



*Education, Training and Development Practices
Sector Education and Training Authority*

Annual Report 2012/13

At the cutting edge of skills development



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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PART A: GENERAL INFORMATION



1. ETPD SETA GENERAL INFORMATION

Name:

EDUCATION, TRAINING AND DEVELOPMENT PRACTICES

SECTOR EDUCATION AND TRAINING AUTHORITY

Referred to in this Report as

ETDP SETA

Physical Address:

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RIVERWOODS OFFICE PARK

BEDFORDVIEW

2008

Postal Address:

PRIVATE BAG X105

MELVILLE

2109

Contact details :

Telephone: +27(0)11 372 3300

E-mail Address: info@etdpseta.org.za

Website address: www.etdpseta.org.za

Provincial Offices

Addresses of the nine provincial offices are reflected on the back cover of this Annual Report.

External Auditors: The Auditor-General of South Africa

Banker: Standard Bank of South Africa (main)

ABSA, FNB and NEDBANK

2. List of Acronyms / Abbreviations

AA	Accounting Authority
ABET	Adult Basic Education and Training
AET	Adult Education and Training
AFS	Annual Financial Statements
ANA	Annual National Assessment
APP	Annual Performance Plan
APPETD	Association of Private Providers of Education, Training and Development
AQP	Assessment Quality Partner
ATR	Annual Training Report
B.Ed.	Bachelor of Education
CAPS	Curriculum Assessment Policy Statement
CDP	Community Development Practice
CEO	Chief Executive Officer
CEPD	Centre for Education and Policy Development
CFO	Chief Financial Officer
COO	Chief Operations Officer
COSATU	Congress of South African Trade Unions
CPD	Continuous Professional Development
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DSD	Department of Social Development
ECD	Early Childhood Development
ECDOE	Eastern Cape Department of Education
ELET	Environment and Language Education Trust
ELRC	Education Labour Relations Council
ELSEN	Education of Learners with Special Educational Needs
EPWP	Extended 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
ESS	Employee Self Service
EXCO	Executive Committee of the ETDP SETA Accounting Authority
FET	Further Education and Training

GDE	Gauteng Department of Education
HE	Higher Education
HEI	Higher Education Institution
HEQF	Higher Education Qualification Framework
HESA	Higher Education South Africa
HET	Higher Education and Training
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immuno Deficiency Syndrome
HOD	Head of Department
HR	Human Recourses
HRDS-SA	Human Resource Development Strategy-South Africa
HRIS	Human Resources Information System
HSRC	Human Science Research Council
HWSETA	Health and Welfare Sector Education and Training Authority
LED	Local Economic Development
LIASA	Library and Information Association of South Africa
LGSETA	Local Government Sector Education and Training Authority
M&E	Monitoring and Evaluation
MEC	Member of the Executive Committee
MIS	Management Information System
MOU	Memorandum of Understanding
MTSF	Medium Term Strategic Framework
NAISA	National Associations of Independent Schools Associations
NATED	National Education
NC (V)	National Certificate (Vocational)
NEHAWU	National Education, Health and Allied Workers' Union
NGO	Non-Governmental Organization
NMMU	Nelson Mandela Metropolitan University
NPC	National Planning Commission
NPO	Non-Profit Organisation
NQF	National Qualification Framework
NSA	National Skills Authority
NSF	National Skills Fund
NSDS	National Skills Development Strategy
NTEU	National Tertiary Education Staff Union
NWU	North West University

NYDA	National Youth Development Agency
OD-ETD	Occupationally Directed-Education Training and Development
OFO	Organising Framework of Occupations
PDP	Personal Development Plan
PEU	Professional Educators Union
PFMA	Public Finance Management Act
PGCE	Post Graduate Certificate in Education
QC	Quality Control
QCTO	Quality Council on Trades and Occupations
QDP	Qualifications Development Partner
RPL	Recognition of Prior Learning
SACE	South African Council of Educators
SAQA	South African Qualifications Authority
SSACI	Swiss-South African Cooperation Initiative
SACPO	South African College Principals Organisation
SADTU	South African Democratic Teachers Union
SANGOCO	South African National NGO Coalition
SAQA	South African Qualifications Authority
SCOPA	Standing Committee on Public Accounts
SCM	Supply Chain Management
SDF	Skills Development Facilitator
SETA APP	Sector Education and Training Authority Annual Performance Plan
SMT	Senior Management Team
SSP	Sector Skills Plan
TVET	Technical Vocational Education Training
UJ	University of Johannesburg
UKZN	University Kwa-Zulu Natal
UNISA	University of South Africa
UoT	University of Technology
WCED	Western Cape Education Department
WIL	Work Integrated Learning
WITS	University of Witwatersrand
WPE	Workplace Experience
WSP	Workplace Skills Plan

3. Strategic Overview

3.1 Vision

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.

3.2 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 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, the National Skills Authority, the South African Qualifications, the Quality Councils and the Professional Bodies.
- 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.
- Good service delivery is encouraged.
- Employers, workers and employees in the sector benefit from quality training, higher productivity and harmonious mutual dependence.

3.3 Values

The ETDP SETA upholds the following values:

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

3.4 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

4. Legislative and Other Mandates

4.1 Public Finance Management Act (PFMA) and Skills Development Act (SDA)

The ETDP SETA falls under schedule 3A of the PFMA. The ETDP SETA was established in 2000 through the Skills Development Act No.99 of 1998 (as amended) and the Skills Development Levies Act (SDLA) No.9 of 1990. The SDLA gives the ETDP SETA the authority to receive the levies from the employers via the Department of Higher Education and Training for the implementation of the skills development activities and programmes. With regard to the development of qualifications and learning programmes the ETDP SETA is regulated by the prescripts of the National Qualifications Framework Act No. 67 of 2008.

The following are some of the policies, regulations and frameworks that inform the mandate of the ETDP SETA,

4.2 The Government's Medium Term Strategic Framework (MTSF) (2009 – 2014)

Central to the development of the ETDP SETA's five-year strategy, is the Government's Medium Term Strategic Framework. This document outlines Government's key strategic priorities for economic growth and social development for the period 2009-2014, and includes education and training.

