opportunities. The unemployed youth were trained mostly in ICT and End-User Computing. 20 unemployed disabled youth from Alexandra Township were trained in ICT. The ETDP SETA allocated 20 bursaries and 20 skills programmes to ISASA. These group of learners are working as teacher assistants at the schools while also studying to become teachers at the same time. Teachers from different ISASA schools were trained by the Independent Examinations Board (IEB) as Assessors and Moderators.

6.3.7 DISSEMINATION OF THE SCARCE AND CRITICAL SKILLS GUIDE

The scarce and critical skills guide was communicated to 159 Skills Development Facilitators (SDF)/Sector Skills Specialists and Officials in the HR field. The expected impact is to enhance the skills of the current workforce within the ETD Sector, and to attract new entrants into the sector in order to meet the skill needs of the ETD sector.

6.3.8 SUPPORT FOR SMALL LEVY-PAYING ORGANISATIONS

The Gauteng provincial team embarked on a campaign to encourage small levy-paying organisations to submit their WSPs/ATRs so that they are eligible to claim for mandatory grants. 25 of these organisations were visited and further workshops are planned to assist them complete their 2012 WSPs.

6.3.9 SUPPORT FOR DISABLED LEARNERS

Twenty three (23) learners living with disabilities were enrolled in the OD- ETD learnership in partnership with the South African Disability Development Trust. At the beginning, there were some challenges with the learners as well as the Service Provider. The estimated completion date for this learnership is end of July 2012.

The biggest challenge was with the recruitment of disabled learners. Recruitment of these learners is undertaken by the employers who are challenged in finding disabled learners. An effort is being made to approach organisations that represent people with disabilities to conduct recruitment through them. One initiative of the initiatives undertaken was to enter into in a partnership with a service provider to target 20 unemployed disabled youth in Alexandra to be trained in ICT skills Programmes. There were two other special partnership projects which the province implemented that contributed to the ETDP SETA's achievement for learners living with disabilities: They are Johannesburg Society for the Blind and Mad Computing – IT Training.

*Provincial Presence and Performance (Continued)***6.4 THE KWAZULU-NATAL
PROVINCIAL REPORT****Summary of the programmes implemented in the province - Entries**

Name of Programme	Target	Actual Achievement	Equity Targets				
			Black	Female	PWD	Youth	Rural
LEARNERSHIPS ENTERED BY THE UNEMPLOYED							
ECD Level 5 (18.2)	50	50	50	50	1	32	100%
Youth Development L5 (18.2)	25	25	25	17	-	22	100%
ICT	15	0	-	-	-	-	-
BURSARIES AWARDED TO THE UNEMPLOYED							
Bursary Renewals (18.2)	35	43	43	30	-	43	>60%
Bursaries (18.2)	10	10	10	6	-	10	>60%
Teacher Education Bursaries (18.2)	115	115	114	69	-	92	>60%
BURSARIES AWARDED TO THE EMPLOYED							
FET Lecturers (18.1)	35	35	35	15	-	30	>60%
HET Lecturers (18.1)	20	0	-	-	-	-	-
Honours (18.1)	5	0	-	-	-	-	-
Masters (18.1)	2	0	-	-	-	-	-
Woman in Leadership (18.1)	5	0	-	-	-	-	-
SKILLS PROGRAMMES							
Skills Programmes (18.1 & 18.2)	210	46	46	24	8	31	>60%
WORKPLACE EXPERIENCE COMPLETED							
Workplace Experience (18.2)	65	37	37	14	-	37	>60%
OTHER PROGRAMMES							
Internships (18.2)	60	47	46	30	3	46	<60%
Support for Small Levy Organisations	77	83	-	-	-	-	-
Career Guides	2500	2550	-	-	-	2550	All
SDFs/ Sector Skills Specialists Trained in the use of the Scarce and Critical Skills Guide	78	222	61	29	-	-	>60%
Matric Teachers Programme (18.1)	80	83	72	50	-	-	100%

Summary of the programmes implemented in the province - Completions

Name of Programme	Target	Achievement	Equity Targets				
			Black	Female	PWD	Youth	Rural
Internships (Unemployed)	38	16	15	6	-	14	>60%
Development Practice Level 5 Learnership (Unemployed)	40	46	46	38	-	40	>60%

6.4.1 LEARNERSHIPS

Two learnerships were implemented by the province for the unemployed during the year under review: They are the ECD Practitioner Level 5 and Youth Development Level 4 learnership for 50 unemployed learners, which was implemented in Nkandla and Northern KZN. Nkandla is a provincial priority area that has been targeted for development. Of the 50 beneficiaries, 25 are learners who have completed the ECD Practitioner Level 4 in 2010/11. It is hoped that the KZN DoE will absorb them into Grade R classes instead of using unqualified teachers who mostly have only matric who are currently teaching in schools. The other 25 was recruited from the far north of the Province.

Youth Development Level 4 learnership: 25 unemployed youth from Manyiseni benefited from the intervention. This learnership was implemented as part of the strategic partnership with the Department of Higher Education and Training which aimed at identifying areas of priority and appropriate skills development programmes in the province. The learnership is one of the Ministers intervention that aims to support the rural development strategy. Manyiseni is within the Mkhanyakude District Municipality which is poverty stricken due to its rural nature as a result service delivery in the area hasn't been effective.

6.4.2 BURSARIES

In trying to reduce the number of unqualified teachers who are currently teaching without a professional qualification, the bursaries intervention implemented benefited 115 teachers who enrolled for the Post Graduate Certificate in Education (PGCE) and the Bachelor of Education (B-ED) qualifications. The Provincial Department of Education played a key role in the identification of the teachers and support during their studies.

46 bursaries were renewed for undergraduate students who were previously supported by the ETDP SETA in order for them to continue with their degrees towards completion.

35 FET lecturers without a teaching qualification were also supported through the National Diploma in Education (NPDE): Vocational Training Qualification offered by the University of KwaZulu-Natal School of Education. The intervention made a significant contribution towards FET lecturer development.

6.4.3 SKILLS PROGRAMMES

A total of 46 skills programmes bursaries were awarded to 26 young unemployed learners who enrolled for the programme on facilitation skills. The two groups of trained facilitators from Nkandla and Manyiseni supported matriculants on a Saturday Matric intervention programme and other community development projects. The intervention was in support of the passion that has been demonstrated by these young people whom irrespective of their challenges of being out of school and out of work found it within themselves to assist the matriculants to better prepare for their 2012 examinations.

In addition to this, 20 people were trained to Conduct Outcome Based Assessment and Moderation programmes. The training was in support of the KZN Blind and Deaf Society and KZN Society for the Blind. 8 of the 20 were people with disabilities. The province had a target of 210, however, following internal arrangements, the targets were redirected.

6.4.4 INTERNSHIPS & WORKPLACE EXPERIENCE

47 interns and 37 workplace experience learners were placed in various higher education institutions, FET colleges, research organizations in KZN to gain

Provincial Presence and Performance (Continued)

the necessary workplace experience and skills to create job prospects.

6.4.5 MATRIC TEACHERS SUPPORT PROGRAMME

This was an intervention that aimed at supporting the provincial department in improving the grade 12 results, especially within the rural areas. ILembe district was supported where 73 teachers benefited in a form of a workshop facilitated by the district itself.

6.4.6 SUPPORT FOR SMALL LEVY PAYING ORGANISATIONS

The province embarked on a vigorous campaign in assisting small levy paying organizations of which mostly are the independent schools as well as schools that have teachers paid by the School Governing Body. Workshops and school visits were the order of the day where online and onsite support was provided which saw the province increasing its number of quality submission of the WSP & ATR's.

6.4.7 SCARCE AND CRITICAL SKILLS GUIDE

Scarce and Critical Skills guide was shared with the Skills Development Facilitators Sector Skills Specialists. There was also a huge drive in the support of the Life Orientation Teachers as they are key in assisting and directing learners in the choice of subjects that will lead to their future careers. The province also attended a number of Career Expo's and Career Fair in an attempt to provide information on skills development opportunities in the ETD sector as well as all other sectors.

6.4.8 OTHER PROJECTS

In addition to skills development programmes implemented as highlighted above, the province made some strides in the training of FET lectures on programmes such as Conduct Outcome Based Assessment, Conduct Outcomes Based Moderation and Facilitation of Learning using variety of Methodologies under the R30 million projects. Interns were also assisted from the two HEI's in the province, namely: UKZN and UNIZULU.

6.4.9 SUPPORT CHALLENGES FOR PEOPLE WITH DISABILITIES

Support for the organisations representing people living with disabilities could have been better managed, ensuring more resources and funding to make sure that learners enter and complete their learning programmes within specified programme durations. There is also backlog that the province is still dealing with. Monitoring of all programmes was a challenge given that the most rural and far-away places were targeted - that meant the office had to stretch its limited resources available within the year.

6.5 THE LIMPOPO PROVINCIAL REPORT

Summary of the programmes implemented in the province - Entries

Name of Programme	Target	Actual Achievement	Achievement in %	Equity Targets							
				African	Indian	Coloured	White	Female	PWD	Youth	Rural
LEARNERSHIPS ENTERED BY THE UNEMPLOYED											
ECD Level 5 (Unemployed) Youth Development Level 4 (Unemployed)	110	110	100	110	-	-	-	110	04	49	110
BURSARIES AWARDED TO THE EMPLOYED											
FET Lecturers (Employed)	13	13	100	13	-	-	-	2	-	-	13
Honours Studies (Employed)	6	6	100	6	-	-	-	3	-	3	6
Masters Studies (Employed)	1	1	100	1	-	-	-	-	-	-	1
Women in Leadership (Employed)	5	5	100	5	-	-	-	5	1	-	5
BURSARIES AWARDED TO THE UNEMPLOYED											
Bursary Renewals (Unemployed)	61	58	95	58	-	-	-	7	-	58	58
SKILLS PROGRAMMES											
Skills Programmes (Employed)	154	150	97	147	-	-	3	66	3	10	140
Internships (Unemployed)	85	82	97	82	-	-	-	49	7	79	82
WORKPLACE EXPERIENCE											
WPE in NC(V)	74	71	97	71	-	-	-	46	3	68	71
OTHER PROGRAMMES											
Distribution of Learner Career Guides	2250	2285	101	-	-	-	-	-	-	-	-
SDFs/ Sector Skills Specialists Trained in the use of the Scarce and Critical Skills Guide	180	137	76	108	1	-	28	84	-	-	-
Support for Small Levy Paying Organisations	30	30	100	-	-	-	-	-	-	-	-
Matric Teachers Support Programme (Employed)	80	80	100	-	-	-	-	-	-	-	-

*Provincial Presence and Performance (Continued)***6.5.1 LEARNERSHIPS**

The Limpopo province rolled out the Early Childhood Development Practitioner Level 5 Learnership in collaboration with the ECD sub directorate of the Provincial Department of Basic Education. A total of 110 women of whom four are persons living with disabilities are enrolled for the two-year learnership programme. Training is taking place at six sites; Musina, Thabazimbi, Phalaborwa, Polokwane, Groblersdal and Bochum. The first quarter verification was done for the project and it is progressing well.

6.5.2 ARTISAN TRAINING

The ETDP SETA implemented artisan training for 13 FET lecturers from Sekhukhune (08) and Waterberg (05) FET colleges. Six (06) were enrolled for electrical trade and 07 for mechanical fitter training at the National Skills Development Agency in Durban. Two (02) of the lecturers are women. The trade test preparation and the actual trade test took place from 24 October to 30 November 2011.

6.5.3 INTERNSHIPS

The province placed 82 unemployed graduates in the ETDP SETA internship programme. The learners were placed at the 07 FET Colleges, Universities of Limpopo and Venda, Limpopo DBE, SANCB, Grace and Hope, Council for the Blind, Vhembe and Polokwane Municipalities, the Department of Sports, Arts and Culture. Seven of the learners are people with disabilities.

6.5.4 WORKPLACE EXPERIENCE

From a target of 74, 71 learners who needed workplace experience in order to complete their qualifications were placed at the FET colleges and the 02 Universities. Three people living with disabilities took part in the workplace programme.

6.5.5 UNDERGRADUATE BURSARIES

34 new bursaries and 58 bursary renewals were approved for 2011/12 to benefit the unemployed students.

6.5.6 HONOURS AND MASTERS BURSARIES

Seven learners were supported to pursue postgraduate studies at the University of Limpopo. Six enrolled for Honours degrees and 01 in Masters Degree in Mathematics, Science and Technology Education.

6.5.7 WOMEN IN LEADERSHIP

In the ETDP SETA's quest to ensure that women take up leadership positions in the workplace, the province recruited and enrolled 05 women at the Turfloop Graduate School of Leadership. The one learner, who is disabled, enrolled for Management Development Programme while four learners enrolled for Senior Management Development Programme.

6.5.8 MATRIC TEACHER SUPPORT PROGRAMME

In partnership with the Limpopo DBE's Sub Directorate for Physical Science Teaching, 80 Physical Science DVD packs were purchased from the Nelson Mandela Metropolitan University. Each pack contains 4 DVD's. The Limpopo Provincial DBE will train 80 educators from 80 schools in terms of the content and use of the DVD's as a way of rendering support that is needed to improve matric results in this scarce and essential field.

6.5.9 SKILLS PROGRAMMES

In an effort to improve the skills of the labour force within the education sector, 150 employed learners were enrolled in skills programmes. 100 educators from the rural district of Sekhukhune were trained in End- User Computing. The other 50 beneficiaries were trained in Management Development Programme. Three of the learners are people with disabilities.

6.5.10 DISSEMINATION OF THE SCARCE AND CRITICAL SKILLS GUIDE

Three workshops were conducted to disseminate the scarce and critical skills guides. The workshop reached a total of 137 Sector Skills Specialists and Skills Development Facilitators.

6.5.11 DISSEMINATION OF CAREER GUIDES

Out of a target of 2250, 2285 career guides were distributed to schools in the province. An average of 50 guides were distributed to 35 schools within the province's rural areas.

6.5.12 SUPPORT FOR SMALL LEVY-PAYING ORGANIZATIONS

The Limpopo office visited 30 organisations to mobilise and support them in submitting their WSPs and ATRs so that they are able to claim their 50% mandatory grants.

6.5.13 SUPPORT FOR LEARNERS WITH DISABILITIES

The Provincial Office continues to work with organisations that are supporting programmes of people with disabilities, such as the Association for the Blind, Deaf Association of South Africa, Schools for learners with special educational needs as well as the Special Programmes Division of the Office of the Premier in order to recruit learners with disabilities. The Provincial Office is striving to reach the equity targets per learning programme. A total of 18 learners with disabilities were enrolled in various programmes in 2011/12. There is a challenge with bursaries as people with disabilities who are enrolled at Universities have bursaries which cover all their needs.

6.5.14 ETDQ SUPPORT: IMPROVING THE QUALITY AND RELEVANCE OF PROVISIONING

The Provincial office is rendering support to FET Colleges and private providers for programme approval and accreditation. The Constituency Support and ETQA Units held a session with FET Colleges to mobilise and support the colleges in areas where the ETDP SETA needs partnerships for provisioning of training. The session also aimed at ensuring that the province should have a pool of credible providers for SETA programmes in line with the NSDS III imperatives. The office is also offering assessor and moderator registration, DATANET support and verification support services to service providers.

6.5.15 GRADUATIONS

Upon completion of the ECD Level 4 Certificate & ECD Level 5 Diploma learnership, 125 learners graduated.

Provincial Presence and Performance (Continued)

6.6 THE MPUMALANGA PROVINCIAL REPORT

Summary of the programmes implemented in the province - Entries

Name of Programme	Target	Achievement	Achievement in %	Equity Targets							
				Black	Indian	Coloured	White	Female	PWD	Youth	Rural
LEARNERSHIPS ENTERED BY THE UNEMPLOYED											
ECD Level 5 (Unemployed)	110	110	100%	110	-	-	-	109	-	39	110
Youth Development Level 4 (Unemployed)											
BURSARIES AWARDED TO THE EMPLOYED											
FET Lecturers (Employed)	13	5	38%	4	1	-	-	3	-	-	-
Honours Studies (Employed)	5	4	80%	4	-	-	-	2	-	-	4
Masters Studies (Employed)	2	2	100%	2	-	-	-	2	-	-	2
BURSARIES AWARDED TO THE UNEMPLOYED											
Bursary Renewals (Unemployed)	100	85	85%	83	1	-	2	44	-	85	85
Teacher Education (Unemployed)	50	46	90%	46	-	-	-	40	-	6	46
SKILLS PROGRAMMES											
Skills Programmes (Employed)	150	159	106%	155	1	-	3	105	-	25	100
Skills Programmes (Unemployed)	60	53	88%	53	-	-	-	39	30	31	53
WORKPLACE EXPERIENCE											
WPE in NC(V)	6	6	100%	6	-	-	-	5	-	6	6
WPE - Other areas	183	183	100%	183	-	-	-	111	-	183	183
OTHER PROGRAMMES											
Matric Teachers Support Programme (Employed)	80	72	89%	72	-	-	-	10	-	2	72
Internships (Unemployed)	62	62	100%	62	-	-	-	46	3	61	62
Distribution of Learner Career Guides	2220	2311	104%	2311	-	-	-	-	-	-	2311
SDFs/ Sector Skills Specialists Trained in the use of the Scarce and Critical Skills Guide	50	64	128%	61	-	-	3	29	-	7	25

Summary of the programmes implemented in the province – Completions

Name of Programme	Target	Achievement	Achievement in %	Equity Targets							
				Black	Indian	Coloured	White	Female	PWD	Youth	Rural
LEARNERSHIPS COMPLETED BY THE UNEMPLOYED											
ICT Level 3 (Employed)	70	91	130%	91	-	-	-	54	-	15	91
BURSARY STUDIES COMPLETED BY THE EMPLOYED											
Honours Studies (Employed)	4	1	25%	1	-	-	-	1	-	-	1
BURSARY STUDIES COMPLETED THE UNEMPLOYED											
Bursary Renewals (Unemployed)	131	131	100%	128	1	-	2	84	-	129	128
SKILLS PROGRAMMES COMPLETED											
Skills Programmes (Employed)	105	143	136%	142	-	1	-	76	0	25	141
Skills Programmes (Unemployed)	42	51	121%	51	-	-	-	32	30	31	51
OTHER PROGRAMMES											
Internships (Unemployed)	42	18	43%	18	-	-	-	13	-	18	18

6.6.1 LEARNERSHIPS**ICT LEVEL 3: HIGH ACHIEVEMENT AT FIRST IMPLEMENTATION**

The ICT Level 3 Learnership was implemented in partnership with the Mpumalanga Education Department, Wetlands FET College and Tshwane University of Technology. The learners were educators who were recruited by the Mpumalanga Education Department. Wetlands FET College (previously known as The Nuttinghouse Training Academy) is the training provider which was contracted to train the learners in Mpumalanga Province. The training provider forged partnerships with Tshwane University of Technology to be able to use its top of the range computer laboratories.

Recruitment by Mpumalanga Education Department

The success of the project is directly linked to the well-thought out recruitment strategy of the Mpumalanga Department of Education. Hundred (100) educators were recruited to be part of the learnership. The educators were drawn from the four regions of the province, namely, Gert, Nkangala, Ehlanzeni and

Bohlabela regions. 25 educators were recruited in each region. The Department also ensured that these educators are recruited from schools that are having computer laboratories so that educators can have an opportunity to apply the skills learnt in class at their workplaces as it is required in a learnership. 14 curriculum implementers were further recruited from Computers in Education Sub-directorate to serve as mentors. A three-days training session for the mentors was conducted.

Graduation

Ninety one (91) of the hundred learners graduated from the learnership. A graduation ceremony was held on the 18 February 2012 at Tshwane University of Technology in Witbank.

The learnership impact to schools

The ICT Learnership has brought the following changes to the participating schools:

- The lessening of work load of the school clerks, as some educators can now type their own question papers.
- Skilled educators training other educators

Provincial Presence and Performance (Continued)

which increases the number of educators that may teach Computer Applications Technology in schools.

- Improved chances for educators in participating in the Teacher Laptop Initiative.