The ETDP SETA skills planning and implementation included, in the main, the following MTSF Outcomes:

Outcome 1 - Improved quality basic education.

Outcome 4 - Decent employment through inclusive economic growth.

Outcome 5 - Skilled and capable workforce to support an inclusive growth path.

4.3 The National Skills Development Strategy (2011/12 -2015/16)

The ETDP SETA's performance objectives are underpinned by the National Skills Development Strategy (NSDS) III as promulgated by the Minister of Higher Education and Training, Dr Blade Nzimande. Below are the eight goals of the NSDS III which the ETDP SETA skills development interventions aim to address:

- Establishing a credible institutional mechanism for skills planning.
- Increasing access to occupationally-directed programmes.
- Promoting the growth of a public FET system that is responsive to the sectors local, regional and national skills needs and priorities.
- Addressing the low level of youth and adult language and numeracy skills to enable additional training.
- Encouraging improved use of workplace-based skills development.
- Encouraging and supporting cooperatives, small enterprises, worker-initiated programmes, Non-Governmental Organisations (NGOs) and community training initiatives.
- Increasing public sector capacity for improved service delivery and supporting the building of a developmental state.
- Building career and vocational guidance.

In addition to the above objectives, the NSDS III emphasises the attainment of the transformational agenda which seeks to address the disparities of the past in our country and calls upon all Sectors to address the following

- Class and Race.
- Gender.
- Rural development
- Age barriers
- Disability barriers
- Addressing the HIV and AIDS challenges.

Response of the ETD P SETA to the NSDS III

The ETD P SETA translated the NSDS III objectives and transformational imperatives into the Annual Performance Plans (APP). The seven Implementation Programmes addresses the aspirations of the NSDS III.

Programme 1 addresses the development of a credible skills planning mechanism. The ETD P SETA updates its ETD Sector Skills Plan on an annual basis in order to report on the supply of and the demand for skills in the sector. A Guide on the Scarce and Critical Skills list is then developed and provided to all constituencies and stakeholders.

Programme 2 is aimed at supporting mainly the professional development of the Further Education and Training (FET) lecturers including management.

Programme 3 addresses mainly the Medium Term Strategic Framework (MTSF) Outcome One, aimed at improving quality education with a specific focus on teachers, principals and district officials.

Programme 4 addresses the massification of students to the FET Colleges and Higher Education Institutions (HEIs) by providing them with the financial support through bursaries and information on career choices.

Programme 5 is aimed at developing the youth to reduce unemployment. Training and development that is offered include learnerships, internships, short courses to address the critical skills shortage and general workplace experience.

Programme 6 provides financial support for Constituency capacity development.

Programme 7 aims at improving the quality assurance system in line with the three Quality Councils requirements as well as continuous monitoring and regular evaluation of our programmes for general quality improvement.

The ETD P SETA took a strategic decision to address the transformation agenda and encourages all its employers and service providers to take into consideration the following equity targets in programme implementation:

- 85% Black to address Class and Race
- 60 % women to address gender disparities
- 60% youth (between 16 and 35 years) to curb youth unemployability
- 5% to accommodate people with disabilities and focus on Schools of Learners with Special Educational Needs (LSEN)
- HIV and AIDS awareness is incorporated in all training programmes. Booklets were developed and distributed at our exhibitions and awareness campaigns were held.

4.4 ETDP SETA key Policies

- The ETDP SETA Standard Constitution.
- The Human Resource Policies and related procedures.
- The Financial Policies and related procedures.
- The Risk, Fraud and Whistle- Blowing Policies
- The Supply Chain Management Policy and related procedures.
- The Grant Policy
- The Quality Management System Policy
- The Performance Monitoring, Evaluation and Reporting Framework.
- The Quality Assurance and Quality Council on Trades and occupation (QCTO) related Policies and procedures.

4.5 Strategic Partners

ETDP SETA key strategic partners include:

- Department of Basic Education (National and Provincial Departments of Education)
- Department Higher Education and Training (DHET)
- Education related entities: Education Labour Relations Council (ELRC) , South African Council of Educators (SACE) and South African Qualifications Authority (SAQA)
- Department of Social Development (DSD)
- South African College Principals Organisation (SACPO) and individual FETs
- Higher Education South Africa (HESA) and individual Higher Education Institutions
- Association of Private Providers of Education, Training and Development (APPETD) and individual Private training providers
- Trade Unions/Associations
- Political Parties
- Youth Formations
- Various Suppliers of goods and services as part of the Supply Chain Management
- Non- Governmental Organisations

4.6 ETDP SETA Constituent Organisations

The following covers the scope of operation:

- Government Departments of Basic Education (national and provincial)
- Department of Higher Education and Training (DHET)
- Higher Education Institutions (public and private)
- Further Education and Training Colleges (public and private)
- Non-Governmental Organisations (NGOs) and Community-Based Organisations (CBOs)

- National Independent Schools
- School Governing Bodies (SGBs) as Employers
- Political Parties as Employers
- Trade Unions/ Associations as Employers
- Library, Information and Archives South Africa as Employers
- Research Organisations
- Early Childhood Centres and Institutions
- Adult Centres and Institutions
- Private Providers

4.7 Organisational Structure

The ETDP SETA is governed by an Accounting Authority of 15 members, appointed by the Minister of Higher Education and Training (Gazette No. of 08 April 2011). The Accounting Authority is supported by its Committees and Chambers. The staff complement as at 31 March 2013 is 104. The organisational structure below shows the high level positions within the ETDP SETA.

There are two levels of management teams, namely, the Senior Management Team (SMT) for strategic direction and guidance and the Broad Management Team (middle managers) for mainly programme implementation and monitoring.

The organisational structure consists of three main divisions, the Office of the Chief Executive Officer (CEO), the office of the Chief Financial Officer (CFO) and the office of the Chief Operations Officer (COO). The office of the CEO is made up of the Marketing and Communications Unit, the Information and Technology Unit, the Human Resource Unit and the Legal Services Unit.

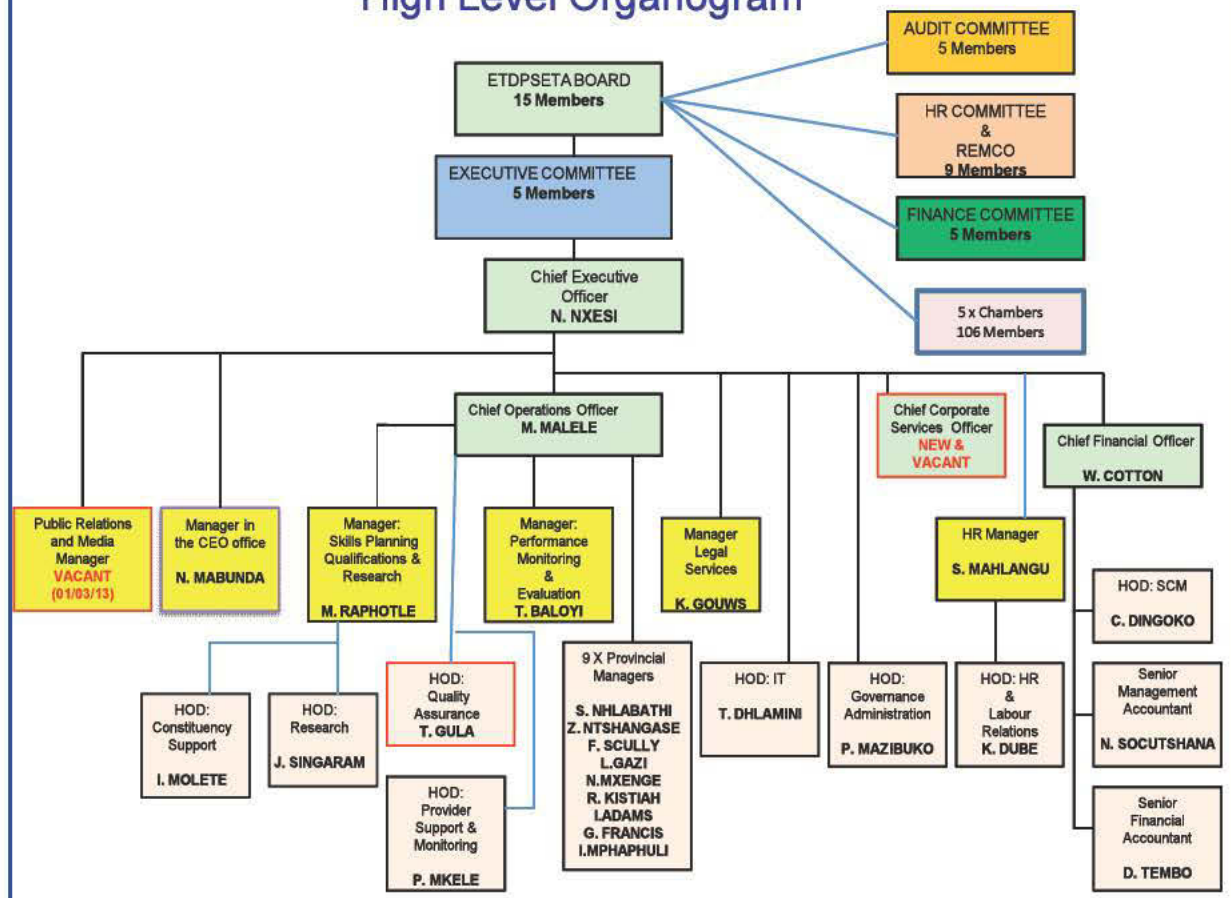
The office of the Chief Financial Officer is made up of the Financial Management and Accounting Unit and the Supply Chain Management Unit.

The office of the COO is made up of the Skills Planning Unit, the Implementation Units (provinces), the Quality Assurance Unit and the Monitoring and Evaluation Unit.

In addition to the Head Office, the ETDP SETA has nine provincial offices, each with a staff complement of five personnel, the provincial coordinator, two skills advisors, one ETQA Officer and an Administration Officer/Receptionist.

Below is a diagrammatic presentation of only the governance structures and the management positions.

High Level Organogram



ETPD SETA BOARD MEMBERS

From the Back, Left to right: Professor Sakkie van de Merwe; Mr Nkosinathi Ngcobo; Mr Sipho Khuzwayo; Mr Joe Mpisi; Ms Veronica Hofmeester; Mr Lucas Maphila; Mr Mandla Mthembu and Dr Graham Myers.

Front row, from the left: Ms Maryna Marais; Ms Simone Geyer; Shirley Mabusela (Board Chairperson) Ms Nombulelo Nxesi; Ms Fezeka Loliwe; Ms Mandi Wallace; Dr Diane Parker.



BROAD MANAGEMENT TEAM

Back row from left to right: Mr Wayne Cotton; Ms Phumelelo Mazibuko; Ms Phumla Mkele; Advocate Kees Gouws; Mr Rama Kristiah; Mr Solwako Mahlangu; Mr Dennis Tembo; Mr Khanyiso Dube; Ms Josie Singaram; Ms Felicity Scully.

Front row from left to right: Ms Sibongile Nhlabathi; Ms Miranda Malele; Ms Ntombi Mxenge; Ms Nombulelo Nxesi; Ms Nkhumiseni Marawa; Ms Zandile Ntshangase; Mr Ismael Adams; Mr Tommy Baloyi, Mr Gerrard Francis; Mr Mabu Raphotle.

5. Foreword by the Chairperson of the Accounting Authority



Ms Shirley Mabusela
Chairperson of the Accounting Authority -
ETDP SETA

The ETDP SETA Board has now completed two years of operation and has successfully fulfilled its mandate. I can state with confidence that the ETDP SETA continues "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".