6.6.2 EARLY CHILDHOOD DEVELOPMENT (ECD) NQF LEVEL 5

Only one learnership programme was allocated and implemented in Mpumalanga during 2011/12 financial year. 110 learners have been enrolled in the ECD level 5 the learnership in an effort to close the gap identified as scarce and critical with the ETD sector.

The beneficiaries recruited for this learnership were learners who had already completed the ECD L4. The Mpumalanga Department of Education recruited the learners, identified host employers and placed the learners with host employers. Inductions for both the learners and the employers were conducted jointly by the ETDP SETA, the Mpumalanga DoE, and the Service Provider contracted to train the learners before the commencement of the programme.

The learners that are participating are mainly from deep rural areas and were selected from two regions in Mpumalanga i.e. Bohlabela and Gert Sibande Regions. Learners are given an opportunity to acquire the qualification through learning and doing practical work as required by the mode of the programme.

Since it is a National Diploma, it will be implemented over a period of two years. The learners have been with the employers since 01 June 2011 and will be with the employers for a 24 month duration, ending in May 2013. Learners are receiving stipend every month and will be supported for the duration of the programme.

Purpose and Rationale of the Qualification

- Provide access to a recognised educator qualification at Level 6 for ECD educators who have a Level 4 or Level 5 certificate in ECD, providing a bridge between non-formal and formal learning programmes.
- To enable educators/ learners to plan and implement a learning programme which is based on their knowledge of child development

from birth to nine years and which helps children in a specific phase work towards achieving the learning outcomes of the national school curriculum (where appropriate).

- To improve community-based ECD services for young children by raising the level of ECD teaching competence and/or by providing opportunities for training in support and leadership roles.
- The training sessions took place during the school holidays and on Saturdays every weekend in the two districts; Bohlabela (Hoxane) and Gert Sibande (Lefalethuthu Primary School) so as not to disrupt the teaching period in crèches and pre-grade R classes.

6.6.3 SKILLS PROGRAMMES (EMPLOYED)

The province has been allocated the target of 150 to train employed learners on skills programme in 2011/2012 financial year. The breakdown is as follows:

100 School Management Teams were enrolled for the Leadership and Management programme with the University of Fort Hare. The learners were recruited by the Mp Department of Education from the Bohlabelo region. Bohlabelo is one of the under-performing districts in the province. The training took place in January 2012 in Nelspruit at Lowveld high school in Mpumalanga. Out of 100 trained, 99 completed the programme and received statements of results.

31 learners from different constituencies in the province were enrolled for Project Management Programme offered by the Tshwane University of Technology. The need was identified during the scarce and critical skills workshops. Most of the learners are from the FETs, Independent schools and Private Providers.

Different Skills Programmes to support FETs: 28 learners benefitted from the Gert Sibande FET College. It was a mixture of lecturers, management and administration from the different campuses of the college.

- Strategic Management
- Financial Management
- Customer Care
- Supply Chain Management

6.6.4 SKILLS PROGRAMMES (UNEMPLOYED)

End User Computing:

In ensuring that education and training is equitable in terms of disability, the Mpumalanga ETDP SETA office implemented the End User computing skills programme for the learners living with disability. The purpose of this endeavour was to increase opportunities for training and skills development for persons with disabilities. It was further to promote the intention of NSDS III of significantly opening up opportunities for skills training for people experiencing barriers to employment due to various forms of physical and intellectual disability.

30 learners with disabilities, of which sixteen were females, were recruited from Nkomazi Local Municipality. The disability types of the learners included amongst others the following: physical, hemiplegic, paraplegia and limping. These learners were recruited from the organisation Disabled People South Africa in Nkomazi Local Municipality. The Nkomazi Local municipality is located in the eastern part of Ehlanzeni District municipality of Mpumalanga province. It is on the north of Swaziland and the eastern side of Mozambique.

A three week training was conducted at Tshwane University of Technology in Nelspruit. The learners were transported from their homes in Nkomazi to Nelspruit where they stayed for five days attending training.

Project Management:

23 interns that were placed with employers were given top up skills in order to increase their chances of employment. These learners were enrolled with the Tshwane University of Technology for the Project Management skills programme. 21 of the learners have completed the programme and received certificates.

6.6.5 POST-GRADUATE STUDIES

The provincial office in partnership with Mpumalanga Department of Education, managed to recruit and offer bursaries to six postgraduate students. Four students registered for the B-Ed Honours degree specialising in Deaf Education and Sign Language, Curriculum Development & Mathematics and Research and Mathematics. One student specialising

in Research and Mathematics has completed the studies and graduated. Two students are pursuing the Masters degree in the field of Natural Sciences & Mathematics and Natural Sciences & Technology.

6.6.6 INTERNSHIPS

The province has managed to place 62 interns with different employers. The allocation was informed by the following factors: the number allocated to the province, the previous allocation to the constituency, the number of learners previously absorbed by the organisation requesting to host the interns and also the type of skills/qualifications of the interns to be hosted. The allocation was as follows:

- Mpumalanga DoE [provincial office, regions & schools] : 30 (1 disabled)
- Gert Sibande FET College: 10
- Ehlanzeni FET College: 8
- Nkangala FET College: 8
- Municipalities: 4 [Chief Albert Luthuli, Msukaligwa and Mkhondo]

The two interns of Mkhondo Local Municipality are learners living with disabilities. They are placed at the reception of the local municipality. The interns have challenges in that they are unable to reach the upper level of the building due to its structural design. They rely on fellow workers to fulfil some of their duties.

6.6.7 WORKPLACE EXPERIENTIAL LEARNING

The ETDP SETA's Mpumalanga office supported 183 learners on WPE, out of 183 supported, 112 were the NC (V) from the FET's as required by their curriculum and 71 learners were studying towards their final year on Bachelor of Education Degree and Post Graduation Certificate from universities. Below is a breakdown of the learners supported:

- 106 [53 N6 & 53 NC (V)] learners were supported through a partnership with Gert Sibande FET College. The college recruited the learners and the employers in the different fields and learners were placed. Gert Sibande FET College has dedicated staff that oversee and monitor the project for the smooth running of the project.
- 71 final year B-Ed students were supported for 3-6 months during their teaching practice. The

Provincial Presence and Performance (Continued)

learners were studying with the University of Venda & University of Limpopo.

- 6 final year B-Ed students supported for 6 months since they did not have bursaries.
- 18 have been reported employed in the sector and are currently teaching in different schools around Mpumalanga.

6.6.8 BURSARIES

The Mpumalanga province had an allocation of 50 new intakes on bursaries for 2011/12 financial year. 50 applications were approved and processed but four learners dropped out of the universities. All the 46 learners reported as entries are studying for the Bachelor of Education in different Higher Education Institutions in the country.

There was a second group of 100 learners that was supported in 2010/11 financial year from the Imbizo initiative and 85 of these learners' renewed their bursaries as they progressed to their second year in 2011/12. Both these groups have completed their academic year of study and are being supported in their second and third year of study. 80% of the learners supported were coming from deep rural areas and pursue a teacher related career on ETD sector as part of addressing the shortage predicted below by the Scarce and Critical skills Guide release by ETD PSETA on Teachers/Educators.

"The United Nations (UN) estimates that 8 million extra teachers will be needed by 2015, to replace those expected to retire or leave classrooms due to career changes, illness, or death. The UN report further warns that this looming shortage of primary school teachers threatens to undermine global efforts to ensure universal access to primary education by 2015" (Claire Provost, published on the guardian.co.za, 7 October 2011)"

"According to the CED's Executive Director (Ann Bernstein), SA produces too few teachers, especially in Mathematics, Science, Languages, Technology, Foundation Phase, Intermediate Phase, Special Needs and in rural areas sector as part of addressing the shortage on teaching fraternity"

6.6.9 CAREER EXHIBITIONS

The Education Training and Development Sector Education and Training Authority (ETDP SETA), in its endeavour to carry out its mandate, has conducted career exhibitions as a way of disseminating

Vocational and Career information booklets for the Grade 9-12 learners in schools. This was done in two ways: Visiting the learners at schools and through conducting career exhibitions in partnership with the DPSA and Office of the Premier in Nkomazi and Piet Retief in Mpumalanga reaching more than 2000 learners and unemployed youth.

6.610 SCARCE AND CRITICAL SKILLS WORKSHOPS

As part of disseminating information, The ETDP SETA Mpumalanga offices was allocated a target of 50 on the disseminating of information on the use of the scarce and critical skills guide targeting the skills development facilitators, sector specialists, career guidance teachers, human resources practitioners, career counsellors, and any other people that are involved in career guidance within the following constituencies:

- Mpumalanga DoE
- FET's
- Independent schools
- NGO's
- Private providers.

The province managed to reach out to 64 SDFs/ Sector Skills Specialists during the workshops conducted. Two workshops were conducted in Witbank and Nelspruit.

6.6.11 STAKEHOLDER INTERACTION

The Mpumalanga provincial office participate in the provincial skills development structures and involves stakeholders in a number of strategic activities. In implementing learnerships, the province established project teams that met once a quarter. The project teams were constituted by representatives from employers, the ETDP SETA and the providers. The project teams also had a monitoring role which contribute to the success of the learnerships. The list below shows some of the stakeholders' interaction:

- Provincial Skills Development Forum
- Provincial Skills Development Committee
- Human Resource Development Strategy Committee
- FETs/SETAs Forum
- EPWP forum

- Participated in the joint venture initiated by the Office of the Premier on Career Guidance

6.6.12 SUPPORT FOR PEOPLE WITH DISABILITIES

Regardless of some challenges that were experienced, the province has made an effort in ensuring that the target for people living with disability is achieved. From the database received from the Premier's Office – Disability Desk and the Disabled People South Africa (DPSA), 30 learners were selected and trained in End -User Computing. An MoU was entered into with the Tshwane University of Technology for the training of these learners.

Challenges: the province had to motivate for additional admin funds to support this project as there was a need to accommodate and transport the learners during training. Extra funds were approved to support the programme.

The Mpumalanga provincial office will continue serving the people of Mpumalanga through the skills development interventions planned for the new year and also by advocating the ETDP SETA mandate.

6.6.13 THE ETDP SETA TRAINS TEACHERS IN ICT



91 teachers in Mpumalanga received certificates in Information, Communication and Technology (ICT) Level 3 learnerships after undergoing a twelve months training programme

The ETDP SETA entered into a partnership with the Mpumalanga Department of Education to train 100

Maths, Science & Technology teachers in the ICT NQF Level 3 National Certificate Learnership. The aim was to also support the teacher laptop initiative of the Mpumalanga Department of Education.

Most of the teachers were afforded an opportunity for the first time in their profession to use a computer as a tool to enhance their teaching – they learnt how to use the computer for their daily preparations, compilation of databases of learners, mark sheets and schedules.

The end results from this programme are not only the IT skills the learners have acquired but also their willingness to share their newly acquired skills with their peers who were not yet on the departmental laptop initiative.

This would reduce the time teachers spent doing preparations for their lessons because they will have enough time to do other related work.

Other ETDP SETA initiatives in Mpumalanga included 100 School Management Team members who enrolled for the Leadership and Management Certificate with the University of Fort Hare in the Eastern Cape.

Another group of 110 learners were registered for the Early Childhood Development programme for a two-year duration which ends in March 2013.

Meanwhile 30 interns have been placed within the Mpumalanga Department of Education's provincial and regional offices while another group was placed in schools in the province.

Provincial Presence and Performance (Continued)

6.7 THE NORTHERN CAPE PROVINCIAL REPORT

Summary of the programmes implemented in the province – Entries

Name of Programme	Target	Achievement	Achievement in %	Equity Targets							
				Black	Indian	Coloured	White	Female	PWD	Youth	Rural
LEARNERSHIPS ENTERED BY THE UNEMPLOYED											
ECD Level 5 (Unemployed)	88	88	100	49	-	39	-	87	2	39	88
BURSARIES AWARDED TO THE UNEMPLOYED											
Bursary Renewals (Unemployed)	50	50	100	16	-	29	5	36	-	48	19
Teacher Education (Unemployed)	63	63	100	19	-	44	-	36	-	58	32
SKILLS PROGRAMMES											
Skills Programmes (Employed)	110	110	100	70	-	40	-	83	1	21	110
Skills Programmes (Unemployed)	72	72	100	63	-	9	-	43	2	68	45
Internships (Unemployed)	60	48	80	31	0	17	0	28	0	48	27
OTHER PROGRAMMES											
Matric Teachers Support Programme (Employed)	61	61	100	52	-	9	-	32	-	4	61
ABET-GETC Level 4	30	31	107	31	-	-	-	18	-	30	31
Career Guides	2220	2459	111	-	-	-	-	-	-	-	-
SDFs/ Sector Skills Specialists Trained in the use of the Scarce and Critical Skills Guide	200	195	98	-	-	-	-	-	-	-	-

Summary of the programmes implemented in the province - Completions

Name of Programme	Target	Actual Achievement	Achievement in %	Equity Targets							
				Black	Indian	Coloured	White	Female	PWD	Youth	Rural
LEARNERSHIPS COMPLETED BY THE UNEMPLOYED											
Unemployed Learnerships	120	138	-	69	1	68	-	97	1	134	138
BURSARY STUDIES COMPLETED THE UNEMPLOYED											
Unemployed Bursaries	40	48	-	19	1	28	-	37	-	48	7

The ETDP SETA's 2011/2012 Northern Cape Operational plan has considered the provincial and sector needs. The provincial team is convinced that the ETDP SETA's Northern Cape Provincial Office has contributed positively to the development of skills in the province.

6.7.1 ECD PRACTITIONER LEVEL 5 LEARNERSHIP

Central to the rolling out of ECD Practitioner Level 5 Learnership is the provision of a good foundation for children entering the schooling system, which has proven to be important for school readiness and future success in their school career.

6.7.2 THE ETDP SETA PARTICIPATES IN THE FOLLOWING PROVINCIAL STRUCTURES

- Expanded Public Works Programme
- Provincial Skills Development Forum (coordinated by the Premiers Office)
- Skill Development Committee (coordinated by the Northern Cape Provincial Department of Education)

The constituencies that participates in the ETDP SETA skills development initiatives in the province are mainly the following:

- Department of Education,
- NGOs/CBOs,
- FETs,
- ECD organisations,
- Trade Unions,
- Small Levy Paying organisations.

Unemployed learners are recruited and supported through the National Youth Development Agency (NYDA) and other Youth organisations in the province as well as the through the Premier's Office. The municipalities are the key stakeholders as they host learners that are enrolled in the Community Development Learnership. They provide mentors and support for these learners.

6.7.3 ACHIEVEMENTS

The province has been able to maintain good relations with key stakeholders.

The percentage of placement of learners in employment at workplaces is high and there is a willingness of employers to participate in this programme. More than 80% of the learners are recruited from the rural areas of the province. The province has ensured that more than 84% of the beneficiaries are black and more than 54% are women.

6.7.4 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. There is current capacity building interventions in place and the ETDP SETA is hopeful that in the next financial year there will be an increase of training providers in the province.

Small Number of Levy Paying Employers

There is a small number of levy paying organizations in the province. The hosting of learnerships are mostly dependant on the provincial Department of Education and other government departments in consultation with the Premier's Office. Based on the limited number of employers, the choice of learning programmes are determined by the availability of suitable host employers.

Completions of learning programmes

The rate of completions of programmes remains low. This is due to the learners' submission rate of portfolios of evidence which is low. This is evident in both employed and unemployed learners.

Provincial Presence and Performance (Continued)

6.8 THE NORTH WEST PROVINCIAL REPORT

Summary of the programmes implemented in the province - Entries

Name of Programme	Target	Actual Achievement	Achievement in %	Equity Targets							
				Black	Indian	Coloured	White	Female	PWD	Youth	Rural
LEARNERSHIPS ENTERED BY THE EMPLOYED											
Youth Development Level 4 (Employed)	25	25	100%	24	-	-	1	13	2	20	9
LEARNERSHIPS ENTERED BY THE UNEMPLOYED											
ECD Level 5 (Unemployed)	85	85	100%	85	-	-	-	83	4	47	64
BURSARIES AWARDED TO THE EMPLOYED											
FET Lecturers (Employed)	13	3	23%	3	-	-	-	1	-	2	-
Women in Leadership (Employed)	6	8	133%	6	-	1	1	8	1	2	2
Other (Employed)	0	4	-	2	-	-	-	2	-	4	3
BURSARIES AWARDED TO THE UNEMPLOYED											
Teacher Education (Unemployed)	50	65	100%	53	-	2	12	32	-	64	11
Honours Studies (Unemployed)	5	5	100%	4	-	-	1	3	1	4	1
Masters Studies (Unemployed)	3	1	33%	1	-	-	-	-	-	-	-
SKILLS PROGRAMMES											
Skills Programmes (Employed)	278	317	114%	300	-	1	16	249	16	116	99
Skills Programmes (Unemployed)	50	52	104	52	-	-	-	37	-	49	52
WORKPLACE EXPERIENCE											
WPE in NC(V)	65	40	100%	38	-	2	-	21	-	38	16
WPE in NATED Programmes	0	11	-	11	-	-	-	8	-	10	7
WPE - National Diploma	0	11	-	11	-	-	-	6	-	11	10
WPE - Degree	0	2	-	2	-	-	-	1	-	2	2
Other Areas of Study	0	1	-	1	-	-	-	1	-	1	1

OTHER PROGRAMMES											
Internships (Unemployed)	60	33	55%	33	-	-	-	18	3	28	33
Support for NGOS	200	203	102%	-	-	-	-	-	-	-	-
Distribution of Learner Career Guide	2000	2936	143%	-	-	-	-	-	-	-	-
SDFs/ Sector Skills Specialist Trained in the use of the Scarce and Critical Skills Guide	78	153	196%	-	-	-	-	-	-	-	-

Summary of the programmes implemented in the province - Completions

Name of Programme	Target	Achievement	Achievement in %	Equity Targets							
				African	Indian	Coloured	White	Female	PWD	Youth	Rural
LEARNERSHIPS COMPLETED BY THE EMPLOYED											
OD-ETD Level 5 (Employed)	0	50	-	41	-	3	6	23	1	29	-
LEARNERSHIPS COMPLETED BY THE UNEMPLOYED											
ECD Level 5 (Unemployed)	0	60	-	60	-	-	-	60	-	12	59
Development Practice L5 (Unemployed)	0	64	-	64	-	-	-	34	-	51	55
ECD Level 4	0	125	-	125	-	-	-	125	6	59	59
ABET Practice L4	0	22	-	22	-	-	-	22	-	22	22
BURSARY STUDIES COMPLETED THE UNEMPLOYED											
Teacher Education – New (Unemployed)	0	8	-	5	-	2	1	5	1	7	3
SKILLS PROGRAMMES COMPLETED											
Skills Programmes (Employed)	0	100	-	96	-	1	3	79	3	47	77

In order to execute its mandate, the North West Provincial Office work very closely with and through the following ETD and Non-ETD constituencies:

- North West Department of Education
- North West University
- Orbit FET College
- Taletso FET College
- Vuselela FET College
- NGOs/CBOs
- Early Childhood Centres
- ABET Centres
- Independent Schools in the Province
- Private Providers of ETD
- Research Institutions
- Trade Unions
- Political Parties
- District and Local Municipalities
- North West Department of Labour and its labour centres
- North West Department of Social Development, Women, Children and People with Disabilities
- Disabled People of South Africa (DPSA) – North West
- Traditional Administration Authorities; and
- Unemployed Youth and its organised structures/ agencies

*Provincial Presence and Performance (Continued)***6.8.1 AN OVERVIEW OF PROGRAMMES IMPLEMENTED IN THE PROVINCE**

In 2011/2012 the provincial office took a different approach towards the implementation of skills development programmes by calling a high level consultative meeting on the 24th May in Sun City with delegates from the North West Department of Education: (Senior Management Team), CEOs of FET Colleges, Unions, the University, North West DoL, SANGOCO and private providers. The consultative meeting aimed at formulating a strategy to coherently implement needs based skills development interventions that would contribute to betterment and enhancement of quality of life of the beneficiaries in the province.

6.8.2 DISSEMINATION OF SCARCE AND CRITICAL SKILLS IN THE PROVINCE

The North West Provincial Office was able to facilitate a number of workshops and meetings in order to inform its stakeholders on the 2011/12 updated scarce and critical skills guide in the sector. The sessions were conducted with a number of key stakeholders including the FET Colleges, the University, Private Providers of ETD, Independent Schools, NGOs/CBOs, Trade Union and many more. These workshops were held in Klerksdorp, Rustenburg and Mahikeng. The provincial Office was able to interact with a total of hundred and fifty three SDFs/Sector Skills Specialists.

The sessions coincided with Dr Ruth Segomotsi Mompati District Growth and Development Summit which was held on 27-28 March and the EPWP Conference hosted by the Department of Social Development, Women, Children and People with Disabilities which was held on 14-16 March. The two events provided the North West office with an opportunity to widely distribute the scarce and critical skills guide to their delegates. It is hoped that the information will be utilised carefully to inform the planning for skills processes within the two host organisations.

6.8.3 LEARNERSHIPS IMPLEMENTED IN THE PROVINCE

A learnership is a learning route towards achieving a nationally recognised qualification. It is a structured learning experience which is combined with

institutional and workplace learning and is directed towards the achievement of a SAQA-registered qualification. The implementation of a learnership is based on a contract signed by the learner, the lead employer and lead training provider and is funded by the ETDP SETA from its discretionary grants. The following learnerships were implemented during the year under review:

National Diploma: Early Childhood Development Level 5**The purpose of this qualification:**

- To provide access to a recognised educator qualification at NQF Level 6 for ECD Practitioners who have a Level 4 or Level 5 certificate in ECD, providing a bridge between non-formal and formal learning programmes.
- To enable learners to plan and implement a learning programme which is based on their knowledge of early childhood development from birth to nine years and which helps children in the pre-school phase (2-6 age range) work towards achieving the learning outcomes of the national school curriculum.
- To improve community-based ECD services for young children by raising the level of ECD teaching competence and/or by providing opportunities for training in support and leadership roles.

The National Diploma: Early Childhood Development NQF Level 5 is a two-year qualification, where upon completion of the programme, the beneficiaries can enter formal work in either private early childhood centres, public schools that have Grade R classes and work for private providers who are accredited to offer the programme.

The programme was implemented in Moretele Local Municipality wherein 65 learners were recruited from villages around the area: Dan House, Makapanstad, Mathibestad, Suiwerskuin and Mmotla. The local area office of the Provincial Department of Education in collaboration with the Directorate of Institutional Policy Development and Professional Services were lead employers. The other 20 learners were recruited from Bojanala Local Municipality and attended the sessions in Tlhabane.

Further Education and Training Certificate: Youth Development Practice NQF Level 4

The purpose of the qualification is to prepare practitioners who are responsible for the development of young adults in initiatives designed to develop the youth and to integrate them into the working economy and society. Youth development practitioners/workers must be competent regarding professional conduct, protocol, networking, process facilitation, coaching and mentoring, lay-counselling, facilitating learning, managing projects, facilitating entry into the labour market, research, communication and various other areas of specialisation. They have a role in facilitating the learning of and supporting the youth during the work experience that they undertake in communities, government and various organisations.

Qualified learners are able to engage with young people and ensure their participation in all phases of development interventions, and work with them to ensure sustainability and ownership. They can facilitate the mainstreaming of young people. They understand the history of youth development, youth development structures, policies and legislation to take advantage of opportunities created, and the definition of youth development. They can identify and describe the indicators and outcomes of youth development interventions, and can facilitate access to economic, development, career, and other opportunities for young people. They understand the physical and socio-economic needs of, and challenges and opportunities for young people, and promote citizenship.

The profile of these target learners vary considerably, and can include those who have qualifications in other fields but no experience in the youth development sector or those who have experience in the youth development sector but no qualification or recognition of their competencies. Some learners have already achieved qualifications in other fields at this level or even at higher levels.

The North West provincial office implemented this programme in partnership with the North West Department of Education and the three FET Colleges in the province.

The beneficiaries were Student Support Officers in the FET colleges and new lecturers from 5 campuses of Vuselela FET College (Jouberton, Klersdorp, Potchestroom, Stilfontein and Taung), 3 campuses of

Orbit FET College (Rustenburg, Mogwase and Brits) and 3 campuses of Taletso FET College (Mafikeng, Lehurutshe and Lichtenbure). The programme is still in progress and training provision is done in partnership with the Grace Institute.

6.8.4 SKILLS PROGRAMMES FOR THE UNEMPLOYED YOUTH

The ETDP SETA's North West Provincial Office implemented End User Computing Level 4 as a skills programme intended to give beneficiaries a detailed understanding of Microsoft Office Suite: Powerpoint presentation, Ms Windows XP, Internet, Email, Excel. The training was conducted in partnership with Vuselela FET College – Taung campus.

Beneficiaries were part of a poverty alleviation initiative by the office of Deputy President. The custodian was the Provincial Department of Labour - Taung Labour Centre which had lists of families that had to benefit from the initiative. They all came from eight villages of Taung namely Manthe, Mokasa, Buxton, Mokgalane, Magogong. The villages are scattered across Taung and looking at the poverty index of the participants the office ensured that transportation for the 10 days of contact sessions was provided for through the College.

In addition to the above, twelve interns are currently placed in Taletso FET College and the North West DBE in Mafikeng. The intention is to provide them with the ICT skills and practical workplace learning to enhance their opportunities for employment. All learners have completed the programmes.

6.8.5 SKILLS PROGRAMMES FOR THE EMPLOYED LEARNERS IN THE SECTOR

The implementation of skills programmes for the employed learners was integrated to the successful implementation of learnerships whereby training will prioritise employers who are already participating in hosting learners involved in the identified learnerships. The focus was on training mentors and coaches. The North West University developed a programme that address all aspects of mentoring and coaching in the workplace at NQF Level 7 and another that focused on assessment practices in provision of training at NQF Level 6.

Provincial Presence and Performance (Continued)

For Mentoring and Coaching, allocation to constituencies was approved as follows:

230 Learners

Constituency	Number Approved	Numbers Attended	Areas	Impact
DOE/FETs	19	14	Potchestroom	14 completed
DOE/ECD	60	60	Moretele	60 completed
SANGOCO	84	80	Lehurutshe	80 completed
BBKTA	20	20	Mogwase	20 completed
DSDWP	25	20	Potchefstroom	20 completed
ECD Congress	30	40	Moretele	40 completed

For assessment practices, allocation to constituencies was approved as follows:

48 Learners

Employer	Number Approved	Numbers Attended	Areas	Impact
NWU	08	07	Potchestroom	07 completed
SANGOCO	20	20	Lehurutshe	20 completed
BBKTA	20	17	Mogwase	20 completed

Women in Leadership Programme

The programme was intended for women in leadership positions to enhance their leadership styles and management capabilities in the ETD Sector. The cohort was recruited from the South African Non Governmental Coalition (SANGOCO), Disabled People of South Africa (DPSA), North West University, SADTU and the North West Department of Education. The eight women are currently leaders in their own right and bring different context from activists, unionists, government officials, academics and the business environment. The programme is at NQF Level 7 delivered by North West University. The beneficiaries came from Areetsane, Potchefstroom, Mafikeng, Moretele, and Lehurutshe.

Support initiatives for Community Based Organisations

In partnership with SANGOCO and ECD Congress, 203 training vouchers were allocated to community based organisations to register for various skills development programmes that are relevant to their areas of business. Beneficiaries came from the Moretele, Potchefstroom, Mafikeng, and Zeerust.

6.8.6 INTERNSHIPS IMPLEMENTED IN THE PROVINCE

The ETDP SETA internship programme is a graduate work experience programme targeting young unemployed graduates who have completed

their studies, preferably in an area of scarce and critical skills within the ETD sector. The internship programme provides learners with the opportunity to practice work skills that they have studied and will practice in the future.

The North West Office supported thirty-five (35) interns, in partnership with DPSA, SANGOCO, Dr Kenneth Kaunda District Municipality North West Department of Education's HRD Directorate and Taletso FET College. The programme is currently being implemented in the areas of Mafikeng, Zeerust, and Potchefstroom. Some of the interns who were placed in DoE HRD and Taletso FET College have entered into a further learnership with Bojanala Local Municipality, Statistics South Africa, Department of Local Government and Traditional Affairs.

6.8.7 SUPPORT THROUGH BURSARIES IN THE PROVINCE**Bursaries for Unemployed Youth**

The Provincial Office awarded fifty-six (56) bursaries to the undergraduate students who have registered in 2011 and 2012 academic year to study for Bachelor of Education (B-ED) in North West University and one (1) student at University of Johannesburg in the field of Commerce (B-COM). The bursaries were renewed for the twenty-nine beneficiaries to further their studies for 2012 academic year. Within the group, there are three (3) students who have completed the

B-ED programme, two (2) Honours, and three other students completed their B-ED Honours first year of study with the NWU.

The following bursaries were awarded for the employed learners in the ETD sector:

Bursaries for the eight (08) postgraduates students registered with the North West University, Potchefstroom Campus, for Advance Women in Leadership. Bursaries for the three FET Lecturers registered with the NWU for the Postgraduate Certificate in Education (PGCE)

6.8.8 WORKPLACE EXPERIENTIAL LEARNING PROGRAMMES

The workplace experience programme assists students in scarce and critical skills programmes covered by the sector agreements with Further Education and Training (FET) and Higher Education and Training (HET) institutions in gaining work experience. The programme assists students to complete their studies and enhance their chances of find employment or equips them to become self-employed. The ETDP-SETA provides work experience grants, thus allowing learners to gain work experience in the ETD sector workplaces.

The North West Office entered a total number of 65 beneficiaries into the workplace experience programme. The beneficiaries were from Vuselea FET College, Taletso FET College and ORBIT FET College and BBKTA. Currently, the sixty-five (65) beneficiaries are doing practical workplace learning in the areas of Potchefstroom, Klerksdorp, Taung, Mafikeng, Zeerust, Rustenburg and Brits.

The qualifications of the learners were categorized into NCV (40), NATED (11), National Diploma (11) and Degree (02) for workplace experience.

Two learners who were doing Work Experiential Learning with Vuselela FET College have recently found placement/offer of employment at Anglo Ashanti Limited's Engineering Training Centre.

6.8.9 LESSONS LEARNT FROM THE IMPLEMENTATION OF PROGRAMMES

Quality Assurance: Capacity building of providers

Monitoring of employer and training sites for quality provision and impact is of paramount importance. Some of the lessons learnt include the following:

- The need to standardise learning material for programmes so that all providers use the same material endorsed by the ETQA.
- The need to ensure that learners recruited are from the chosen employer and mentors are permanently employed with the particular employer.
- The need to continuously support mentors that require technical skills to provide learners with appropriate support in the work environment in order to achieve relevant outcomes, as required by the SETA programmes.
- The need to build and maintain partnerships with other departments and constituencies in the province for programme delivery.

The role of FET Colleges in the Skills Development

Universities are important in any economy. But the example of successful industrial economies such as Germany, point to the importance of vocationally-based training, rooted in an apprenticeship model. Such a vocational focused approach enables the building of a strong manufacturing base and productive economy. The North West Office urges participants to challenge the mindsets of society so that FET colleges could become institutions of choice for many young people. This would prompt students to learn the much needed technical skills needed for South Africa's economy.

FET colleges focus on equipping young people with scarce skills such as Engineering, Information Technology and Computer Science, Finance, Economics and Accounting, construction, Electronics, Welding and Tool Designers, Automotive Repair and Maintenance, Fitting and Turning, Manufacturing and Industrial Design, Fitting, Machining and a host of other technical skills.

FET colleges are of immense importance as well given the decision taken by government to move beyond

Provincial Presence and Performance (Continued)

the first phase of transition, the attainment of political freedom, to build a more prosperous South Africa. To achieve prosperity for all, as programme delivery partners, we need to tackle head on, the triple challenge of poverty, unemployment and inequality. Education and skills development are the most powerful tools we can use to achieve this goal.

6.8.10 CHALLENGES OR SHORTCOMINGS IN THE IMPLEMENTATION OF PROGRAMMES

The shortcomings in the implementation of SETA programmes include the following:

- Engagement with employers to develop an exit strategy for the learners;
- Identification of skills shortages in the ETD sector and Workplace skills planning;
- The participation of private schools is minimal;
- Provider forums to discuss process issues is not available;
- Lack of capacity of FETs in ETD programmes.;
- Budgetary constraints to support community initiatives;
- Participation of employers for hosting beneficiaries; and
- Lack of impact assessment linked to provincial growth

6.8.11 PROVINCIAL IMPLEMENTATION HIGHLIGHTS

The Office signed three critical MoUs with the North West University, Vuselela FET College to facilitate training of employers in the province. Another MoU was signed with DPSA – North West which assisted a great deal in recruiting people with disabilities, an area which has been a challenge in past.

97 out of 100 learners completed ECD Level 5 (23118) Learnership. The learners came from Lehurutshe villages, Lichtenburg, Itsoeseng, Mafikeng, Lomanyane, Ramosadi, Setlopo, Vrisgewacht and other villages, the graduations scheduled for 30 May 2012.

22 out of 22 learners have completed ABET Practitioner Level 4 qualification in Lichtenburg. The learners were from farms around Lichtenburg and

Itsoeseng area. The employer was the North West Department of Education.

52 learners out of 65 completed OD-ETDP Level 5 qualification and graduated. The employers were the FET Colleges and the University of North West.

64 out of 69 learners have completed a Higher Education and Training Certificate in Development Practice Level 5 qualification. The employers were the North West Departments of Social Development, Women, Children and People with Disabilities, BBKTA and Thuto-Botshabelo Training Academy as a training provider.

It is also worth noting that 140 unemployed learners that were recruited into the Early Childhood Development programme in the previous financial year, 125 of these learners have been endorsed by the ETQA for having achieved a National Certificate in Early Childhood Development NQF Level 4. The learners came from Vryburg, Zeerust, Klersdorp, Rustenburg and Saulspoort, and did practical work and theoretical learning for twelve (12) months with ORBIT FET College, the training provider, South African Non-Governmental Organisations Coalition (SANGOCO), North West Department of Education, and BaKgatlha Ba Kgafela Tribal Administration (BBKTA) as employers.

The North West Provincial Office will continue to engage the constituencies in a coordinated forum called provincial consultative forum wherein the targets are discussed, allocated and monitored. The provincial office will continue to achieve its allocated targets and continue to strengthen partnerships with the North West University and the three FET Colleges for implementation of programmes as per the ideals of NSDS III. The province remains steadfast in recruiting learners from disadvantaged communities and race groups.

6.8.12 ECD PROGRAMME INTENSIFIED IN THE NORTH WEST PROVINCE



At least 95 ETDP SETA bursary recipients received the National Diploma Certificates in Early Childhood Development Practice NQF Level 5 Learnership at a ceremony held in June 2012 at the Mayfair Village Hall near Klerksdorp in the North West Province.

This two-year programme was offered by the Vuselela FET College which was contracted to train these learners who were recruited from rural villages of Ngaka Modiri Molema District Municipality such as Mareetsane, Lomanyaneng, Lehurutshe, Sprinbokpan, Bodibe and surrounding areas.

The Dr Kenneth Kaunda District Municipality in the South and Dr Ruth Segomotsi Mompati on the far western part of the North West Province already have candidates who qualified in the ECD programme.

The ETDP SETA takes into cognisance that the National Skills Development Strategy makes specific reference to the need for the SETAs and the National Skills Fund to forge partnerships with colleges, and therefore support colleges to be the skills development providers of choice.

The Department of Higher Education and Training has created enabling mechanisms for such partnerships to operate and that skills development levies will be earmarked to ensure this happens.

Part of this responsibility rests on the SETAs to

support the development of colleges in order to strengthen colleges and ensure sustainable supply.

This ECD qualification will provide learners with access to a recognised educator qualification at NQF Level 6 for ECD educators who have completed a level 5 certificate in ECD, providing a bridge between non-formal and formal learning programmes.

The qualification will also enable ECD educators to plan and implement a learning programme which is based on their knowledge of child development from birth to nine years. It will help children in the pre-school phase (2-6 age range) progress towards achieving the learning outcomes of the national school curriculum.

The programme will improve community-based ECD services for young children by raising the level of ECD teaching competence and provide opportunities for training in support and leadership roles.

Upon completion of the programme, beneficiaries can enter formal work in either private early childhood centres, public schools that have Grade R classes or work for private accredited providers.

Provincial Presence and Performance (Continued)

6.9 THE WESTERN CAPE PROVINCIAL REPORT

Summary of the programmes implemented in the province - Entries

Name of Programme	Target	Achievement	Achievement in %	Equity Targets							
				African	Indian	Coloured	White	Female	PWD	Youth	Rural
LEARNERSHIPS ENTERED BY THE UNEMPLOYED											
ECD Level 5 (Unemployed)	80	80	100	15	-	64	1	70	-	58	30
BURSARIES AWARDED TO THE EMPLOYED											
FET Lecturers (Employed)	13	11	85%	-	-	8	3	5	-	-	4
Honours Studies (Employed)	5	0	-	-	-	-	-	-	-	-	-
Masters Studies (Employed)	5	0	-	-	-	-	-	-	-	-	-
Women in Leadership (Employed)	5	0	-	-	-	-	-	-	-	-	-
BURSARIES AWARDED TO THE UNEMPLOYED											
Bursary Renewals (Unemployed)	22	22	100%	8	-	13	1	22	-	16	2
Teacher Education (Unemployed)	53	53	100%	37	-	15	1	48	-	28	6
SKILLS PROGRAMMES											
Skills Programmes (Employed)	170	0	-	-	-	-	-	-	-	-	-
Skills Programmes (Unemployed)	50	46	92%	6	-	38	-	38	-	43	-
WORKPLACE EXPERIENCE											
WPE - Other areas	65	67	103%	48	-	19	-	47	-	58	-
OTHER PROGRAMMES											
Internships (Unemployed)	60	61	101%	27	-	31	3	48	8	60	23
Matric Teachers Support Programme (Employed)	60	0	-	-	-	-	-	-	-	-	-
Support for NGOS	40	0	-	-	-	-	-	-	-	-	-
Career Guides	2000	2046	102%	-	-	-	-	-	-	-	-
SDFs/ Sector Skills Specialists Trained in the use of the Scarce and Critical Skills Guide	200	162	81%	-	-	-	-	-	-	-	-
Support for Small Levy Paying Organisations	75	-	-	-	-	-	-	-	-	-	-

Summary of the programmes implemented in the province - Completions

Name of Programme	Target	Achievement	Achievement in %	Equity Targets							
				African	Indian	Coloured	White	Female	PWD	Youth	Rural
BURSARIES COMPLETED BY THE UNEMPLOYED											
Teacher Education (Unemployed)	10	8	80%	4	-	4	-	6	-	5	-
SKILLS PROGRAMMES											
Skills Programmes (Employed)	170	6	0.4%	3	-	3	-	5	-	3	2
Skills Programmes (Unemployed)	46	20	43%	3	-	17	-	14	-	18	-
INTERNSHIPS COMPLETED											
Internships Completed (Unemployed)	60	21	35%	10	-	11	-	16	-	20	5
WORKPLACE EXPERIENCE											
Workplace Experience – (Actual Job Placement)	46	0	-	-	-	-	-	-	-	-	-

6.9.1 LEARNERSHIPS

Early Childhood Development Practice Learnership NQF Level 5

The ECD Level; 5 has been implemented in the Mitchells Plain and Khayelitsha areas. The majority of the beneficiaries were previously on the ECD Level 4 learnership sponsored by the ETDP SETA. The learners were screened on their ability to succeed with the more challenging course. The recruitment and selection of learners and host employers had been in consideration of reasonable success on the learnership and positive mentorship as well as prospective candidates that may be considered to move on to study the B.Ed Foundation Phase as part of their advancement and career progression.

Higher Certificate: Youth Development Level 5

This opportunity for 30 learners has been rolled out in the Worcester area. The town is a central place that is serving the rural communities that are mainly employed on the neighbouring wine farms. The community is faced with high unemployment and migration to Cape Town where better job opportunities are. Learners' recruitment and selection was through an agreement with the Cape Winelands District Municipality. Both the learners and the host employers were beneficiaries of

additional support by the Municipality.