The 2012/13 Annual Report provides an opportunity to review the ETDP SETA's efforts and contributions to the skills development transformation in the Education, Training and Development sector. This Annual Report is an account of the second year of the NSDS III. Highlighted in this report, is a summary of the many activities carried out by the organisation in the financial year under review.

The achievements highlighted in the report are as a result of the collaborative approach with the various constituencies and employers in the ETD sector, and reflect the many individuals and organisations, participating in skills development. The ETDP SETA continuously enters into partnerships with constituencies and employers to ensure that the capacity of the sector is enhanced, through addressing the scarce and critical skills identified in the Sector Skills Plan.

The ETDP SETA, in response to the call by its constituencies and stakeholders, continues to expand its footprint around the country, with a firm commitment to take services to all its constituencies and provide the necessary access in all the nine provinces, and ensure that NSDS III is effectively and efficiently implemented.

During the 2012/13 financial year, the ETDP SETA reviewed its Constitution to ensure that it is structured to ensure rapid decision making and to optimise representivity and efficiency. We submitted a request for a deviation from the Standard Constitution, given the dynamics of our sector to DHET, and are confident that our application will be favourably considered.

Annual General Meeting

The ETDP SETA's Annual General Meeting (AGM) took place on the 30 October 2012 at Emperors Palace in Kempton Park, Gauteng. Invitations were extended to ETDP SETA Board members, Constituent principals, key stakeholders, Committee members and Chamber representatives.

The following items formed part of the discussions:

- The 2011/12 Annual Report and Financial Statements of the ETDP SETA.
- The 2012/13 Annual Performance Plan of the ETDP SETA.
- The Report of the Auditor-General.
- Recommendations for submission to the Director-General with regard to the ETDP SETA Annual Report
- Budget and Business Plan.

The AGM participants were all delighted with the clean audit report the ETDP SETA received and the great achievement of targets set for 2011/12 financial year.

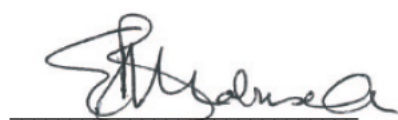
In support of the Minister's call for a coherent, coordinated Post School Education and Training System, we hosted the 5th Biennial Conference on the eve of the BRICS summit. The theme of the conference was *"Unlocking the Post School Education System for a Developmental State"* and it provided a platform to debate and discussions on the pragmatic policy solutions and implementation models. It also afforded the participants an opportunity to discuss mechanism that can be applied to unlock the barriers of the schooling system, in order to boost skills development outcomes and interventions. The discussions focused on achieving an integrated and inclusive post schooling system.

The Conference was addressed by, amongst others, Minister Blade Nzimande (DHET), Minister Angie Motshekga (DBE) and the Deputy Minister of International Relations and Cooperation, Mr Marius Fransman, the President of COSATU, Mr Sdumo Dlamini and Ms Phala representing Business. Their presence and contribution assisted greatly in shaping the focus of the debates. The Conference Resolutions and Implementation Plans will be made available on our website after its approval by the Board at the end of August 2013.

Once again, the ETDP SETA received an unqualified audit report without any matters of emphasis as a statement of confidence with compliance to the set standards. This demonstrates that the governance structures, management and staff continue to ensure that the organisation does not only comply with applicable laws and rules, but delivers on its mandate. .

Looking to the future, I am optimistic that the ETDP SETA will succeed in making a difference to all South Africans. We will continue to position the SETA to deal with the regulatory changes and developments presented to the sector and address these challenges with 'fit for purpose' solutions and determination. We are confident that with our strides of commitment, dedication and quest for continuous improvement will continue to exist beyond March 2016.

I extend my thanks and appreciation to all those who served on the ETDP SETA Executive Committee and the Accounting Authority during the 2012/2013 financial year, as well as the CEO, management and staff, and the all the constituencies of the SETA, for their hard work, passion and dedication, which resulted in another successful year. As an organisation, we have set a very high standard and the present EXCO and Accounting Authority are challenged to soar to even greater heights in the future.



Ms Shirley Mabusela
Chairperson of the Accounting Authority - ETDP SETA
Date: 31 July 2013

6. Chief Executive Officer's Overview



Ms Nombulelo Nxesi
Chief Executive Officer - ETDP SETA

"I slept and dreamt that life was joy. I awoke and saw that life was service. I acted and behold, service was joy" – Rabindranath Tagore.

The ETDP SETA continues to service the Education, Training and Development Sector and the country at large with diligence and commitment. We have managed to retain our identity and scope since the establishment in 2000, despite some changes in the SETA landscape. This is a demonstration of good governance, sound financial management and excellent performance over the years.

We take great pride in the inroads that we have made in raising the skills profiles and the education levels of many people in our sector, especially our youth. The following are the highlights of our achievements in the year under review:

Improving quality teaching and learning

In the year under review, 1 858 Secondary School teachers received in-service training on Curriculum Assessment Policy Statement (CAPS), subject content knowledge and skills in order to improve teaching and learning. In addition, 779 Primary School teachers received training and support on Numeracy, Mathematics and Literacy programmes, 858 School Managers and District Officials were trained on management and leadership programmes to improve school management for better learner results, 290 Homework Supervisors from the Gauteng Department of Education (GDE) received training on learner mentoring and coaching to support them to do their homework. This programme assisted many learners in coping with the homework demands and achieving their full potential. It will be rolled out to other provinces especially for the disadvantaged learners.

The educator support programmes were implemented in partnership with the Basic Education Departments in the provinces and is aimed at improving the quality of teaching and learning, and most importantly, good learner performance. Schools that did not perform well in matric examinations and the Annual National Assessment (ANA) (Grade 3 and Grade 6) results were the beneficiaries of these programmes.

In an endeavour to increase teacher supply, a dual mode of delivery for teacher training was piloted and proved to be a great success. A total of 380 students were enrolled with University of South Africa (UNISA) for the Bachelor of Education (B.Ed.) Foundation programme and at the same time they were placed in schools and ECD Centres to gain work experience, whilst studying towards a teacher qualification. The students receive a stipend to make it affordable to be daily at the school to support teachers on identified administrative tasks, homework supervision, whilst the experienced teachers continued to mentor them.

'If you're going to equalise the academic playing field, you've got to get kids in early childhood programmes' – Paul Vallas

Early Childhood Development continues to be a priority programme of the ETDP SETA. We believe that a better foundation to learning and development is a recipe for a resounding success in all other phases of education, growth and development. In 2011/12 financial year, we enrolled 935 ECD learners for the ECD NQF Level 5 qualification to become practitioners. Out of this, 921 successfully completed the first year of the programme and enrolled for the ECD Level 5 diploma second year. What an achievement! Unfortunately, not all of them will be absorbed as Grade R teachers. There is still no career pathing or approved qualification for the Grade R educators. This is an area that requires immediate attention.

The ETDP SETA hosted the Early Childhood Development Dialogue at the Birchwood Conference Centre in Boksburg, Gauteng, on the 10 and 11 October 2012. The aim of the Dialogue was to address, among other things, the qualification framework and the professionalisation of the ECD practitioners.

Education for All

We have seized the opportunity to make a contribution towards the Millennium Goals agreed upon, at Dakar in 2000, namely to half the country's illiterate rates by 2015, by enrolling 500 adult learning volunteers to do the ABET qualification with UNISA. This is part of the Kha Ri Gude Literacy campaign to enable millions of people, young and old, to become literate and numerate.

Supporting and Strengthening the FET Colleges

The ETDP SETA played a critical role in the development of the Vocational qualification and worked closely with SACPO and the DHET in ensuring that Vocational qualification was gazetted. The qualification is aimed at equipping the college lecturers with relevant knowledge and skills in the delivery of vocational programmes and qualifications for college students.

To improve teaching and learning, 340 lecturers received training in Mathematics, Numeracy and Literacy programmes, 121 managers were provided with the opportunity to hone their management and leadership skills through a number of training programmes. A total of 173 lecturers, out of a set target of 200, were supported towards work integrated learning and received industry training and exposure.

Placement and Development of Career Guidance Officers

We placed 200 interns, four in each of the 50 Colleges as the Career Guidance Officers. Each Officer received a stipend of R5 000 per month. These officers were afforded the opportunity to register with UNISA on a customised career guidance programme in order to develop expertise in the field. Their main responsibility is to provide career guidance and support to the students who wish to enrol in the FET Colleges. They are meant to be the FET Colleges' Ambassadors with the slogan 'It is cool to be an FET College artisan or technician'.

We have also taken additional responsibility to develop and print career guidance brochures for secondary school learners to offer advice on different career pathways, as well as the addresses of public FET Colleges and Universities, for ease of application, as well as the contact details of all SETAs for financial support. In the year under review we distributed 25 576 copies to various schools.

Supporting the Unemployed Graduates

A lot of fellows nowadays have a B. A., M.D., and Ph.D. unfortunately, they don't have a J.O.B.

– Fats Domino

This is an unpleasant situation. When we were growing up, we were encouraged to study in order to become rich in anticipation of the big salaries we hoped to get. Unfortunately, degrees are not a guarantee to employment. Employers have their own demands and the most difficult one, is the experience that is required for employment purposes.

Various programmes were developed by the ETDP SETA to address and support unemployed graduates.

The aim of these programmes is to establish sustainable mechanisms for ensuring the availability of relevant skills to the national economy, and to provide opportunities for unemployed graduates to upgrade their skills and obtain access to the labour market.

The following are some of the interventions aimed at supporting unemployed youth:

- Providing career guides which are mapped with labour market information: This is aimed at directing young people to programmes for which they have an aptitude, and addresses the skills shortage facing our economy.
- Increasing access to occupationally-directed programmes: This ensures a continuous upgrade of skills to increase chances for employment.
- Workplace Experiential Learning: Training that ensures that skills attained have real labour market relevance and that young people gain an early appreciation of and exposure to the world of work.

The creation of learnerships and learning programmes that lead to occupational qualifications is one of the key endeavours of the ETDP SETA in the area of youth unemployment. Learnerships were made available to young people, leaving schools and colleges, as well as unemployed people.

Failing matric is not the end of the world

Every learner is encouraged to do his or her best, however, there are still a huge number of learners who are unsuccessful. Many fail two or three subjects especially, Mathematics and Physical Science. The ETDP SETA provides these learners with a second chance to rewrite matric subjects.

In 2011/12, 353 second chance learners rewrote the outstanding subjects and passed matric in their second attempt. In 2012/13, 1 521 learners registered for those subjects they failed in and attended classes on Saturdays. This programme was implemented by the ETDP SETA in partnership with National Youth Development Agency (NYDA).

Institutionalising the Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process whereby people's prior learning can be formally recognised in terms of the registered qualifications and unit standards, regardless of where and how the learning was attained. RPL acknowledges that people never stop learning, whether it takes place formally at an educational institution or happens informally.

In order to support people who struggle to get qualifications, the ETDP SETA in partnership with the Quality Council on Trades and Occupations (QCTO), the Department of Basic Education (DBE), the Department of Social Development (DSD), the Expanded Public Works Programme (EPWP) and the Centre for Education Policy Development (CEPD) embarked on a joint programme to make RPL a reality.

The Project aims at establishing two RPL Centres in the FET Colleges and will be supported by Universities. The RPL practitioner will be trained to assist the ECD and Community Development Workers to get at least the Level 4 qualification through the RPL process.

The QCTO recognised the ETDP SETA as both a Qualifications Development Partner (QDP) and an Assessment Quality Partner (AQP). The ECD qualification is in the process of revision.

CEPD was commissioned to undertake research on potential candidates and their profiles for the RPL project. Progress in this regard is exciting and we will report on further achievements in the next financial year. Thus far, the qualification is in place, research is underway and potential learners were identified as the RPL candidates for Community Development Worker qualification. The FET and HEI institutions were identified and service level agreements will be concluded in the 2013/14 financial year.

Creating a capable workforce

Programme 6 is aimed at supporting all our constituencies in the development of their workers and employees. Programme details are on Part B of this report.