The host employers being an NGO/CBOs have received support at local government level and through the sponsoring of the learnership by the ETDP SETA, this has assisted to build institutional capacity while providing a learning opportunity for learners. It is envisaged that the learners will also be employed by the same institutions. In reporting on the progress that is evident from the monitoring and verification process the project should finish in June 2012 and learners will have graduated by August 2012.

6.9.2 BURSARIES

Bursaries were offered to 44 unemployed students that were enrolled for the B-Ed through UNISA and the Cape Peninsula University of Technology (CPUT). The Foundation Phase learners were identified in partnership with the College of Cape Town as the learners were previously ECD L5 learners who wanted to improve their qualifications in order to be fully recognised teachers. The opportunity provided a platform for career progression from ECD practitioners in the ECD centres to full Foundation Phase Educators. A further portion was allocated to CPUT for learners that were not receiving any other form of funding and support.

Provincial Presence and Performance (Continued)

An additional 34 employed beneficiaries were offered bursaries for PGCE and B-Ed. The majority of the employed beneficiaries were FET lecturers that have been supported on the Work Integrated Learning Programme (WIL) that was offered in partnership with CPUT. The programme is the Higher Diploma in Higher Education. This is a pilot project that aims to address the gap between workplace learning and the need to develop FET lecturers. Successful beneficiaries will advance to study the M-Ed Degree. The pilot is a first in the country and if successful will be considered as a means to address the shortfall of skilled FET lecturers that the country needs.

6.9.3 INTERNSHIPS

Graduate interns were identified and placed with all six FET Colleges and the four HEI Institutions in the province. The internship opportunities were identified by the host employers who identified possible vacancies in the Institution and then had to advertise and interview candidates for the internships. The common areas are in ICT, Human Resources and Administration Specialisation. The interns are unemployed graduates that are identified to benefit from workplace placement with employers in the ETD Sector. The group consists of 61 candidates that are placed for a 12 month period at the Institutions. From this allocation 8 learners with disabilities were identified and are hosted by CPUT. This organisation has gone the furthest to recruit learners with disabilities. We give credit because the recruitment, selection and placement are done by host employers and not ETDP SETA staff. Both employers and interns have indicated immense benefits from this intervention. The challenge remains that learners cannot find continued employment after the internship as employers cannot guarantee employment afterwards.

6.9.4 SKILLS PROGRAMMES

Skills programmes were awarded to 50 unemployed learners in Langa. The programme is on ICT end user computing and learners were trained by Boland FET College. Learners were trained in their communities and completed the programme successfully and were uploaded against the unit standard for the programme. The preference to use public FET Institution is working as Boland College has showed their preparedness to work outside of their immediate campuses in order to address needs as identified.

No employed learners benefited from skills training opportunities in this year. We have received applications for short courses like the assessor, moderator and skills development facilitation training courses but it was not approved before the deadline. The shortcoming of applications is in the duration of the programme. Employers are prepared to release staff for very short periods while longer duration courses that add more value require greater planning and customising of programmes to meet requirements for impact reporting.

6.9.5 DISSEMINATION OF THE SCARCE AND CRITICAL SKILLS GUIDE

The scarce and critical skills guide was disseminated to 162 SDF and Sector Specialists in various forums. The content of the guide is mainly the same every year and must be adjusted to suit the audience or else the information is not applicable to all stakeholders. The benefit of the guide is that it provides a life skills training exercise to adults who typically do not operate outside of their own employment environments as it brings about a broader understanding of the Educational Sector issues. We must visit and interview selected participants in future to see how they use this information in their organisations.

6.9.6 SUPPORT FOR SMALL LEVY-PAYING ORGANISATIONS

The Western Cape Province has the second highest number of organisations that submit WSPs. We need to embark 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. This presents an opportunity for discussion on reasons for the poor participation and invitations to participate constructively on skills development. With the office having its own boardroom facilities we will have workshops and support opportunities to help organisations with online submission. The recurring response is that small providers do not see enough incentive to participate.

CONSTITUENCY SUPPORT PROGRAMMES



This section of the annual report summarises the constituency support activities that took place in the 2011/12. These activities include, but not limited to; development of strategic documents; facilitation and attendance of workshops and conferences; development of Career Guidance Handbook and Strategy; development of the HIV/AIDS brochure; attendance and facilitation of stakeholder meetings and developing the partnership agreements with strategic stakeholders constituencies to support the ETDP SETA Operations Division to achieve the business plan. This report, therefore, provides synopsis of these and other activities that took place in the 2011/12 financial year.

Achievements

The Constituency Support Services recorded a number of achievements in terms of projects and research related activities in the 2011/12. The achievements are summarised in the following sub-sections;

Research and Conceptualisation Projects

The research and conceptualisation projects relate to the development of strategies, concept notes, promotional materials and researched discussion documents. This is because the above documents require desktop research, literature and review, stakeholder consultation and collaboration with other ETDP SETA units to be developed. For an example the promotional materials such as the HIV and AIDS brochure and the Career Guidance handbook were developed in consultation and collaboration with the ETDP SETA Marketing unit.

Career Guidance Project

The Career Guidance Career and Vocational guidance is a key focus of the National Skills Development Strategy (NSDS) III, as epitomized by its eighth goal: Building career and vocational guidance.

Whilst the ETDP SETA initiated career guidance interventions in past three years, the NSDS III calls for a structured and well thought out career guidance model. This has prompted the ETDP SETA to evaluate its interventions and develop the Career Guidance and Development (CGD) Plan 2011-2016. The aim of the plan is to provide a career guidance roadmap for learners and teachers in high schools; students and lecturers in Further Education and Training (FET) Colleges and Higher Education Institutions (HEIs); and generally employees in the Education, Training and Development (ETD) Sector.

Constituency Support Strategy

A Constituency Support strategy was developed to create a mechanism for the ETDP SETA and its constituencies and stakeholders to collaborate and forge partnerships on strategic skills development initiatives. In short the strategy seeks to develop a mechanism of disbursing discretionary and PIVOTAL grants to constituencies.

Disability Strategy Discussion Document

Given the challenges experienced in the recruitment of people with disabilities for skills development a Disability Strategy Discussion document was developed. The document is a comprehensive

Constituency Support Programmes (Continued)

overview of disability in relation to five key sectors namely ECD, Schooling, FET, HET and the workplace. The purpose of the document is to enable the Education, Training and Development (ETD) Sector to have a better understanding of issues relating to disability so that a more coordinated strategy can inform the way the SETA addresses training and skills development interventions. The area of disability is one of the 7 imperatives of the NSDS III document.

Development of the HIV and AIDS brochure

The development of the brochure was prompted by one of the NSDS III's imperatives to fight the continued spread in terms of infections of HIV and AIDS. To make a contribute to this national call, the ETDP SETA set itself a target to firstly develop an awareness brochure and then distribute it to each learner enrolled on its learning programmes. The brochure was developed and sent to the Department of Health for further inputs and endorsement. The Health Department forwarded it to the South African National Aids Council (SANAC), who made constructive inputs to the brochure. It was approved by SANAC, but we did not receive formal endorsement from the Health Department.

CONSTITUENCY BASED AND STRATEGIC PROJECTS**Support for FET Colleges**

The ETDP SETA collaborated with the South African College Principals Organization (SACPO) to host the FET lecturer qualification development workshop. The aim of the workshop was to provide a platform for FET stakeholders to dialogue on a number of issues affecting FET lecturers, the critical one being the FET lecturer qualifications development. Hence the key document anchoring the workshop was the Department of Higher Education and Training (DHET)'s draft Policy on Professional Qualifications for Vocation Education Lecturers. The FET workshop took place on the 12th October 2011 at the Premier Hotel O.R. Tambo. It was a success and well attended with 121 delegates in attendance. Furthermore and going forward SACPO and the ETDP SETA entered into a partnership agreement to implement the following projects:

- FET Lecturer training needs assessment
- Lecturer development through bursaries
- Placing of interns to strengthen the FET college's student support services
- Exposing FET lecturers to industry through the workplace integrated learning (WIL) programme

Partnership Agreements

The table below outlines other partnership agreements entered into by the ETDP SETA and some of its constituencies. This is in line with the requirements of the NSDS III, which encourages partnership as viable vehicle to achieve the skills development strategy.

PARTNERSHIP	OBJECTIVE OF THE PARTNERSHIP
The partnership with COSATU	A total of 30 COSATU learners have been supported to attend advanced media training course with Institute for Advancement of Journalism (IAJ). The project was completed in March 2012.
South African Disability Development Trust (SADDT) Project:	The A total of 75 employed learners living with disability are receiving training on OD ETD L 5 learnership which was implemented in Provinces. The project was completion in February 2012 and the plan is to organize a learner graduation in June 2012.
Partnership with the Department of Basic Education (DBE)	A total of 20 bursaries to the value of R400, 000.00 have been allocated to the Department of Basic Education. The recruitment and induction of learners has been completed and learners are currently registering with institutions of Higher Education Institutions. The learners bursary agreements and been processed for approval and payment to the training providers.
Partnership with Suid Afrikaanse Onderwyser Unie (SAOU)	An amount to the value of R1M has been allocated to SAOU for training of 135 learners on Assessor and Moderator skills programmes in five provinces i.e. North West, Limpopo, Gauteng, and Free State & Western Cape. This is to support the trade union to establish its teacher development institute.
Partnership with the National Youth Development Agency (NYDA)	The ETDP SETA has signed a partnership agreement with NYDA to implement the Career Guidance and the matric "Second Chance" re-write project to achieve its 2011/12 target of 100 learners.
Partnership with National Union of Mineworkers (NUM)	The ETDP SETA has signed a partnership agreement with NUM to support the training of its 45 shop stewards on skills programmes and its 50 employees on the Certificate on Economic Development.

Stakeholder and Constituency Interaction

Facilitation of the HESA SDF Forum Workshops

The ETDP SETA supported the HESA SDF Forum by funding two workshops in 2011. The plan of the Constituency Support Unit is to ensure that all constituencies have functional SDF Forums.

The above projects are in addition to the projects and programmes reported in each of the nine provinces

RESEARCH AND SECTOR SKILLS PLANNING



This report provides a synopsis of the main activities that have taken place in the Research and Skills Planning Unit for the financial year April 2011 to March 2012.

SECTOR SKILLS PLAN (SSP)

Annual Update of the Sector Skills Plan

The ETDP SETA's Sector Skills Plan was updated and submitted to the Department of Higher Education and Training (DHET) on the 30 September 2011. The SSP update for the 2011-2012 period was informed by the development of mini SSPs for specific ETD sub-sectors/ETDP SETA constituencies, namely:

Sub-sector	Constituencies in each sub-sector
Adult Education and Training	Includes Public adult education and training centres/institutions; private adult education and training centres/providers; non-government organisations offering adult education and training; associations; professional bodies; DHET; DBE; Provincial Department of Education (PDEs)
Early Childhood Development	Includes ECD centres: non-government organisations/community based organisations; associations; professional bodies; DBE; PDEs
Schooling including Grade R	Includes DBE; PDEs; DHET; public schools; independent schools; School Governing Bodies as employers
Further education and training	Includes Public FETCs; private FETCs; non-government organisations offering FET; DHET
Higher Education and Training	Includes Public HEIs; private HEIs; DHET; HESA
Library and Archival Services	Includes public library and archival services organisations at national, provincial and local government
Research Organisations	Includes reference to public, private and non-government research organisations
Political Parties	Includes political parties as employers
Trade Unions	Includes trade unions and trade union federations as employers

A revised version of the SSP was submitted to the DHET on the 7 February 2012 together with the revised Strategic Plan and the Annual Performance Plan for 2012-2013. The DHET provisionally approved the ETDP SETA's annual updated Sector Skills Plan.

Processing of WSP 2011-12 and 2010/12 ATR Applications

An annual target was set for 1300 ETDP SETA levy paying organisations across all categories to submit fully completed and accurate Workplace Skills Plan 2011-12 and their Annual Training Reports 2010-11 (WSP/ATRs) by the 30 June 2011. However, only 998 applications were received despite an attempt to

use appointed Skills Development Facilitators (SDFs) to meet this target.

According to the South African Revenue Services (SARS), there are 11 584 employers linked to SETA number seven, which is the ETDP SETA. However, there are only approximately 2 770 [23.9%] active levy payers. Based on the total of active levy payers, only 998 (36.03%) participated in the 2011/12 Mandatory Grants process by submitting their WSP 2011-12 and their ATR 2010-11 as prescribed by the Skills Development Levies Act [Act No. 9, of 1999] (see Figure 1). Out of 998 active levy paying employers that submitted their WSPs/ATRs 998, 931 (34%) received mandatory grants payments.

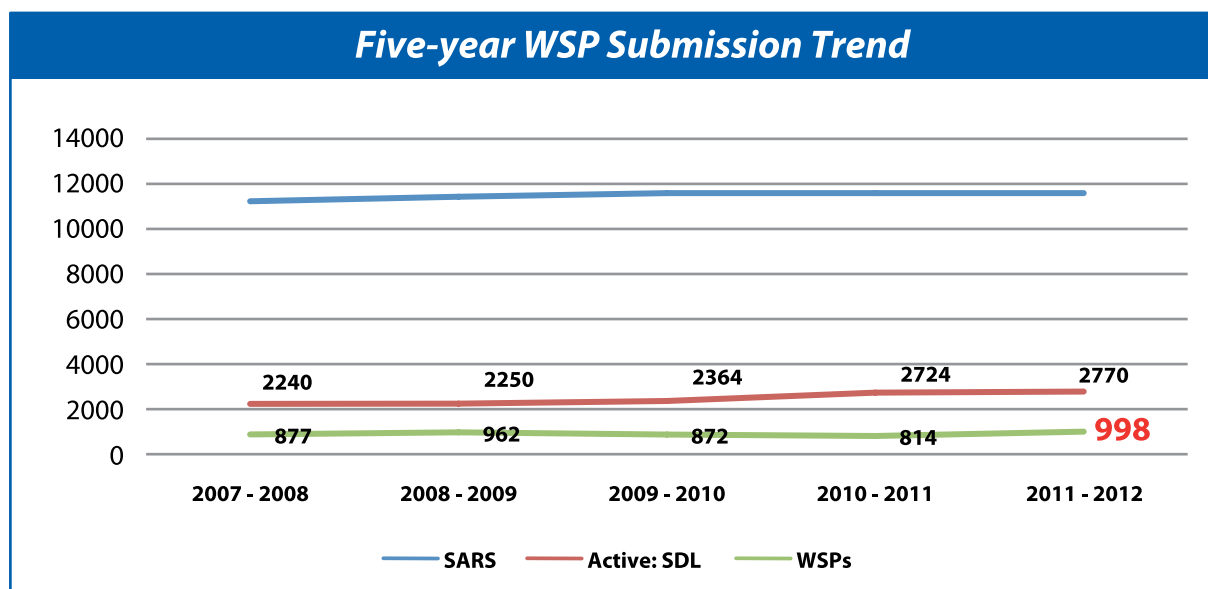


Figure 1: Five-year WSP/ATR Submission Trend

A total of 998 2011-12 WSPs and 2010-11 ATRs applications, including both the printed copies and online submissions, were received and date stamped. However, only 995 applications were evaluated, verified and approved as three submissions did not meet the requirements based on the criteria. All approved applications have been filed and submitted for mandatory grant payments.

Based on the statistics, a majority (n = 632 or 63.5%) of the 2011-12 WSPs and 2010-11 ATR submissions were from small levy payers with employees that are between 1 – 49; a total of 258 (25.9%) from the medium size employers (50 – 149 employees) and a total of 105 (10.60%) from large employees (150+ employees) (see Figure 2).

Research and Sector Skills Planning (Continued)

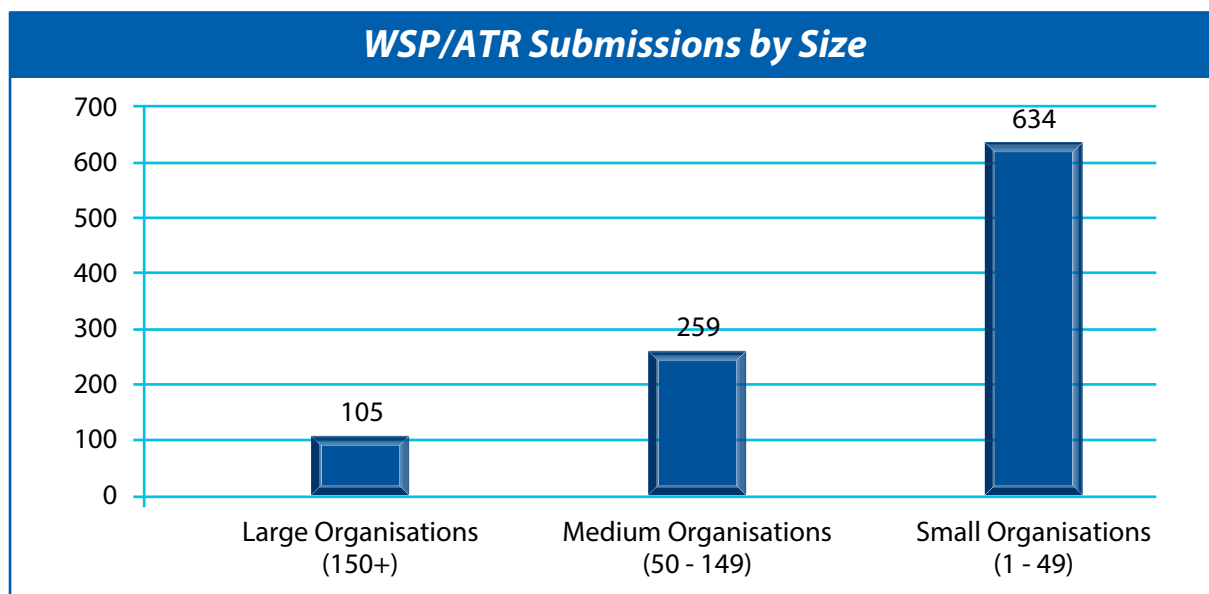


Figure 2: 2011-12 WSPs Submission by Size (N = 998)

The break-down of WSPs/ATRs submissions per province is provided in Figure 3. The Research and Skills Planning Unit has also updated the database of employers using received 2011-12 WSPs and the 2010-11 ATRs submissions. The information will also assist in tracking payment status, and further used for the forthcoming WSPs/ATRs mobilisation workshops.

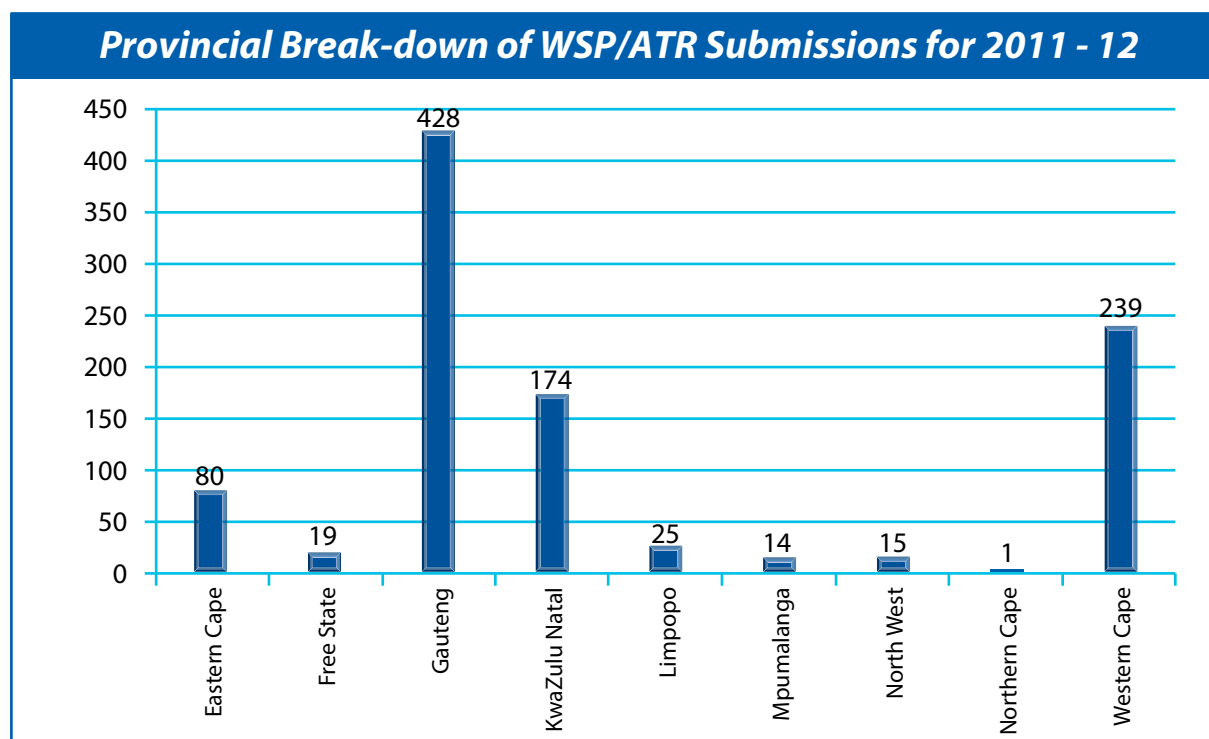


Figure 3: Provincial Break-down of the 2011-2012 WSPs/ATRs Submissions

Review of the 2012-2013 WSP and 2010-2011 ATR Template and Guideline

The 2011-2012 WSP and the 2010-2011 ATR template for the Private Sector was reviewed and the revised version has been approved. The on-line facility has been updated, tested and is currently available online on the ETDP SETA website. The printed version of the template has also been aligned to the on-line version. In addition, the ETDP SETA has also reviewed and updated the associated WSP/ATR guideline to assist SDFs in the accurate compilation of their mandatory grants submissions.

The review of the WSP/ATR Template for the Public Sector [Department of Basic Education, and Provincial Departments of Education] as well as a separate template for the Public Higher Education Institutions (PHEIs) is still in the process of being revised. In future, the revision of the templates will also be affected by the finalisation of the draft new SETA Grants Regulations – Government Gazette Notice no. 34932 of 12 January 2012, which still has to be finalised and approved by the DHET.

The ETDP SETA also placed an announcement in national newspapers during mid-March 2012 reminding employers of the deadline of 30 June 2012 for the next submission of WSPs and ATRs.

Scarce and Critical Skills Guide

Development and Dissemination of the Scarce and Critical Skills Guide

4 800 copies of the Scarce and Critical Skills guide were printed and used to facilitate workshops in all provinces.

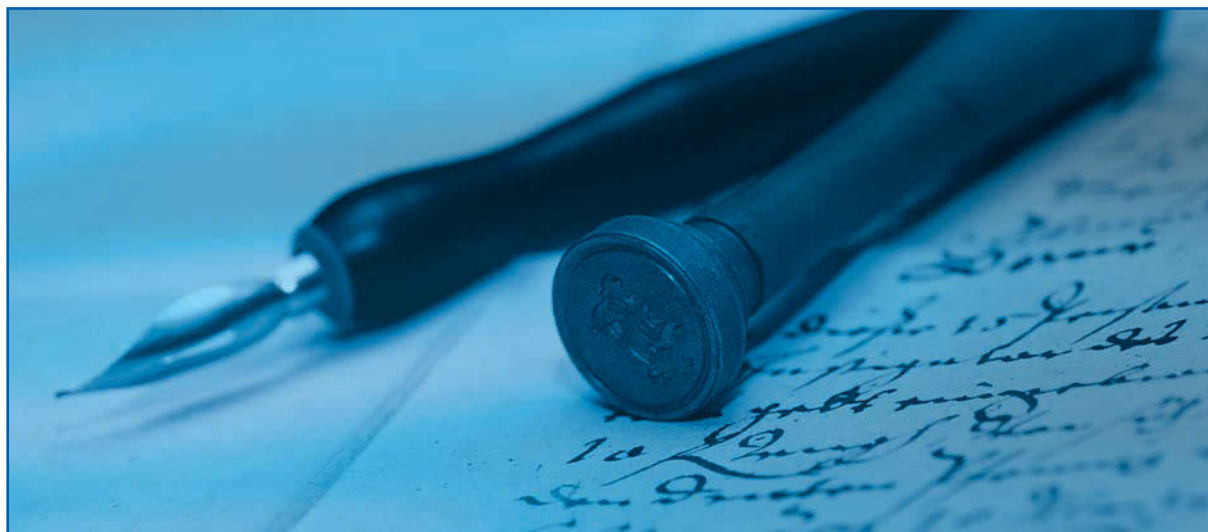
ETDP SETA Response to the new SETA Grants Regulations

The ETDP SETA responded to the draft Government Gazette Notice (referred to above) regarding new SETA Grants Regulations. The main issues which were highlighted included the following: a request to take into account timeframes required for updating the WSP & ATR template, consultation processes with stakeholders, updating the MIS for on-line submissions as well as the need for consistency in the use of terminology across different policy documents.

ETDP SETA Response to NEEDU document

The ETDP SETA responded and provided valuable comments to the National Education Evaluation and Development Unit Bill (Government Gazette No. 34858 of 23 December 2011)

QUALITY ASSURANCE AND PROMOTION OF QUALITY



QUALIFICATIONS DEVELOPMENT

The ETDP SETA signed a Service Level Agreement with QCTO on the 31 July 2011 to be Development Quality Partner (DQP) for the Training and Development Professional occupational qualification (242401).

REGISTRATION OF LEARNERSHIPS

In the past financial year, two learnerships were registered namely,
FETC Youth Development L4 Registration number 07Q070032271464
FETC: Environmental Management Registration number 07Q070033211214

The third application for the Diploma in Environmental Education and Training, SAQA ID 22902 was sent to DHET for registration. An outcome is awaited from DHET.

ACCREDITATION OF PROVIDERS

Accreditation of skills development of providers quality assurance functions support the skills development programmes for both SETA funded programmes and non-SETA funded programmes. The following table gives a picture of the skills development providers' applications for accreditation that were processed during 2011-2012. The accreditation of skills development providers involves the evaluation of the skills development providers learning programmes to ensure that they are fit for purpose.

The table below provides the total number of providers accredited during 2011-2012.

Table 10: Total number of providers accredited during 2011-2012

Province	Applications Received	Quarter Apr-11	Quarter Jul-11	Quarter Nov-11	Quarter Feb-12
Eastern Cape	27	2	9	11	5
Free State	68	2	4	3	59
Gauteng	122	26	45	37	14
KwaZulu Natal	34	5	10	12	7
Limpopo	20	4	6	6	4
Mpumalanga	17	3	4	6	4
North West	19	-	2	9	8
Northern Cape	7	-	-	2	5
Western Cape	15	2	4	8	1
Total	329	44	84	94	107
Black Female	119	17	31	40	31
Black Male	80	12	21	20	27
White Female	74	9	20	21	24
White Male	34	2	4	9	19
Indian Female	8	1	5	2	0
Indian Male	11	3	3	1	4
Coloured Female	-	-	-	-	-
Coloured Male	3	-	-	1	2
Total	329	44	84	94	107
Accreditation	95	12	22	30	31
Re-accreditation	200	19	48	59	74
Re-submission	34	13	14	5	2
Total	329	44	84	94	107
No Accreditation	52	9	12	14	17
Provisional Accreditation	76	16	21	21	18
Full Re-accreditation	87	9	26	23	29
Extended for 1 year	113	10	24	36	43
Change Seta	1	-	1	-	-
Total	329	44	84	94	107

Quality Assurance and Promotion of Quality (Continued)

The accredited providers increased the numbers of accredited providers since 2002 to date to 1453.

These providers, recruit, place, train, assess and moderate learner achievements culminating in the certification of the learners within the ETD sector.

This report is going to outline, the activities of the unit in the verification of learner achievements and certification of successful learners against the SETA's quality assured SAQA registered qualifications.

VERIFICATION OF LEARNER ACHIEVEMENTS

The ETQA has conducted the quality assurance of learner achievement audits of both Skills Programmes; learnership and non learnership for programmes that falls within the ETDP SETA scope of accreditation.

Below is a synopsis of verifications audits conducted in each province

Table 11: Verifications per province

NORTH WEST	18
GAUTENG	239
LIMPOPO	26
FREE STATE	18
MPUMALANGA	21
W. CAPE	74
N. CAPE	06
E. CAPE	27
KZN	50

ENDORSEMENT OF LEARNER ACHIEVEMENTS

Qualifications: Total number endorsed learners is 9598

This is the total number of learners who have had their results endorsed against full qualifications. This number is made up of endorsement of learners results against different qualifications offered as learnership and non learnership.

The analysis of endorsement is as follows; ECD qualifications (23116, 58761; 23117 & 23118) have received a 60% of all qualifications endorsed, followed by Development Practice (23094; 23095) @ 20% of endorsements; OD-ETD (50334 & 50333) @

15% ABET and others sharing the rest

Unit standards: Total number endorsed 49456

This number is made up of all skills programmes within the ETD sector. The breakdown is as follows (Assessor, moderator standards) 115753; 115759 & 115755 taking up to 50%

SDF (15217; 15218; 15227; 15228; 15232) taking up to 25%

Train the trainer (117871; 117877; 117874; 117865; 123394; 123396; 123398) taking up to 15% and others taking up the remaining 10%

RPL ENDORSEMENTS

The RPL endorsements are as follows

National Certificate OD-ETD – 27

FETC: OD-ETD – 3

National Diploma ECD – 01

CERTIFICATION

The total number of certificates printed is 7873

The breakdown for certification of learners against full qualifications is as follows

ECD qualifications, NQF L1, L4& L5 – 74%

OD ETD qualifications NQF L4& L5– 16%

Development Practice NQF L4 & L5 – 6%

Library Practice, ABET and Business Admin - 4%

SUPPORT SERVICES



HUMAN RESOURCES

Employee Growth and Development

Skills Audit

A skills audit was conducted in the organisation and finalised in the last quarter. The purpose of the audit was to assess current staff competencies, skills and qualifications. 63 % of staff participated in the audit. The gaps and development needs identified will be addressed as part of the training interventions for the New Year. The organisation actively encourages continuous training and development, so that the organisation is capacitated to meet the needs of constituent members and other stakeholders. One of the valuable outputs of the audit, was that list of competencies, were developed for the positions audited. These are to be used as part of assessment of potential recruits and identifying development gaps of new appointees.

Employment Equity

The ETDP SETA continues to ensure that the demographics of the Country and the Constituencies are reflected in the workplace.

The table below illustrates the organisation's performance in respect of Employment Equity.

*Support Services (Continued)***Table 12: Employment Equity Profile as per occupational group**

GRADE	Designation	FEMALE				MALE				TOTAL
		A	C	I	W	A	C	I	W	
P3	CEO	1	-	-	-	-	-	-	-	1
P4	COO	-	-	-	-	-	1	-	-	1
P4	CFO	-	-	-	-	-	-	-	1	1
P5	Managers	1	-	-	-	1	-	-	-	2
P6	HODs	5	-	-	1	6	1	2	-	15
P6	Senior Accountant	-	-	-	-	1	-	-	-	1
P7	Accountant	1	-	-	-	-	-	-	-	1
P8	PAs	2	-	-	-	-	-	-	-	2
P8	Skills Advisers	5	-	-	1	8	1	1	-	16
P8	Administrators/Coordinators/Officers	12	-	1	-	6	-	2	-	21
P9	Research Evaluators	1	-	-	-	-	-	-	-	1
P10	ETQA Officers	3	-	-	1	2	-	-	-	6
P10	Administrators	8	1	-	-	1	-	-	-	10
P11	Project Administrators	-	-	-	-	1	-	-	-	1
P12	Reception Administrators	4	1	1	1	1	-	-	-	8
P13	Receptionist	2	-	-	-	-	-	-	-	2
P15	Driver	-	-	-	-	1	-	-	-	1
P15	Office Assistant	1	-	-	-	1	-	-	-	2
GRAND TOTAL										92

Table 13: Number of staff with disabilities

GRADE	Designation	FEMALE				MALE				TOTAL
		A	C	I	W	A	C	I	W	
P6	Provincial Coordinator	-	-	-	-	1	-	-	-	1
P8	HR Practitioner	1	-	-	-	-	-	-	-	1
GRAND TOTAL		1	-	-	-	1	-	-	-	2

Staff Turnover

The staff turnover for the reporting period increased slightly to 8 % for the reporting period, 2010/11= 7.8 % (0.02 %) increase. The turnover rate is regarded as acceptable.

Disciplinary Matters

Disciplinary action was taken against two employees for unauthorised use of a vehicle. Written warnings were given. Another employee was disciplined for insolence resulting in a final written warning.

Labour Relations

The Trade Union operating within the ETDP SETA is National Union of Health and Allied Workers Union (NEHAWU).

MARKETING AND COMMUNICATIONS

The Marketing and Communication Unit continued its support function which is to ensure the marketing and positioning of the ETDP SETA in the education sector. During the 2011/2012 financial year the ETDP SETA increased its visibility at ETD sector events through participation in exhibitions and graduations for ETDP SETA supported learners in provinces. These were held as follows:

- Senekal Career Expo
- Bloemfontein Career Expo
- Polokwane Career Expo
- Ekurhuleni Career Expo
- Western Cape, International educators' conference
- West Coast Career Expo
- 6th Edition Careers Expo in Khayelitsha
- KZN, Education Indaba, organised by SAQA
- Public Works Expo to delegates attending conference in East London
- Public Works Expo to delegates attending the conference in Johannesburg.

Newsletter

Two Upskills corporate newsletters were published during the year under review.

Internal E-Newsletter

A monthly electronic internal communication newsletter is circulated to internal staff to promote information sharing while updating personnel on programmes, policies and progress of the organisation.

Website Management

There is a marked increase in the interaction promoted by the website

International Relations

Namibian's Visit

The ETDP SETA received and welcomed a delegation from the Namibian Department of Education who were on an education and training fact finding mission on adult basic education and training. Valuable information was shared between the two parties.

REPORT OF THE AUDIT COMMITTEE

The Audit Committee is pleased to present its report for the financial year ended 31 March 2012.

Audit Committee members and Attendance

The Audit Committee consists of the members listed hereunder and should meet at least four times in terms of its approved terms of reference. During the current financial year 5 meetings were held. The attendance at these meetings is as follows:

Name of Member	Number of meetings attended
V Mokwena (Chairperson)	4
D Coovadia	3
T Guma	5
C Molepo	4

Responsibility

The Audit Committee has complied with its responsibilities as stipulated in Section 77 of the PFMA, Act 1 of 1999 and Treasury Regulation 3.1. The Audit Committee also reports that it has adopted, with approval from the Board, appropriate formal terms of reference as its Audit Committee Charter. 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 Report on corporate governance, internal audit provides the Audit Committee and management with reasonable assurance that the internal controls are appropriate for the identified business risks. 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 report from 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 report from internal and external auditors, quarterly management reports produced and delivered to stakeholders have been 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 to be included in the annual report with the Auditor-General, the Chief Executive Officer and the Board;
- Reviewed the Auditor-General's management report and management's responses thereto; and

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 Vusi Mokwena CA (SA)
Chairperson – Audit Committee
Date: 27 July 2012

REPORT OF THE AUDITOR-GENERAL TO THE ACCOUNTING AUTHORITY ON THE EDUCATION, TRAINING AND DEVELOPMENT PRACTICES SECTOR EDUCATION AND TRAINING AUTHORITY (ETDP SETA)

REPORT ON THE FINANCIAL STATEMENTS

Introduction

1. I have audited the financial statements of the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) set out on pages 78 to 114, which comprise the statement of financial position as at 31 March 2012, the statement of financial performance, statement of changes in net assets and the cash flow statement for the year then ended and the notes, comprising a summary of significant accounting policies and other explanatory information.

The 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 the South African Standards of Generally Recognised Accounting Practises (SA Standards of 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 the accounting authority determines is 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. My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA), the General Notice issued in terms thereof and International Standards on Auditing. 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.
4. 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.

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

Opinion

6. 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 2012 and its financial performance and cash flows for the year then ended in accordance with the South African Standards of Generally Recognised Accounting Practises (SA Standards of GRAP) and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA).

Report on other legal and regulatory requirements

7. In accordance with the PAA and the General Notice issued in terms thereof, I report the following findings relevant to performance against predetermined objectives, compliance with laws and regulations and internal control, but not for the purpose of expressing an opinion.

Predetermined objectives

8. I performed procedures to obtain evidence about the usefulness and reliability of the information in the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) annual report as

Report of the Auditor-General (Continued)

set out on pages 78 to 114 of the annual report.

9. The reported performance against predetermined objectives was evaluated against the overall criteria of usefulness and reliability. The usefulness of information in the annual performance report relates to whether it is presented in accordance with the National Treasury annual reporting principles and whether the reported performance is consistent with the planned objectives. The usefulness of information further relates to whether indicators and targets are measurable (i.e. well defined, verifiable, specific, measurable and time bound) and relevant as required by the National Treasury Framework for managing programme performance information.

The reliability of the information in respect of the selected objectives is assessed to determine whether it adequately reflects the facts (i.e. whether it is valid, accurate and complete).

10. There were no material findings on the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) annual performance report concerning the usefulness and reliability of the information.

Compliance with laws and regulations

11. I performed procedures to obtain evidence that the entity has complied with applicable laws and regulations regarding financial matters, financial management and other related matters. I did not identify any instances of material non-compliance with specific matters in key applicable laws and regulations as set out in the General Notice issued in terms of the PAA.

Internal control

12. I considered internal control relevant to my audit of the financial statements, of the Education, Training and Development Sector Education and Training Authority's performance report and compliance with laws and regulations. I did not identify any deficiencies in internal control which we considered sufficiently significant for inclusion in this report.

Auditor-General

Pretoria
31 July 2012



AUDITOR-GENERAL
SOUTH AFRICA

Auditing to build public confidence

ANNUAL FINANCIAL STATEMENTS



FOR THE YEAR ENDED 31 MARCH 2012

EDUCATION, TRAINING AND DEVELOPMENT PRACTICES SECTOR EDUCATION AND TRAINING AUTHORITY

The Annual Financial Statements for the year ended 31 March 2012, set out on pages 78 to 114, have been approved by the Accounting Authority in terms of section 51(1) (f) of the Public Finance Management Act (PFMA), No 1 of 1999 on 22 May 2012, and are signed on its behalf by:

N Nxesi
CHIEF EXECUTIVE OFFICER

S Mabusela
BOARD CHAIRPERSON

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REPORT OF THE ACCOUNTING AUTHORITY

INTRODUCTION

A newly appointed ETDP SETA Board as the Accounting Authority came into effect from 1 April 2011. The Minister of Higher Education and Training, Dr B E. Nzimande gazetted the SETA Boards on 8 April 2011 (Government Notice No. 34202).

Board size and composition

The Board is comprised of fifteen members as follows:

CONSTITUENCIES		REPRESENTING ORGANISATIONS	NUMBER
Levy Paying Employers	Private Providers/ NGOs, CBOs and Library and Archives	APPETD/ SANGOCO/ LIASA	1
	HEIs and. Research Institutions	HESA	1
	Independent Schools & School Governing Bodies	NAISA	1
SUB-TOTAL			3
Public Employers	Government Departments	DBE	2
		DHET	1
SUB-TOTAL			3
Labour	Trade Union Federations (excluding FEDUSA) and affiliates	SADTU	3
		NEHAWU	1
		COSATU	1
	Independent trade Unions and Teacher Organisations/Unions	Independent Trade Unions/NTEU	1
SUB-TOTAL			6
Ministerial Appointees:			
Chairperson			1
Other Appointees			2
SUB-TOTAL			3
TOTAL BOARD MEMBERSHIP			15

The following are some the key roles of the Board:

- To set a strategic direction for the ETDP SETA
- Provide effective leadership and to ensure that the ETDP SETA implements the goals of the NSDS and the Performance agreement with the Minister of Higher Education and Training
- To monitor the performance of the ETDP SETA and to ensure compliance with the relevant statutory requirements and the requirements of the ETDP SETA Constitution

BOARD COMMITTEES AND CHAMBERS

The ETDP SETA Board has established Committees and Chambers to support its strategic roles and functions. The following committees and chambers are fully functional.