Bringing services closer to the people

We have nine provincial offices that are functioning effectively. Further information on the programmes of the various provinces is highlighted in Part B: Performance Information (4.9) of this report.

Reaching out

In an endeavour to strengthen our relationships with our constituencies and stakeholders, I took a lead in the road shows in all nine provinces. The road shows afforded us with the opportunity to engage with our stakeholders on their skills requirements for training and the challenges encountered as they embark on training programmes.

Career Guidance Exhibitions

The ETDP SETA staged career exhibitions throughout the country and reached more than 20 000 learners.

The following materials were distributed in each of these exhibitions:

- Career guides
- HIV/AIDS brochures
- ETQA brochure
- Corporate brochure
- FET support brochure
- Promotional items

Below is a table indicating the areas where the exhibitions were held during 2012/2013:

Province	Area/Exhibition centre	Attendees
North West	Taung and Rustenburg	Learners, students and unemployed youth
Limpopo	Makhado, Madipoane Secondary School, University of Limpopo, Fetakgomo Municipality, Manedzhe Fhatalushaka and Jonathan Thifhulufhelwi Makhado	Learners, students and unemployed youth
Gauteng	Mamelodi and Orange Farm	Learners, students and unemployed youth
Free State	CUT Campus, Mahungra, Vista Arena, Matheo FET College	Learners, students and unemployed youth
Eastern Cape	ICC East London, Qumbu and Libode	Learners, students and unemployed youth
Northern Cape	Douglas and Mittah Seperepere	Learners, students and unemployed youth

Challenges

We were not successful in achieving the five percent target set for reaching out to people with disabilities. Over the last few years, we attained between two percent and three percent of the target. During the 2013/14 financial year and beyond, the ETDPS SETA will work closely with the Department of Children, Women and People with Disabilities, as well as with other relevant organisations to meet its target.

The programmes and projects that were implemented took longer to commence than anticipated due to recruitment, non-availability of trainees at specified times, especially the employed, teachers and college lecturers. These delays affected the payment processes since the service providers are only paid after the completion of the deliverables, agreed upon per quarter. The timelines are stipulated in the Service Level Agreement.

In the year under review, we underspent by about R48m but achieved and surpassed most of the targets set. This was as a result of group in-service training and the inability of some Constituencies to meet the deadlines for programme implementation. We have devised strategies for 2013/14 to overcome some of the challenges met by our constituent organisations.

Last but not least: A clean Audit Report!

I am excited to present to all our Constituencies and Stakeholders an unqualified report, with significant achievements of the objectives and targets we set for ourselves. Our commitment, dedication and purposeful service to make a difference in the lives of our people, is demonstrated in this report.

Looking Ahead

We have revised our Strategic Plan and the Annual Performance Plan in order to respond to the Sector and the National priorities.

We will continue with our programmes and ensure that we address the challenges of skills development in our country. Our Sector Skills Plan (SSP) and the Scarce and Critical Skills, indicate a vast shortage of teachers in Mathematics, Science and Accounting as well as the Languages, especially the Nguni Languages.

Our close analysis of both the Annual National Assessment (ANA) and Matric results will continue to give us the pointers to focus on, as we gracefully continue capacitate our teachers.

In 2014/15, we will begin with the upgrading of the College lecturer qualifications to meet the required standards. Work Integrated Learning and Career Guidance Development programmes will continue to be our flagship programmes for the FET sector. We are hard at work in building capacity for the envisaged Community Colleges by ensuring that Foundational Learning Programmes and the electives will be in place for lecturer development.

We developed an aggressive Youth Development Strategy for job creation. In 2014, we will place 500 interns in secondary schools for career guidance support and counselling programmes in partnership with DBE.

Appreciation

I would like to express my profound gratitude to the ETDPS SETA Accounting Authority, under the leadership of our Chairperson, Ms Shirley Mabusela, for providing strategic leadership and support to the management team. I further extend my thanks and appreciation to the management and staff for working tirelessly in ensuring that the ETDPS SETA delivers on its mandate. My gratitude also goes out to all our constituent organisations, members and our suppliers of goods and services.

We find courage in Mahatma Ghandi's statement:

'The best way to find yourself is to lose yourself in others and be the change you want to see in the world'.

Indeed, we served with joy, we see the change in the lives of those we touched and pride ourselves on this achievement and will endeavour to constantly improve, do more and be the best we can be.



Ms Nombulelo Nxesi

Chief Executive Officer - ETDP SETA

Date: 31 July 2013

PART B: PERFORMANCE INFORMATION



1. Statement of Responsibility for Performance Information

As the Chief Executive Officer, I am responsible for the preparation of the ETDP SETA 2012/13 performance information and the judgements made in this information.

I am also responsible for ensuring that there is a system of internal control designed and implemented to provide reasonable assurance as to the integrity and reliability of the performance information.

In my opinion, the performance information fairly reflects the actual achievements against planned objectives, indicators and targets as per the strategic and annual performance plan of the public entity for the financial year ended 31 March 2013.

The ETDP SETA's performance information for the year ended 31 March 2013 has been examined by the external auditors and their report is included in this report.

The performance information of the ETDP SETA as set out in this report was approved by the Board.



Ms Nombulelo Nxesi

Chief Executive Officer ETDP SETA

Date: 31 July 2013

2. Auditor's Report: Predetermined Objectives

The Auditor General performed the performance information audit on the following programmes:

- Programme 3: Teacher development in support of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa.
- Programme 4: Increasing student access and graduate output in Higher Education and Further Education Institutions.
- Programme 5: Youth development through increasing and supporting access to workplace learning.
- Mandatory Grants

There were no material findings on the ETDP SETA's annual performance report concerning the usefulness and reliability of the information.