COMMITTEES

• The Executive Committee

The Board Executive Committee is composed of five Board members, the Board chairperson, two employer representatives and two Labour representatives.

The Executive committee is, among other functions, responsible for overseeing the roles and functions of the committees and chambers, supervising the proper management of all financial matters, performance monitoring and evaluation of the CEO and plays a leading role in strategic and annual performance planning.

• Audit Committee

The Audit Committee is made up of three external experts, qualified as chartered accountants and two Board representatives. The audit Committee provides an oversight role on the Internal Audit function, the overall efficiency and effectiveness of the internal control system and ensures that the annual financial statements have been prepared in accordance with the PFMA, the National Treasury Regulations and the applicable Accounting standards and framework.

Table 14: Remuneration of the Audit Committee Members

Name of Committee Member	Number of Meetings attended	Total Meeting Fee*
Vusi Mokwena	4 meetings attended between 01st April 2011- March 31st 2012	R 27 300,00
Dawood Coovadia	3 Meetings attended between March 31st 2011- March 31st 2012	R 17 160,00

* Committee members were remunerated at a rate of R5 720.00 per meeting and the Chairperson of the Committee was remunerated at a rate of R6 500.00 which was later adjusted to R7 150.00 per meeting. For the first 2 meetings, the Chairperson of the Audit Committee was remunerated at a rate of R6 500.00 per meeting and for the last 2 meetings, he was remunerated at a rate of R7 150.00 per meeting.

• Finance Committee

The Finance Committee provides an oversight role by ensuring that the ETDP SETA has sound financial systems in place and manages its funds appropriately. The Finance committee is made up of four Board members and one independent expert who is also a chartered accountant.

Table 15: Remuneration of the Finance Committee Members

Name of Committee Member	Number of Meetings attended	Total Meeting Fee*
Nick Nicholls	7 Meetings attended between 01st April 2011- 31 March 31st 2012	R 38 400.00

* Mr Nicholls was the only Committee member that received remuneration for meeting attendance due to his status as an independent advisor. For the first 3 meetings he was remunerated at a rate of R 5 200.00 per meeting and for the last 4 meetings, he was remunerated at a rate of R5 720.00 per meeting.

• Human Resource Committee

The HR Committee is comprised of four representatives of the Accounting Authority. The committee is mainly responsible for HR policy development, advising the Board on organisational structure, staff remuneration, salary negotiation and employer and employee labour relations matters at a governance level. The Remunerations Committee is a subcommittee of the HR Committee and is comprised of the HR Committee Chairperson, two other HR committee members, the chairperson of the Finance Committee and one member of the Executive Committee.

• Quality Assurance Permanent Committee (QAPC)

The QAPC is comprised of eight members who have expertise in quality assurance drawn from Labour and Employer Constituencies. The QAPC is responsible for the accreditation of training providers to ensure quality of the learning programmes for education, training and development.

*Report of The Accounting Authority (Continued)***THE CHAMBERS**

The Board established five chambers in order to provide a platform for debate and engagement in all sub sectors of the ETD Sector and to advise the Board on skills needs for planning development for all the ETDP SETA Constituencies. The Chambers are comprised of an equal number of Labour and Employer representatives as follows:

- **Higher Education and Research Chamber**

Higher Education and Research institutions are an important sub-sector to contribute to the knowledge development. This chamber is made up of 20 representatives from Higher Education and Research Institutions as well as labour constituency representatives.

- **Further Education and Training and Technical and Vocational Education and Training Chamber**

The NSDS III puts a lot of emphasis on the involvement of FET Colleges as primary training service providers for vocational and occupational qualifications, and thus making them vital partners to the SETAs. The FET/TVET Chamber is made up of Private and Public FET representatives and labour constituency members. It is comprised of 20 members. The main area of focus for the chamber is to support and develop capacity of the FET lecturers for quality service delivery. This chamber engaged extensively on the discussion on the Green Paper for Post School Education and Training.

- **Schooling Chamber**

This Chamber comprises of representatives from public and private schools making up the majority of the sector. It provides a platform for debate and discussion on the supply and demand of teachers, improving teacher qualification, leadership and management and making input on curriculum development. The chamber is comprised of 26 members, thirteen from the employer (10 DBE representatives, one national and nine from each province, three representatives from independent schools) and thirteen representing labour with teacher unions/organizations in the majority. The chamber is responsible for grade R to Grade 12 schooling aspects to improve quality of education.

- **Provisioning Chamber**

This chamber is comprised of 20 members. It is responsible for ensuring quality of provisioning of education, training and development. The main responsibility of the chamber is to identify relevant training programmes and coordination of development for the ETD training providers, facilitators, coaches, mentors, assessors, skills development facilitators, RPL agents and skills development specialists.

- **Early Childhood Development and Adult education and Training Chamber**

This chamber is responsible for the ETD provisioning for children 0-4 years and Adult Education and Training including basic education. It is made up of 20 members. It also ensures that there is synergy among all different stakeholder activities, appropriate curriculum frameworks and qualifications in place for the development of people in these mostly marginalised sub sectors.

All chambers and committees have clear Terms of Reference and report to the Board via the Executive Committee.

DISCIPLINARY MATTERS

The Board has not been engaged in any disciplinary matter in the 2011/12 financial year. A disciplinary matter on staffing has been dealt with under the Human Resource Report.

LITIGATIONS

The ETDP SETA has been involved in a court case with the South African National Tutor Services (SANTS) over a tender on Early Childhood Development. Two tenders were awarded to National Professional Child Care in Gauteng and the Wonder Kids in KwaZulu Natal as they were the only ones that met the functionality criteria as per the evaluation of the Bid Evaluation Committee and recommended for approval by the Bid Adjudication Committee to CEO. SANTS contested the tender outcomes and took the matter to court. The judge's ruling indicated that the tender TORs were invalid and illegal. This was based on the previous tenders judgments that were adjudicated. The Board is appealing the decision of the judge. There is no outcome yet on the request for appeal.

FINANCIAL RISK MANAGEMENT AND INTERNAL SYSTEMS CONTROL

The Accounting Authority of the ETDP SETA has always strived for best practice and continuous quality improvement. The first annual Board meeting which takes place in March is dedicated towards policy discussions, review and approval to improve efficiency and effectiveness. The internal audit function is the only one that is outsourced and is a responsibility of the Audit Committee which has a majority of independent persons to provide an objective oversight role on the effectiveness of the internal controls to mitigate and minimise risks.

INDUCTION AND DEVELOPMENT OF THE GOVERNANCE STRUCTURES

All governance structures are inducted and orientated on SETA policies, activities and programmes including their respective role and responsibilities. Training and development is made available to the governance structures in line with their areas of responsibility.

ETHICS AND INTEGRITY

The ETDP SETA Board prides itself on the manner in which the individual members and the collective conduct the SETA business. Members do so with integrity and honesty. A code of conduct has been developed and is implemented. In addition to the manner in which the governance members need to conduct themselves, the policy also addresses the two key aspects, namely, dealing with conflict of interest and the declaration of gifts. Staff members also have their own code of conduct under the supervision of senior management.

ORGANISATIONAL PERFORMANCE

The ETDP SETA has over the last years performed excellently against the set targets and continues to achieve its mandate. The performance report speaks for itself although there are few areas of non performance in this financial year. Since its inception, the ETDP SETA has received an unqualified audit report and we intend to continue doing so.

REMUNERATION OF SENIOR MANAGERS

Designation	Salary	13th Cheque	Medical Aid	Pension	Performance Bonus	Acting Allowance	Termination Leave Pay	Total	Period in Service in Financial Year	Start date	Termination date
	R	R	R	R	R			R	Months		
Chief Executive Officer	1 213 807	-	18 573	88 529	92 419	-	-	1 413 328	12		
Chief Financial Officer	266 424	47 323	-	21 053	51 363	-	-	386 163	4	Dec 2011	
Human Resources Manager	226 098	-	-	16 957	-	43 166	47 866	334 087	4		July 2011
Chief Operations Officer	679 637	58 239	20 466	39 311	-	-	76 946	909 542	9		Dec 2011
Manager: Monitoring, Evaluation and Reporting	477 156	27 391	10 269	22 842	43 560	-	-	592 217	9	July 2011	
Manager: Media and Public Relations	168 743	-	3 864	9 155	-	-	-	181 762	3	Jan 2012	

*Report of The Accounting Authority (Continued)***NB: The above total figures include annual salary increment of 7%**

- Chief Financial Officer: Appointed on promotion 01 December 2011
- Former HR Manager: Deceased 31 July 2011
- Chief Operations Officer: Terminated 15 December 2011 increase percentage of 7% prorated
- Manager: Monitoring, Evaluation and Reporting: Appointment on promotion 01 July 2011
- Manager: Media & Public Relations: Appointed on 01 January 2012
- Chief Executive Officer: Board approved the alignment of the SETA's CEOs remuneration with their counter parts (Directors General) in the public service as per the Public Service Act

REMUNERATION OF BOARD AND COMMITTEES

The ETDP SETA has not paid meeting fees and Board fees in the past years. However, as per the directive of the Minister of Higher Education and Training, meeting fees will be paid to the Board and Committee members. The Board approved that the Board fees should only be paid to the Chairperson and one Ministerial appointee who are self-employed and do not represent any Constituent member at the SETA. This was a good governance decision in ensuring that the funds of the SETA are mainly allocated to Constituency support and development.

RE-LICENSING

The Minister of Higher Education and Training has relicensed the ETDP SETA until 31 March 2016 with its original mandate and scope as well as within the Framework of NSDS III.

GOING CONCERN

The ETDP SETA will continue to exist for the remainder of its registration period. This due to its healthy financial outlook and excellent performance.

MEETING ATTENDANCE

The attached Appendix A provides a list of all governance members participating in SETA activities and the rate of meetings attendance.



Ms Shirley Mabusela
Chairperson - ETDP SETA Board

STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 MARCH 2012

	Note	2011/12 R'000	2010/11 R'000
REVENUE			
Non - Exchange Skills Development Levy: income	3	331,812	288,050
Non - Exchange Skills Development Levy: penalties and interest		3,375	2,074
National Skills Fund income	15	803	-
Investment income from exchange transactions	4	16,611	15,515
Other income from exchange transactions	5	147	143
Total revenue		<u>352,748</u>	<u>305,782</u>
EXPENSES			
Mandatory and discretionary grants	6	-252,331	-225,911
Administration expenses	7	-85,803	-76,752
National Skills Fund expenses	15	-803	-
Total expenses		<u>-338,937</u>	<u>-302,663</u>
NET SURPLUS FOR THE YEAR	2	<u>13,811</u>	<u>3,119</u>

STATEMENT OF FINANCIAL POSITION 31 MARCH 2012

	Note	2011/12 R'000	2010/11 R'000
ASSETS			
Non-current assets			
Property, plant and equipment	8	4,266	1,836
Intangible assets	9	229	413
		<u>4,495</u>	<u>2,249</u>
Current assets			
Accounts receivable from non-exchange transactions	10	3,330	871
Accounts receivable from exchange transactions	11	3,804	1,650
Cash and cash equivalents	12	284,686	293,555
		<u>291,820</u>	<u>296,076</u>
TOTAL ASSETS		<u>296,315</u>	<u>298,325</u>
LESS : LIABILITIES			
Current liabilities			
Accounts payable from non-exchange transactions	13	16,648	36,940
Accounts payable from exchange transactions	14	15,863	12,958
National Skills Fund received in advance	15	168	-
Accrued employee entitlements	16	4,427	3,029
		<u>37,106</u>	<u>52,927</u>
TOTAL LIABILITIES		<u>37,106</u>	<u>52,927</u>
NET ASSETS AND LIABILITIES		<u>259,209</u>	<u>245,398</u>
Reserves			
Administration reserve		4,495	2,249
Employer grant reserve		-	356
Discretionary reserve		254,714	242,793
TOTAL RESERVES		<u>259,209</u>	<u>245,398</u>

STATEMENT OF CHANGES IN NET ASSETS FOR THE YEAR ENDED 31 MARCH 2012

	Note	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 2010		2130	360	239,353	-	241,843
Prior period error	24	-	234	20	-	254
Restated balance at 31 March 2010		2,130	594	239,373	-	242,097
Net surplus per Statement of Financial Performance		-	-	-	3,119	3,119
Allocation of unappropriated surplus		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	234	242,733	-	245,216
Prior period error	24	-	122	60	-	182
Restated balance at 31 March 2011		2,249	356	242,793	-	245,398
Net surplus per Statement of Financial Performance		-	-	-	13,811	13,811
Allocation of unappropriated surplus	2	19,879	39,456	-45,524	-13,811	-
Excess reserves transferred to Discretionary reserve		-17,633	-39,812	57,445	-	-
Balance at 31 March 2012		4,495	-	254,714	-	259,209

CASH FLOW STATEMENT FOR THE YEAR ENDED 31 MARCH 2012

	Note	2011/12 R'000	2010/11 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Cash receipts from stakeholders		335,213	290,283
Levies received - Administration		105,534	103,668
- Employer grants		161,997	131,025
- Discretionary grants		64,281	53,488
Interest and penalties received		3,375	2,074
Other income		25	28
Cash paid to stakeholders, suppliers and employees		-357,435	-276,714
Grants and project payments		-268,777	-203,227
Compensation of employees		-38,805	-37,049
Payments to suppliers		-49,853	-36,438
Net cash (outflow) / inflow from operating activities	17	-22,222	13,569
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of property, plant and equipment		-3,226	-937
Proceeds from disposal of property, plant and equipment		14	14
Investment income		16,565	15,516
Net cash inflow from investing activities		13,353	14,593
Net (decrease) / increase in cash and cash equivalents		-8,869	28,162
Cash and cash equivalents at beginning of the year	12	293,555	265,393
Cash and cash equivalents at end of the year	12	284,686	293,555

NOTES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2012

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 Practice (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. Contributions from the Departments of Basic Education (DBE) 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 allocation 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

Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)

been made for the refund of the levies.

1.3.2 Interest and penalties

Interest and penalties are recognised at the earlier of the allocation by the Department of Higher Education and Training 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 call account is accrued 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 a WSP/ATR has 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 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 ETDP SETA by the DHET plus surplus from 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,
- 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	13% - 20%
• Computer equipment	14% - 33%
• Kitchen equipment	13 %- 17%
• Leasehold improvements	5% - 17%
• Office furniture and fittings	3% - 10%
• Office equipment	7% - 33%
• Minor assets	4% - 100%
• Motor Vehicle	15% - 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 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 five years to March 2016. (2010/11 : one year to March 2011). 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	7% - 33%

Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)

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 five years to March 2016 (2010/11 : one year to March 2011). 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 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, 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 shall recognise 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

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 which represents fair value.

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 which represents fair value.

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 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, 1998 (Act No. 97 of 1998).

The following reserves are utilised :

- Administration reserve

Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)

- Employer grant reserve
- Discretionary 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:

	2011/12	2010/11
	%	%
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 grant reserve and the Discretionary 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 reserve at year end. Employer grant reserve funds that are not provided for specific grants are moved to the Discretionary 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.

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 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 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.

1.15 Comparative figures

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

1.16 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.

1.17 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 ETDP SETA's similar financial instruments.

1.18 Standards of GRAP not yet effective

The following standards have been approved but are not effective at 31 March 2012

- GRAP 21 : Impairment of non-cash-generating assets
- GRAP 23 : Revenue from non-exchange transactions
- GRAP 24 : Presentation of budget information
- GRAP 26 : Impairment of cash generating assets
- GRAP 103 : Heritage assets

Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)

2 ALLOCATION OF NET SURPLUS FOR THE YEAR TO RESERVES:

	Administration reserve R'000	Employer grant reserve R'000	Discretionary reserve R'000	2011/12 R'000	2010/11 R'000
Total revenue	105,682	161,997	84,266	351,946	305,782
Skills development levy: income					
Admin levy income (DHET)	32,542	-	-	32,542	26,260
Grant levy income (DHET)	-	161,997	64,281	226,279	184,398
Skills development levy: penalties and interest	-	-	3,374	3,374	2,074
Admin levy - DBE and DHET	72,993	-	-	72,993	77,392
Investment income	-	-	16,611	16,611	15,515
Other income	147	-	-	147	143
Total expenses	85,803	122,541	129,790	338,134	302,663
Administration expenses	85,803	-	-	85,803	76,752
Employer grants and project expenses	-	122,541	129,790	252,331	225,911
Net surplus per Statement of Financial Performance	19,879	39,456	-45,524	13,811	3,119

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 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

	2011/12 R'000	2010/11 R'000
The total levy income per the Statement of Financial Performance is as follows:		
Levy income: Administration	105,534	103,652
Levies received	105,534	103,652
Levies received from levy payers	32,540	26,261
Government levies received	72,993	77,392
Inter SETA transfers in	1	2
Inter SETA transfers out	-	-3
Levy income: Employer Grants	161,997	130,943
Levies received	161,997	130,943
Levies received from levy payers	161,994	130,951
Inter SETA transfers in	3	8
Inter SETA transfers out	-	-16
Levy income: Discretionary Grants	64,281	53,455
Levies received	64,281	53,455
Levies received from levy payers	64,280	53,458
Inter SETA transfers in	1	3
Inter SETA transfers out	-	-6
	<u>331,812</u>	<u>288,050</u>

4 INVESTMENT INCOME FROM EXCHANGE TRANSACTIONS

	2011/12 R'000	2010/11 R'000
Interest income		
Accrued	194	148
Bank deposits	16,417	15,367
	<u>16,611</u>	<u>15,515</u>

5 OTHER INCOME FROM EXCHANGE TRANSACTIONS

	2011/12 R'000	2010/11 R'000
Mandatory grants received	122	115
Insurance recoveries	25	28
	<u>147</u>	<u>143</u>

*Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)***6 MANDATORY AND DISCRETIONARY GRANTS**

	2011/12	2010/11
	R'000	R'000
Mandatory grants	122,541	108,223
Disbursements	107,093	73,822
Accruals raised	15,448	34,401
Discretionary grants and projects	129,790	117,688
Disbursements	121,965	109,782
Accruals raised	7,825	7,906
	<u>252,331</u>	<u>225,911</u>

6.1 Discretionary expenditure consists of:

Direct project costs	129,790	117,688
	<u>129,790</u>	<u>117,688</u>

7 ADMINISTRATION EXPENSES

		2011/12 R'000	2010/11 R'000
Asset related costs			
Depreciation		775	630
current year		717	630
due to change in estimate		58	-
Amortisation - current year		184	121
Loss on disposal of property, plant and equipment		7	53
Building related costs			
Operating rentals - buildings		6,198	3,782
Security and cleaning		908	727
Water and electricity		1,608	1,190
Outside consultants costs			
Consultancy and service provider fees		2,184	2,235
Remuneration to members of the audit committee		72	114
Meeting and board fees		2,009	-
Auditors' remuneration		2,355	2,182
External audit fees		1,452	1,612
Internal audit fees		903	570
Staff related costs			
Cost of employment	7.1	40,133	36,287
Staff training and development		840	826
Recruitment		677	551
Stationery and consumables		462	566
Other administration costs			
Maintenance and repairs		2,399	2,385
Advertising, marketing and promotions, communication		2,339	2,454
Legal fees		2,368	698
Travel and subsistence		11,015	11,160
Courier fees		801	638
Hire of equipment		952	698
Insurance		415	330
Bank charges		248	219
SETA Conference	7.2	-	2,131
Workshops and AGM		1,777	3,184
Staff relocation		1,543	24
Printing and postage		327	317
Refreshments and catering		1,000	1,286
Teacher conference & unemployed graduates		-	69
Telephone and cellular phone		1,345	1,399
Other		863	496
Total per Statement of Financial Performance		85,803	76,752

*Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)***7.1 Cost of employment**

Salaries and wages	37,125	33,564
Basic salaries	30,681	26,659
Pension contributions: employee	1,690	1,578
Non-pensionable allowance	4,389	4,539
Leave payments	365	779
Overtime payments	-	9
Employer contributions	3,008	2,723
Medical aid contributions	1,182	1,009
Pension contributions: defined contribution plan	1,690	1,578
UIF	136	136
	<u>40,133</u>	<u>36,287</u>
Number of employees	91	83