3. Overview of the ETDP SETA's Performance

3.1 Service Delivery Environment

In an effort to address the challenges facing our country and the ETD sector in particular, the 2012/13 Annual Performance Plan (APP) was informed by:

(i) The Government Priorities

These priorities address aspects of Outcomes 1, 4 and 5 of the MTSF 2009- 2014 and incorporate the goals and objectives of the NSDS III, the Green Paper on Post School Education and Training, the National Development Plan Vision 2030 (Chapter 9 aspects), the New Growth Path with specific reference to the National Accord 1 and 2, and the Ministerial Performance Agreements for Basic Education and Higher Education and Training.

(ii) Supply of and demand for skills emanating from the SSP

Field research conducted by the ETDP SETA and the WSP/ATR data is used to provide information on the supply of and the demand for skills in the ETD Sector.

3.2 Organisational Environment

There were no significant developments during the year under review that could have impacted on the organisation's ability to deliver its Strategic Plan and Annual Performance Plan. The Chief Operations Officer resigned in December 2011, however this did not impact on the operations of the organisation and a new COO was appointed in October 2012.

3.3 Key policy developments and legislative changes

The following policies and regulations were published during the year under review:

- The ETDP SETA Standard Constitution (Government Gazette No. 34202 of 08 April 2011). The ETDP SETA requested amendments to the Standard Constitution and is awaiting a response from the Department of Higher Education and Training.
- The Green Paper for Post Schooling Education and Training of 30 April 2012.
- Grant Regulations regarding monies received by a SETA and related matters – Government Gazette no. 35940 of 03 December 2012.
- National Development Plan 2030.

3.4 Strategic Outcome Oriented Goals

Strategic Outcome Oriented Goal 1: Credible research to inform skills planning in the ETD sector

The purpose of this programme is to create institutional capacity for skills planning, and mechanisms for addressing the gap and/or mismatch between the supply of and demand for skills in the ETD sector. The target audience is the 12 ETD constituencies (employers and employees), the unemployed youth and students.

Strategic Outcome Oriented Goal 2: Increased access to occupationally directed programmes for intermediate and high level skills by strengthening the FET and HE systems

The purpose is to develop a competent and professional human resource base for the ETD sub-sector systems and all ETDP SETA constituent organisations, through increasing access to occupationally directed programmes, both intermediate and high level skills, for employed workers and professionals, new entrants to ETD occupations and professions, and unemployed youth.

Strategic Outcome Oriented Goal 3: Teacher development in support of the integrated strategy framework for teacher education in South Africa

The purpose is to improve the quality of teaching and learning in the schooling system in order to improve learner performance. The target is school management teams and district officials responsible for school and teacher support, and students who aspire to be teachers.

Strategic Outcome Oriented Goal 4: Increasing student access to and graduate output in Higher Education and Further Education Institutions

The purpose of the programme is to create a critical mass of students with vocational, technical, occupational and academic qualifications, with special focus on scarce skills in the ETD sector as identified in the Sector Skills Plan.

Strategic Outcome Oriented Goal 5: Youth development for employability

The purpose is to provide youth with workplace learning and experience in order to achieve competency in occupationally directed programmes for intermediate and high level skills.

Strategic Outcome Oriented Goal 6: Constituency support through skills development

The purpose is to build capacity of the ETDP SETA constituencies through skills development.

Strategic Outcome Oriented Goal 7: Strengthening of Quality Assurance systems and improving monitoring and evaluation for impact measurement

The purpose is to improve quality assurance systems, in partnership with SAQA and the Quality Councils, thus improving the quality of learning, teaching and learner achievements for skills development programmes, aimed at addressing the skills required by the ETD sub-sector systems and ETDP SETA constituent organisations.

Strategic Outcome Oriented Goal 8: Improving organisational administration and management to enhance organisational performance

The purpose is to improve organisational performance through efficient leadership, management and administration.

4. Performance Information by Programme

4.1 PROGRAMME 1: Development of a credible ETD Sector Skills Plan (SSP)

The purpose of this programme is to create institutional capacity for skills planning and mechanisms for addressing the gap and/or mismatch between the supply of and demand for skills in the ETD sector.

Sub-Programmes of Programme 1

- Development of a credible SSP
- Training of SDFs in the use of the scarce and critical skills guide
- Establishment of three Research Chairs
- Annual stakeholder survey
- Programmes Evaluation Study
- WSP and ATR Mobilisation

Strategic Objectives of Programme 1

- Increased research capacity in collaboration with research partners in order to conduct quality research and gather relevant information for skills planning.
- Research agenda and strategy development, as well as the implementation of skills planning systems, including monitoring, evaluation and impact.
- To develop a credible Sector Skills Plan informed by in-depth research and analysis of the ETD sector.

EXTENT OF ACHIEVEMENTS AGAINST SET TARGETS

Strategic objectives, performance indicators, planned targets and actual achievements

Programme Name: Development of a credible ETD Sector Skills Plan (SSP)					
Strategic Objectives	Actual Achievement 2011/2012	Planned Target 2012/2013	Actual Achievement 2012/2013	Deviation from Planned Target to Actual Achievement for 2012/2013	Comment on Deviations and Variance
Increased research capacity in collaboration with research partners to conduct quality research and gather relevant information for skills planning	-	Partnership agreements for identified research implementation for: i) Baseline sector profiles ii) Provincial sector profile.	Baseline sector profiles are available. Provincial sector profiles are available for the following: ECD (5) Schooling (2) FET Colleges (7)	None	-
	-	3 x HEIs Research Chairs to increase research capacity	Not achieved.	None	Poor tender response.
Research agenda and strategy as well as the skills planning systems are in place, including monitoring, evaluation and impact assessment frameworks	-	i) Annual Stakeholder survey conducted. ii) Evaluation study conducted. iii) Learner tracking and tracing.	Partial achievement Partial achievement. The evaluation study on the effectiveness of the internship programme is still in progress.	None Learner tracking and tracing had not yet commenced.	Delay in process. Learner tracking and tracing will be conducted in the 2013/14 financial year.
A credible Sector Skills Plan is in place that is informed by in-depth research and analysis of the ETD sector.	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.	Annual SSP Update approved.	Research on the skills supply and demand conducted for the 12 ETD constituencies. The SSP was submitted to DHET on 30 November 2012 as per the requirement.	None.	-
	Trained 1 565 SDFs/sector specialists on the Scarce and Critical Skills Guide.	700 SDFs trained in the use of the guide.	854 SDFs trained	None.	There was greater demand for training from constituencies hence an overachievement of 154.
	931 WSP/ATRs submitted	To increase submission rate of WSP/ATRs by 5% from the previous years target of 1 101.	992 WSP/ATR submissions were received.	None.	Not all small levy paying organisations submitted as expected, hence a shortfall of 109.