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 PROPERTY, PLANT AND EQUIPMENT

FOR THE YEAR ENDED 31 MARCH 2012			
	Cost	Accumulated depreciation/ impairment	Closing carrying amount
	R'000	R'000	R'000
ETDP SETA assets			
Computer equipment	3,202	-1,895	1 307
Office furniture and fittings	3,096	-1,862	1 234
Office equipment	1,174	-714	460
Audiovisual equipment	202	-130	72
Kitchen equipment	55	-24	31
Leasehold improvements	1,059	-185	874
Motor vehicle	559	-333	226
Minor assets	403	-341	62
Balance at end of year	9 750	-5,484	4 266

FOR THE YEAR ENDED 31 MARCH 2011			
	Cost	Accumulated depreciation/ impairment	Closing carrying amount
	R'000	R'000	R'000
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
Balance at end of year	6,562	-4,728	1,836

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

Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)

	Carrying amount 2011	Additions at cost	Disposals at net book value	Depreciation	Depreciation change in estimate	Carrying amount 2012
Movement summary 2011/12	R'000	R'000	R'000	R'000	R'000	R'000
ETDP SETA assets						
Computer equipment	871	905	-21	-448	-	1,307
Office furniture and fittings	259	1,076	-	-101	-	1,234
Office equipment	137	405	-	-82	-	460
Audiovisual equipment	98	-	-	-27	1	72
Kitchen equipment	11	27	-	-7	-	31
Leasehold improvements	131	809	-	-66	-	874
Motor vehicle	312	-	-	-86	-	226
Minor assets	17	4	-	-16	57	62
	1,836	3,226	-21	-833	58	4,266
Capitalised finance leases						
Office equipment	-	-	-	-	-	-
	-	-	-	-	-	-
Balance at end of year	1,836	3,226	-21	-833	58	4,266

	Carrying amount 2010	Additions at cost	Disposals at net book value	Depreciation	Carrying amount 2011
Movement summary 2010/11	R'000	R'000	R'000	R'000	R'000
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	-
Balance at end of year	1,607	926	-67	-630	1,836

9 INTANGIBLE ASSETS

	Cost	Accumulated amortisation	Closing carrying amount
	R'000	R'000	R'000
FOR THE YEAR ENDED 31 MARCH 2012			
ETDP SETA assets			
Computer software	2,603	-2,374	229
	2,603	-2,374	229

	Cost	Accumulated amortisation	Closing carrying amount
	R'000	R'000	R'000
FOR THE YEAR ENDED 31 MARCH 2011			
ETDP SETA assets			
Computer software	2,603	-2,190	413
	2,603	-2,190	413

	Carrying amount 2011	Additions at cost	Disposals at net book value	Amortisation	Carrying amount 2012
	R'000	R'000	R'000	R'000	R'000
Movement summary 2011/12					
ETDP SETA assets					
Computer software	413	-	-	-184	229
	413	-	-	-184	229

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

*Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)***10 ACCOUNTS RECEIVABLE FROM NON-EXCHANGE TRANSACTIONS**

		2011/12 R'000	2010/11 R'000
Employer receivables	10.1	3,504	1,050
less : provision for doubtful receivables		-207	-207
Staff debtors		33	28
		<u>3,330</u>	<u>871</u>

10.1 Employer receivables

	2011/12 R'000	2010/11 R'000
Grants overpaid due to SARS reversals		
Opening balance	1,050	176
Realised during the year	-1,398	-19
Charged to income	3,852	893
Closing balance	<u>3,504</u>	<u>1,050</u>

11 ACCOUNTS RECEIVABLE FROM EXCHANGE TRANSACTIONS

	2011/12 R'000	2010/11 R'000
Deposits	2,319	348
Interest receivable	194	148
Prepaid expenses	851	718
Sundry receivables	680	436
less : provision for doubtful receivables	-240	-
	<u>3,804</u>	<u>1,650</u>

12 CASH AND CASH EQUIVALENTS

	2011/12 R'000	2010/11 R'000
Cash at bank and on hand	22,004	5,532
Cash at bank	21,995	5,530
Cash on hand	9	2
Short term investments	262,682	288,023
Cash and cash equivalents at end of year	284,686	293,555

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 5.44% (Prior year 5.97%).

13 ACCOUNTS PAYABLE FROM NON-EXCHANGE TRANSACTIONS

		2011/12 R'000	2010/11 R'000
Skills development grants payable	13.1	15,879	34,080
InterSETA transfers		-	1
Conditional grant from provincial Dept of Basic Education		-	2,500
Levies refundable to small employers	13.2	589	338
Liability resulting from straight line valuation of leases		180	21
		16,648	36,940

13.1 Skills development grants payable

	2011/12 R'000	2010/11 R'000
Open carrying amount	34 080	8,222
Amounts utilised during the year	-34,080	-8,222
Charged to income during the year	15,879	34,080
Closing carrying amount	15,879	34,080

13.2 Levies refundable to small employers

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

	2011/12 R'000	2010/11 R'000
Opening balance	338	206
Charged to income during the year	251	132
Refunded during the year	-	-
Closing balance	589	338

*Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)***14 ACCOUNTS PAYABLE FROM EXCHANGE TRANSACTIONS**

	2011/12	2010/11
	R'000	R'000
Project creditors	7,825	7,906
Trade payables	4,645	3,886
Other accrued expenses	3,393	1,166
	<u>15,863</u>	<u>12,958</u>

15 NATIONAL SKILLS FUND RECEIVED IN ADVANCE

	2011/12	2010/11
	R'000	R'000
Funds received during the year	971	-
Utilised and recognised as revenue - conditions met	-803	-
Closing balance per Statement of Financial Position	<u>168</u>	<u>-</u>

16 ACCRUED EMPLOYEE ENTITLEMENTS

	Employee leave	Employee bonus	2011/12	2010/11
	R'000	R'000	R'000	R'000
Open carrying amount	1 215	1 814	3 029	3 722
Amounts utilised during the year	-1,054	-2,369	-3 423	-4,913
Charged to income during the year	2,247	2,574	4 821	4,220
Closing carrying amount	<u>2,408</u>	<u>2,019</u>	<u>4,427</u>	<u>3,029</u>

The liability for the payment of leave pay 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 TO NET CASH (OUTFLOW) / INFLOW FROM OPERATIONS

	2011/12 R'000	2010/11 R'000
Net surplus as per Statement of Financial Performance	13,811	3,119
Adjusted for non-cash items:		
Depreciation / Amortisation	959	751
Loss on disposal of property, plant and equipment	7	53
Increase/(decrease) in accrued employee entitlements	1,398	-694
Increase in special project funding	168	-
Investment income	-16,565	-15,515
Increase in receivables	-4,614	-1,199
(Decrease) / increase in payables	-17,386	27,054
Net cash (outflow) / inflow from operations	<u>-22,222</u>	<u>13,569</u>

Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)

18 COMMITMENTS

18.1 Discretionary reserve

Of the balance of R255 million available in the Discretionary reserve at the end of March 2012, the commitments detailed below of R114 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 2011	Adjustments 2011/12	New contracts 2011/12	Expenditure in 2011/12	Balance of commitments plus new contracts at 31 March 2012
	R'000	R'000	R'000	R'000	R'000
ABET L1-4	7,449	1,321	1,650	7,056	3,365
Apprenticeship / Artisans	1,808	-891	-	506	411
BEE	300	-300	-	-	-
Bursaries	4,112	-4,784	22,210	9,554	11,983
Matric Educators Support	-	-663	823	-	160
Comdev L4	19,550	-3,196	-	12,895	3,459
Material Development	-	-	-	-	-
Constituency Support - R30m	23,374	2,149	-	9,888	15,635
Constituency Support - 2011/12	-	-80	2,982	-	2,902
Under- And Unqualified Teachers	1,800	-1,800	-	-	-
Trade Union Qualification	600	-500	-	-	100
ECD L4 And L5	24,907	-2,948	61,572	36,631	46,900
Higher Education Management Certificate	340	-340	-	-	-
ICT	6,732	-1,402	690	4,702	1,318
Internships	1,082	2,060	22,282	15,988	9,436
ISOE Support	150	-150	-	-	-
New Venture	1,697	-79	-	1,436	182
ODETD L4 And L5	4,107	-868	-	2,059	1,180
Paralegal Training	16	-16	-	-	-
Quality Assurance	-	-53	107	43	11
Research	983	878	-	1,862	-
Skills Programmes	5,307	3,191	14,728	12,008	11,218
Verification & Accreditation	-	-	2,416	2,416	-
Workplace	68	401	10,794	7,290	3,972
Youth Development	4,012	-110	3,453	5,456	1,899
Total	108,394	-8,180	143,707	129,790	114,131

In addition to the commitments of R114 million which is supported by signed contracts, the Board approved additional funds of R149 million, via a budgeting process, in order to fund more programmes in the 2012/13 financial year.

Summary of total funding commitments

	R'000
Discretionary reserves per statement of financial position	254,714
Contracted funding per above table	-114,131
Committed in 2012/13 budget	-149,325
Funded by future revenue	<u>-8,742</u>

18.2 Administration reserve

	2011/12 R'000	2010/11 R'000
Reserve retained to cover future depreciation / amortisation of Property, plant and equipment / Intangible assets	<u>4,495</u>	<u>2,249</u>

18.3 Total of future minimum lease payments under non-cancellable leases:**18.3.1 Operating Leases**

	2011/12 R'000	2010/11 R'000
Buildings		
Not later than one year	7,830	1,700
Later than one year and not later than five years	15,356	2,181
	<u>23,186</u>	<u>3,881</u>

Details of operating lease agreements:

Geographic area	Service	Commencement date	Termination date	Option to renew the lease	Escalation % p.a.
Bedfordview, Johannesburg	Rental	17 October 2011	30 June 2016	Yes	8
Nelspruit	Rental	01 May 2011	30 April 2014	Yes	8.5
Potchefstroom	Rental	01 June 2011	31 May 2014	Yes	8
Kimberley	Rental	01 July 2011	30 June 2014	Yes	8
East London	Rental	01 June 2010	31 May 2013	No	10
Cape Town	Rental	01 August 2011	31 July 2014	No	9
Durban	Rental	01 August 2009	31 July 2012	No	9
Polokwane	Rental	01 December 2011	29 February 2016	Yes	8

19 CONTINGENT LIABILITY

The ETDP SETA lost a legal action in the North Gauteng High Court during the financial year and the plaintiff was awarded costs. Application has been made to appeal against the judgement and the costs will only become payable in the event that the appeal is denied or lost. The amount of the costs is approximately R300 000.

*Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)***20 RISK MANAGEMENT****20.1 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 Treasury Regulation 28.1. Below is the ETDP SETA's risk management process.

20.2 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.

20.3 Liquidity risk

This risk is managed via proper working capital management, expenditure management, 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 ETDP SETA's financial liabilities into 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 2012				
Trade and other payables	31,922	-	589	-
March 2011				
Trade and other payables	47,060	-	338	-

20.4 Interest risk

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 rate variations. At the reporting date, the prime rate was 9% (2011:9%).

	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 2012				
Financial assets				
Cash	284,677	5.44	9	284,686
Accounts receivable	3,804		3,330	7,134
Total financial assets	288,481		3,339	291,820
Financial liabilities				
Accounts payable	-15,863		-21,075	-36,938
Total financial liabilities	-15,863		-21,075	-36,938
FOR THE YEAR ENDED 31 MARCH 2011				
Financial assets				
Cash	293,553	5.97	2	293,555
Accounts receivable	1,214		871	2,085
Total financial assets	294,768		873	295,640
Financial liabilities				
Accounts payable	-12,958		-39,969	-52,927
Total financial liabilities	-12,958		-39,969	-52,927

20.5 Credit risk

Financial assets which potentially subject 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.

*Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)***20.6 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.

21 RELATED PARTY TRANSACTIONS**21.1 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.

	2011/12		2010/11	
	R'000		R'000	
	Amount of the transaction	Amount receivable/ (payable)	Amount of the transaction	Amount receivable/ (payable)
Received	5	-	13	-
W&R SETA	5	-	-	-
H&W SETA	-	-	13	-
Paid	-	-	-24	-1
SERVICE SETA	-	-	-24	-
ISETT SETA	-	-	-	-1
Total	5	-	-11	-1

21.2 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 start of meetings.

Related party	Nature of relationship	Transaction type	Amount of the transaction	2011/12	2010/11	
				R'000	R'000	
				Amount payable	Amount of the transaction	Amount payable
Payables						
HESA	Governance	Mandatory grant	79	6	62	7
NEHAWU	Governance	Mandatory grant	-	-	122	-
SADTU	Governance	Mandatory grant	145	-	97	24
NAPTOSA	Governance	Mandatory grant	69	4	53	9
Thembekile Training Consulting	Governance	Discretionary grant	-	-	2,765	-
Dr N GOPAL	Governance	Service provider	-	-	8	-
POLOKWANE MUNICIPALITY	Public entity	Service provider	15	-	12	-
SABC	Public entity	Service provider	1	-	1	-
SAQA	Public entity	Service provider	257	-	776	-
SAA	Public entity	Service provider	5,397	-	4,747	-
THE AUDITOR - GENERAL	Public entity	Service provider	1,206	246	1,592	-
TELKOM SA	Public entity	Service provider	875	184	1,090	-

22 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 differ from previous estimates, an adjustment for an over or underestimation is processed in the asset register.

23 EVENTS AFTER THE REPORTING DATE

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

Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)

24 PRIOR PERIOD ERROR

During the financial year ended 31 March 2012 it was discovered that payments made to creditors in prior years in respect of employer and discretionary grants were paid into incorrect bank accounts. The error was corrected in the current year but highlighted errors of disclosure made in prior years. In order to correct misstatements in prior years the following restatements were made to comparative disclosures:

	2011/12 R'000	2010/11 R'000
Reserves		
Opening balance	244,962	241,843
Employer grants	356	234
Discretionary grants	80	20
Restated balances per Statement of Changes in Net Assets	245,398	242,097
Accounts Receivable from non-exchange transactions		
Per Statement of Financial Position		1,214
Correction in respect of above errors		436
Restated balance per Statement of Financial Position		1,650

25 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.

	2011/12 Actual R'000	2011/12 Budget R'000	2011/12 Variance R'000
REVENUE			
Skills Development Levy : income	335,187	304,091	31,096
National Skills Fund income	803	-	803
Investment income	16,611	20,095	-3,484
Other income	147	-	147
Total revenue	352,748	324,186	28,562
EXPENSES			
Administration expenses	-85,803	-109,584	23,781
Employer grants	-122,541	-95,158	-27,383
Discretionary grants	-129,790	-141,287	11,497
National Skills Fund expenses	-803	-	-803
Total expenses	-338,937	-346,029	7,092
Net surplus/(deficit) for the year	13,811	-21,843	35,654

Administration expenses

	31 March 2012 Actual R'000	31 March 2012 Budget R'000	31 March 2012 Variance R'000
Advertising and promotions	2,339	5,060	2,721
Audit fees	2,355	2,898	543
Bank charges	248	270	22
Board and meeting fees	2,009	3,707	1,698
Cellphone	258	486	228
Consulting fees	2,256	2,245	-11
Consumables	179	300	121
Depreciation / amortisation	960	2,670	1,710
Doubtful receivables	240	-	-240
Electricity and water	1,608	1,832	224
Legal fees	2,368	1,815	-553
Loss on disposal of assets	7	-	-7
Hire of equipment	952	1,189	237
Insurance	415	491	76
IT maintenance and licences	2,076	2,338	262
Motor vehicle expenses	75	304	229
Postage,printing and courier	1,127	1,905	778
Records and data maintenance	554	1,318	764
Recruitment expenses	677	1,063	386
Relocation of staff	1,543	2,150	607
Repairs and maintenance	249	842	593
Refreshments and catering	1,000	1,616	616
Rent	6,198	5,713	-485
Security and cleaning	908	1,088	180
Salaries and benefits	40,133	42,362	2,229
Seminars and conferences	1,777	6,404	4,627
Subscriptions	10	25	15
Staff training	840	2,009	1,169
Staff wellness	15	180	165
Stationery	283	1,385	1,102
Telephone and fax	1,087	1,973	886
Travel and accommodation	11,015	13,946	2,931
Workmens compensation	42	-	-42
	85,803	109,584	23,781

*Notes to The Annual Financial Statements for The Year Ended 31 March 2012 (Continued)***Explanation of material variances between actual results and approved budget****Levies**

Skills development levy income is higher than budget by R31m due to the considerably higher level of receipts from levy paying organisations during the year. This is attributed to a greater number of levy payers in the sector and higher payroll levels.

Investment income

Investment income is at 83% 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 underspending on advertising, rent, seminars and conferences, and travel and accommodation are generally due to the implementation of provincial offices being delayed during the financial year and reduced level of operational activity compared to budget.

Mandatory grants

Grants paid shows an increase over budget of 29% reflecting an increased support for the grants system in the light of higher levy income in the financial year.

Discretionary grants

Discretionary spending is at 92% of budget 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. Workplace support with a budget of R12m was unable to be implemented in the financial year due to strategic incapacitance.

APPENDIX

THE ETDP SETA GOVERNANCE STRUCTURE AND COMMITTEE MEMBERS ATTENDANCE RECORD DURING 2011/2012 FINANCIAL YEAR

ETDP SETA Board for the period April 2011 – March 2012

No.	Name & Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term	Meetings attended out of 5*
1.	Shirley Mabusela	Chairperson	Independent	Black	Female	April 2011	1	March 2016	(5)
2.	Sipho Khuzwayo	Ministerial Appointee	Independent	Black	Male	April 2011	1	March 2016	(4)
3.	Maryna Marais	Ministerial Appointee	Independent	White	Female	April 2011	1	March 2016	(4)
4.	Salome Sithole	Member (resigned)	SADTU	Black	Female	April 2011	1	March 2016	(0)
	Lucas Maphila	Board Nominee		Black	Male	August 2011			(1)
5.	Nkosana Dolopi	Board Member (replaced)	SADTU	Black	Male	April 2011	1	March 2016	(0)
	George Mudumela	Board Nominee		Black	Male	May 2011			(4)
	Fezeka Loliwe	Board Nominee		Black	Female	January 2012			(1)
6.	Veronica Hofmeester	Member	SADTU	Coloured	Female	April 2011	1	March 2016	(4)
7.	Joe Mpisi	Member	NEHAWU	Black	Male	April 2011	1	March 2016	(1)
8.	Graham Myers (Dr)	Member	NTEU	White	Male	April 2011	1	March 2016	(5)
9.	Simone Geyer	Member	DBE National	Coloured	Female	April 2011	1	March 2016	(4)
10.	Nkosinathi Ngcobo	Member	DBE KZN	Black	Male	April 2011	1	March 2016	(4)
11.	Diane Parker (Dr)	Member	DHET	White	Female	April 2011	1	March 2016	(3)
12.	Sakkie van de Merwe (Prof)	Member	APPETD	White	Male	April 2011	1	March 2016	(5)
13.	Mandi Wallace	Member	HESA	White	Female	April 2011	1	March 2016	(5)
14.	Anna Marie Russell	Member (resigned)	NAISA	White	Female	April 2012	1	March 2016	(1)
	Mandla Mthembu	Board Nominee		Black	Male	November 2011			(2)
15.	Vusi Mokwena	A C Chair –Ex Officio	Independent	Black	Male	April 2011	2	March 2016	(2)
16.	Sipho Sukati	FC Chair-Ex-Officio	DBE Mpumalanga	Black	Male	April 2011	1	May 2016	(4)
17.	Paseka Njobe	HRC Chair-Ex-Officio	DBE National	Black	Male	April 2011	1	May 2016	(1)
18.	Mandla Msweli	ETQA PC Chair Ex-Officio	DBE KZN	Black	Male	April 2011	1	May 2016	(4)
19.	Solwako Mahlangu	ManCom Chair - Ex-Officio	SADTU	Black	Male	April 2011	1	March 2016	(2)

*The Board had four scheduled meetings and one special meeting

*Appendix (Continued)***The Executive Committee of the ETDP SETA for the period April 2011 – March 2012**

No.	Name & Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term	Meetings attended out of 7*
1.	Shirley Mabusela	Chairperson	Independent	Black	Female	April 2011	1	March 2016	(7)
2.	Simone Geyer	Member	DBE National	Coloured	Female	April 2011	1	March 2016	(5)
3.	Mandi Wallace	Member	HESA	White	Female	April 2011	1	March 2016	(7)
4.	George Mudumela	Member (resigned)	SADTU	Black	Male	April 2011	1	March 2016	(5)
5.	Fezeka Loliwe	Member	SADTU	Black	Female	January 2012	1	March 2016	(1)
6.	Joe Mpisi	Member	NEHAWU	Black	Male	April 2011	1	March 2016	(3)

*The EXCO had six scheduled meetings and one special meeting

The ETDP SETA Schooling Chamber for the period April 2011 – March 2012

No.	Name & Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term	Meetings attended out of 4
1	Haroon Mahomed	Chairperson	DBE National	Indian	Male	November 2010	1	March 2016	(2)
2	Solwako Mahlangu	Co-Chairperson	SADTU	Black	Male	November 2010	1	March 2016	(3)
3	Eddie Kirsten	Member	DBE W. Cape	White	Male	November 2010	1	March 2016	(3)
4	Eezy Lukhaimane	Member	DBE NW	Black	Female	February 2011	1	March 2016	(3)
5	Mzamo Jacobs	Member	DBE FS	Black	Male	November 2010	1	March 2016	(1)
6	Lehlohonolo Aaron	Member (resigned)	DBE NC	Black	Male	November 2010	1	April 2011	(0)
7	Roseline Tyler	Member	DBE NC	Coloured	Female	February 2012	1	March 2016	(0)
8	Peggy Msimango (Dr)	Member	DBE KZN	Black	Female	November 2010	1	March 2016	(4)
9	Unathi Ncandela	Member	DBE EC	Black	Female	February 2012	1	March 2016	(0)
10	Jeanette Moema	Member	DBE Gauteng	Black	Female	February 2012	1	March 2016	(1)
11	Pinky Mbatsane	Member	DBE Mpumalanga	Black	Female	February 2012	1	March 2016	(1)
12	Molefe Ralenala (Prof)	Member (resigned)	DBE Limpopo	Black	Male	November 2010	1	July 2011	(1)
13	Suzan Malima	Member	DBE Limpopo	Black	Female	September 2011	1	March 2016	(1)
14	Anna Marie Russell	Member	NAISA	White	Female	February 2011	1	March 2016	(3)
15	Mandla Mthembu	Member	NAISA	Black	Male	November 2010	1	March 2016	(3)
16	Suritha Kaminsky	Member	NAISA	White	Female	November 2010	1	March 2016	(4)
17	Zamile Hector Sinuka	Member	PEU	Black	Male	November 2010	1	March 2016	(2)

18	Anthony Akal (Dr)	Member	NAPTOSA	White	Male	November 2010	1	March 2016	(4)
19	Basil Manuel	Member	NAPTOSA	Coloured	Male	November 2010	1	March 2016	(3)
20	Sibusiso Mchunu	Member	NATU	Black	Male	November 2010	1	March 2016	(1)
21	Maryna Besselling	Member	SAOU	White	Female	November 2010	1	March 2016	(2)
22	Faseega Solomon	Member	SADTU	Coloured	Female	February 2011	1	March 2016	(2)
23	Palesa Nqumashe	Member (resigned)	SADTU	Black	Female	November 2010	1	September 2011	(3)
24	Galebale Mahumapelo	Member (resigned)	SADTU	Black	Female	February 2012	1	March 2016	(1)
25	Lindelwa Mbingeleli	Member	SADTU	Black	Female	November 2010	1	September 2011	(2)
26	Ntebo Leepile	Member	SADTU	Black	Female	February 2012	1	March 2016	(1)
27	Mbulelo Moeli	Member (resigned)	SADTU	Black	Male	November 2010	1	September 2011	(2)
28	Mandisa Mvoko	Member	SADTU	Black	Female	February 2012	1	March 2016	(0)
29	Ruth Ledwaba	Member	SADTU	Black	Female	February 2012	1	March 2016	(1)
30	Veronica Hofmeetser	Member	SADTU	Coloured	Female	November 2010	1	March 2016	(3)

Appendix (Continued)

The ETDP SETA Higher Education & Research Chamber for the period April 2011 – March 2012

No.	Name & Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term	Meetings attended out of 4
1	Nirmala Gopal (Dr)	Chairperson	(NTEU)	Indian	Female	October 2010	1	March 2016	(4)
2	Mandi Wallace	Co chairperson	(HESA)	White	Female	October 2010	1	March 2016	(3)
3	Trudy Guma	Member	(NEHAWU)	Black	Female	October 2010	1	March 2016	(4)
4	Mantshego Selepe	Member	(HESA)	Black	Female	October 2010	1	March 2016	(3)
5	Mbulelo Moeli	Member	(SADTU)	Black	Male	October 2010	1	March 2016	(3)
6	Leo Doria	Member	(HESA)	White	Male	October 2010	1	March 2016	(3)
7	Robin Minne	Member	(NTEU)	White	Male	October 2010	1	March 2016	(4)
8	Renny Somnath	Member	(SADTU)	Indian	Male	October 2010	1	March 2016	(3)
9	Daniel Charlie Adams	Member	(SADTU)	Coloured	Male	October 2010	1	March 2016	(4)
10	Silas Mpungose	Member	(NEHAWU)	Black	Male	October 2010	1	March 2016	(4)
11	Lehloma Ramajoe	Member	(NEHAWU)	Black	Male	October 2010	1	March 2016	(4)
12	Vincent Luxolo Mtyende	Member	Labour (NTEU)	Black	Male	October 2010	1	March 2016	(3)
13	Rick Edmonds	Member	(APPETD)	White	Male	September 2011	1	March 2016	(2)
14	Louwrens Strydom	Member	(NAPTOSA)	White	Male	April 2011	1	March 2016	(4)
15	Ryno Van Rooyen	Member	(NTEU)	White	Male	July 2011	1	March 2016	(3)
16	Genevieve Simpson	Member	(DHET)	White	Female	July 2011	1	March 2016	(1)
17	Hannelie Van Rensburg	Member	(DHET)	White	Female	July 2011	1	March 2016	(2)
18	Manoshni Moodley	Member	(HESA)	Indian	Female	July 2011	1	March 2016	(2)
19	Derrick Zitha	Member	APPETD	Black	Male	October 2010	1	March 2016	(0)
20	Graham Myers	Member	(NTEU)	White	Male	October 2010	1	March 2016	(1)
21	Lindelwa Mbingeleli	Member	(SADTU)	Black	Female	February 2012	1	March 2016	(0)

The ETDP FET/TVET Chamber for the period April 2011 – March 2012

No.	Name & Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term	Meetings attended out of 4*
1.	Mr Thamsanqa Mbalo	Chairperson	NEHAWU	Black	Male	October 2010	1	March 2012	(3)
3.	Dr Tholsia Naicker	Co - chairperson	APPETD	Indian	Male	October 2010	1	March 2012	(3)*
4.	Dr Edward Mosuwe	Member	DBE Pretoria	Black	Male	October 2010	1	March 2012	(0)
5.	Mr Leon Sinclair	Member	APPETD	White	Male	October 2010	1	March 2012	(3)
6.	Mr Harry Hlatywayo	Member	APPETD	Black	Male	October 2010	1	March 2012	(1)
7.	*Ms Nthabiseng Kotsokoane	Member	LIASA	Black	Female	October 2010	1	March 2012	(3)
	*Mr Charlie Molepo	Alternate		Black	Male				
8.	Mr Joe Mpisi	Member	NEHAWU	Black	Male	October 2010	1	March 2012	(1)*
9.	Mr Graham Myers	Member	NTEU	White	Male	October 2010	1	March 2012	(3)
10.	Ms Sylvia Nkanyuza	Member	NTEU	Black	Female	October 2010	1	March 2012	(2)
11.	Ms Jean Williams	Member	NTEU	Coloured	Female	October 2010	1	March 2012	(4)
12.	Mr Pat Matubatse	Member	NEHAWU	Black	Male	October 2010	1	March 2012	(0)*
13.	Mr Maurice Mopeli	Member	NEHAWU	Black	Male	October 2010	1	March 2012	(4)
14.	Mr Kaizer Makole	Member	SADTU	Black	Male	October 2010	1	March 2012	(3)
15.	Mr Daniel Stander	Member	SADTU	Coloured	Male	October 2010	2	March 2012	(4)
16.	Ms Vonani Mathonsi	Member (resigned)	SADTU	Black	Female	October 2010	1	March 2012	(3)
17.	Ms Lindelwa Mbingeli	Member	SADTU	Black	Female	October 2010	1	March 2012	(2)
18.	*Dr Mahlobo	Member	DHET	Black	Male	October 2010	1	March 2012	(2)
	*Ms Monica Koen			White	Female				
19.	Ms Aruna Singh	Member	DHET	Indian	Female	October 2010	1	March 2012	(1)
20.	Mr Bajith Panday	Member	APPETD	Indian	Male	October 2010	1	March 2012	(2)

Appendix (Continued)

The ETDP Provisioning Chamber for the period April 2011 – March 2012

No.	Name & Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term	Meetings attended out of 4
1.	Graham Myers	Chairperson	NTEU	White	Male	October 2010	1	March 2016	(4)
2.	Gavin de Bruyn	Co-Chairperson	DBE	Coloured	Male	October 2010	1	March 2016	(4)
3.	Naphtali Molohe	Member	DOE	Black	Male	October 2010	1	March 2016	(4)
4.	Gerda Magnus	Member	APPETD	White	Female	October 2010	1	March 2016	(2)
	Prof. S. v.d Merwe	Alternate		White	Male				
5.	Randall Jonas	Member	APPETD	Coloured	Male	October 2010	1	March 2016	(3)
6.	Annamarie Goosen	Member	LIASA	White	Female	October 2010	1	March 2016	(3)
7.	David Shasha	Member	NGO	Black	Male	October 2010	1	March 2016	(3)
8.	Maggie Makgoba	Member	PEU	Black	Female	October 2010	1	March 2016	(3)
9.	Pat Mkhize	Member (resigned)	SADTU	Black	Male	October 2010	1	March 2016	(2)
10.	Veronica Hofmeester	Member	SADTU	Coloured	Female	October 2010	1	March 2016	(4)
11.	Francah Tsoku	Member	SADTU	Black	Female	October 2010	1	March 2016	(1)
	Ntebo Leepile	New Member		Black	Female	February 2012			
12.	Velaphi Ndlovu	Member	NATU	Black	Male	October 2010	1	March 2016	(1)
13.	*Dr Gustav Neibuhr	Member	SAOU	White	Male	October 2010	1	March 2016	(2)
	*Babette Le Roux			White	Female				
14.	Harry Mangwathe	Member	NAPTOSA	Black	Male	October 2010	1	March 2016	(3)
15.	Robert Gumede	Member	NEHAWU	Black	Male	October 2010	1	March 2016	(2)
16.	Thuli Mndawe	Member	NEHAWI	Black	Female	October 2010	1	March 2016	(4)
17.	Mandla Msweli	Member	DBE	Black	Male	October 2010	1	March 2016	(3)

The ETDP SETA ABET/ECD Chamber for the period April 2011 – March 2012

No.	Name & Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term	Meetings attended out of 4#
1.	Nkosana Dolopi	Chairperson	SADTU	Black	Male	November 2010	1	March 2016	(3)
2.	Raisibe Tshweu	Co-Chairperson	NGO	Black	Female	November 2010	1	March 2016	(4)
3.	Marie-Louise Samuels	Member	DBE National	Coloured	Female	November 2010	1	March 2016	(2)
4.	Letshego Rampete	Member	NGO	Black	Female	November 2010	1	March 2016	(0)
5.	Augustus Dlodlu	Member	NGO	Black	Male	November 2010	1	March 2016	(4)
6.	Ismayili Isaacs	Member	ECD Congress	Coloured	Male	November 2010	1	March 2016	(4)
7.	Leonard Saul	Member	ECD Congress	Coloured	Female	November 2010	1	March 2016	(3)
8.	Vincent Da Vinci	Member	ALN	Black	Male	November 2010	1	March 2016	(3)
9.	Archie Mokonane	Member	ALN	Black	Male	November 2010	1	March 2016	(2)
10.	Disemelo Kgotlagomang	Member	NAPTOSA	Black	Female	November 2010	1	March 2016	(2)
11.	Meryl Anne Hewitt Fourie	Member	NAPTOSA	White	Female	November 2010	1	March 2016	(4)
12.	Diseko Gopane	Member	SADTU	Black	Male	November 2010	1	March 2016	(4)
13.	Jolene Marosa	Member	SADTU	Black	Female	November 2010	1	March 2016	(1)
14.	Kgakgamatso Motebe	Member	NEHAWU	Black	Female	November 2010	1	March 2016	(3)
15.	David Diale	Member	DHET	Black	Male	November 2010	1	March 2016	(2)
16.	Tsela Moloi	Member	DHET	Black	Male	July 2011	1	March 2016	(1) Out of 3
17.	Ruby Shasha	Member	DHET	Black	Female	February 2012	1	March 2016	(1) Out of 1

The Audit Committee of the ETDP SETA for the period April 2011 – March 2012

No.	Name & Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term	Meetings attended out of 5
1.	Vusi Mokwena	Chairperson	Independent	Black	Male	April 2011	1	March 2016	(4)
2.	Charlie Molepo	Co-Chairperson	LIASA	Black	Male	April 2011	1	March 2016	(5)
3.	Dawood Coovadia	Member (resigned)	Independent	Indian	Male	April 2011	1	March 2016	(3)
4.	Trudy Guma	Member	NEHAWU	Black	Female	April 2011	1	March 2016	(7)

*Appendix (Continued)***The Finance Committee of the ETDP SETA for the period April 2011 – March 2012**

No.	Name & Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term	Meetings attended out of 5
1.	Sipho Sukati	Chairperson	DBE	Black	Male	April 2011	1	March 2016	(3)
2.	Nick Nicholls	Member	Independent	White	Male	April 2011	1	March 2016	(3)
3.	Rashid Chopdat	Member (resigned)	NAISA	Indian	Male	April 2011	1	March 2012	(3)
4.	Joe Mpisi	Member	NEHAWU	Black	Male	April 2011	1	March 2016	(0)

The HR Committee of the ETDP SETA for the period April 2011 – March 2012

No.	Name & Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term	Meetings attended out of 5
1.	Paseka Njobe	Chairperson	DBE	Black	Male	April 2011	1	March 2016	(3)
2.	Solwako Mahlangu	Member	SADTU	Black	Male	April 2011	1	March 2016	(5)
3.	Mandi Wallace	Member	HESA	White	Female	April 2011	1	March 2016	(4)
4.	Joe Mpisi	Member	NEHAWU	Black	Male	April 2011	1	March 2016	(1)

The Education, Training and Quality Assurance Committee (ETQAC)

No.	Name & Surname	Capacity	Constituency	Race	Gender	Date of appointment	Term served	Date of expiry of term	Meeting attended out of 04
1.	Mandla Msweli	Chairperson	Kwa-Zulu Natal DoE	Black	Male	June 2006	2	March 2016	(4)
2.	George Mudumela	Member (resigned)	SADTU	Black	Male	Nov 2008	2	March 2016	(4)
3.	Crystal Dicks	Former Member	COSATU	Black	Female	Nov 2008	2	March 2016	(0)
	Khanyisile Fakude			Black	Female	February 2012	1		
4.	Paul Beard (Prof)	Member	APPETD	White	Male	June 2006	2	March 2016	(4)
5.	David Shasha	Member	SANGOCO	Black	Male	May 2010	2	March 2016	(4)
6.	Pat Motubatse	Member	NEHAWU	Black	Male	May 2010	1	March 2016	(0)
7.	Nirmala Gopal (Dr)	Member	NTEU	Indian	Female	May 2010	2	March 2016	(3)
8.	Vishnu Abhilak (Dr)	Member	Free State DOE	Indian	Male	July 2010	2	March 2016	(3)

ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
SAQA	South African Qualification Authority
ACE	Advance Certificate in Education
AFS	Annual Financial Statements
AG-SA	Auditor General of South Africa
APPETD	Association of Private Providers of Education Training and Development
ATR	Annual Training Report
AUDITCOM	Audit Committee
BBKTA	Bakgatlha Ba Kgafela Tribal Administration
B-ED	Bachelor of Education
CBO	Community Based Organisation
CEPPWAWU	Chemical, Energy, Paper Printing, Wood and Allied Workers Union
CGD	Career Guidance and Development
COSATU	Congress of South African Trade Union
CPUT	Cape Peninsula University of Technology
CSS	Constituency Support
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DPSA	Disabled People South Africa
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
ETQA	Education and Training Quality Assurance
EXCO	Executive Committee
FEDUSA	Federations of Unions of South Africa

FET	Further Education and Training
FETC	Further Education and Training Certificate
FINCOM	Financial Committee
FS	Free State
GAAP	General Accepted Accounting Practices
GETC	General Education and Training Certificate
GP	Gauteng
GRAP	Generally Recognised Accounting Practices
HEI	Higher Education Institution
HESA	Higher Education South Africa
HET	Higher Education and Training
HRD-SA	Human Resources Strategy of South Africa
ICT	Information and Communication Technology
IEB	Independent Examinations Board
ISASA	Independent Schools Association of South Africa
ISPFTED-SA	Integrated Strategic Planning Framework for Teacher Education and Development in South Africa
KZN	KwaZulu Natal
LIASA	Library and Information Association of South Africa
LP	Limpopo
MIS	Management Information System
MP	Mpumalanga
MQA	Mining Qualifications Authority
NAISA	National Alliance of Independent Schools Association
NAPTOSA	National Professional Teachers Organisation of South Africa
NATED	National Technical Education
NATU	National Teachers Union
NC	Northern Cape
NC(V)	National Certificate (Vocational)
NEEDU	National Education Evaluation and Development Unit
NEHAWU	National Education, Health and Allied Workers Union

Acronyms and Abbreviations

NGO	Non Governmental Organisation
NLPE	Non-Levy Paying Enterprise
NLRD	National Learner Record Database
NMMU	Nelson Mandela Metropolitan University
NPDE	National Professional Diploma in Education
NQF	National Qualifications Framework
NRF	National Research Foundation
NSA	National Skills Authority
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NTEU	National Tertiary Education Union
NUM	National Union of Mineworkers
NW	North West
NWU	North West University
NYDA	National Youth Development Agency
OD-ETD	Occupationally Directed - Education, Training and Development
PEU	Professional Educators Union
PFMA	Public Finance Management Act
PGCE	Post Graduate Certificate in Education
PGDS	Provincial Growth and Development Strategy
PIVOTAL	Professional, Internship, Vocational, Technical and Academic Learning
PMDS	Performance Management and Development System
POE	Portfolio Of Evidence
PPP	Public Private Partnership
PSDF	Provincial Skills Development Forum
QAC	Quality Assurance Committee
QCTO	Quality Council on Trade and Occupations
QDP	Quality Development Partner
REMCOM	Remuneration Committee
RPL	Recognition of Prior Learning

SACCAWU	South African Commercial, Catering and Allied Workers Union
SACED	South African Congress for Early Childhood Development
SACED	South African Council for Educators
SACPO	South African Collage Principal Organisation
SADTU	South African Democratic Teachers Union
SANAC	South African National Aids Council
SANCB	South African National Council for the Blind
SANGOCO	South African Non Governmental Organisations Coalition
SANTS	South African National Tutor Services
SAOU	Suid-Afrikaanse Onderwysersunie
SARS	South African Revenue Services
SDA	Skills Development Act
SDF	Skills Development Facilitator
SDL	Skills Development Levy
SSP	Sector Skills Plan
TUT	Tshwane University of Technology
UFS	University of the Free State
UJ	University of Johannesburg
UKZN	University of KwaZulu Natal
UP	University of Pretoria
WC	Western Cape
WIL	Work Integrated Learning
WPE	Work Place Experience
WSP	Workplace Skills Plan
WSU	Walter Sisulu University

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