Programme Name: Development of a credible ETD Sector Skills Plan (SSP)					
Strategic Objectives	Actual Achievement 2011/2012	Planned Target 2012/2013	Actual Achievement 2012/2013	Deviation from Planned Target to Actual Achievement for 2012/2013	Comment on Deviations and Variance
Create awareness and disseminate information on HIV/AIDS	Booklet on HIV/AIDS developed and distributed to all programme beneficiaries.	A booklet developed and distributed to all the beneficiaries of ETDP SETA programmes.	A booklet was developed and distributed for purposes of awareness.	None.	-

Contribution of programme performance to the Strategic Outcome Oriented Goal Number 1

The Strategic Outcome Oriented Goal No.1 was focused on having credible ETDP SETA institutional mechanisms for conducting and coordinating research and providing accurate information and analysis for skills planning in the ETD sector. During the year under review, the ETDP SETA updated the Sector Skills Plan that was submitted to the DHET by 30 September 2012 as per the requirement.

The Sector Skills Plan was informed by constituency specific research carried out in the 11 constituencies. In addition, information on scarce and critical skills in the ETD sector is now available in the form of a scarce and critical skills guide booklet. In order to inform skills development interventions in the sector, 6 000 copies of this guide were printed and distributed to various stakeholders

The variance between the planned targets and actual achievements for the current year, is as a result of two of the research projects not being achieved. These are the learner tracking and tracing study and the research chairs which are planned for the 2013/14 Annual Performance Plan. The evaluation study and the stakeholder satisfaction survey commenced in the 2012/13 financial year and will be concluded in May 2013.

Strategy to overcome areas of under performance

Management Information System (MIS) Challenges - DATANET

The ETDP SETA MIS requires enhancements in line with the new grants regulations.

Recommendations/Corrective Measures/Future Action Plan

Processes are underway to enhance the current MIS system fully respond to the organisational operational requirements.

Changes to planned targets

There were no changes to the planned targets.

Linking performance with budgets

SUB-PROGRAMME NAME	BUDGET	RE-ALLOCATION	ADJUSTED BUDGET	ACTUAL EXPENDITURE	(OVER)/ UNDER EXPENDITURE
Development of credible ETD SSP	R'000	R'000	R'000	R'000	R'000
Development of SSP	3 225	0	3 225	2 508	717
Research Chairs HEI	2 741	0	2 741	0	2 741
Survey monitoring and evaluation	2 795	0	2 795	289	2 506
Printing of scarce skills guide	400	86	486	57	429
WSP and ATR mobilisation	1 000		1 000	6	994
TOTAL	10 161	86	10 247	2 860	7 387

4.2 PROGRAMME 2: Supporting FET institutions to be responsive to ETD sector and national priorities

The purpose of this programme is to enhance the capacity of the FET institutions to fulfil their mandate in order to deliver on vocational and occupationally directed programmes.

Sub-programmes

- Continuous Professional Development for FET personnel.
- Support FET colleges for quality assurance and accreditation of the delivery of skills development programmes.
- FET institutions supported on career guidance and student liaison support.
- FET lecturers exposed to the industry.

The strategic objectives:

- To ensure competent and capable college personnel for delivery of skills programmes.
- To expand the delivery mechanisms and improve the pivotal programmes.
- To strengthen student liaison services in FET colleges and enhance career guidance to improve career choices of students, in and around the FET colleges.

The extent of achievement of strategic objectives and outputs:

Strategic objectives, performance indicators, planned targets and actual achievements

Programme : Supporting FET institutions to be responsive to ETD sector and national priorities					
Strategic Objectives	Actual Achievement 2011/2012	Planned Target 2012/2013	Actual Achievement 2012/2013	Deviation from Planned Target to Actual Achievement for 2012/2013	Comment on Deviations and Variances
To ensure competent and capable college personnel for delivery of skills programmes.	142 FET lecturers received bursaries to improve content knowledge.	300 lecturers trained on National Curriculum Vocational Fundamentals (Maths, Maths Literacy and English)	340	None	The number of lecturers that completed the programme exceeded the planned target. This was, however, within the allocated budget as the project costs per learner in some provinces was less than the estimated costs in both projects. An over achievement of 21 was recorded.
		100 managers trained on leadership and management programmes.	121	None.	
To expand the delivery mechanisms and improve the pivotal programmes.	Project not applicable in 2011/12	200 lecturers supported to gain industry exposure through work integrated learning and programmes	173	None.	The achievement is less than the planned target. In the Western Cape and Kwazulu-Natal, partnerships with industry could not be secured on time and as planned hence a shortfall of 27.
To strengthen student liaison services in FET colleges and enhance career guidance to improve career choices of students in and around the FET colleges.	Not applicable in 2011/12	200 interns trained and placed, 2 per college for student support and career guidance information dissemination.	200	None.	-

The contributions of programme performance to Strategic Outcome Oriented Goal 2

The main focus of this goal is collaborating with FET Colleges through the establishment of partnerships for the delivery of identified programmes. The Green Paper for Post-school Education and Training (DHET, April 2012) states that levy grant institutions must create partnerships on the basis of training, leading to occupational qualifications and legitimate upgrading for semi-skilled or skilled workers. Therefore, programmes offered at the FET colleges must be responsive to the labour demands for skilled or semi-skilled workers and be accessed by the youth to expand participation in post-school education and training.

The four outputs contributed to building the capacity of the FET college system to expand its services. The skills of lecturers were enhanced to improve the quality of teaching in the National Curriculum Vocational fundamentals of Maths, Maths Literacy and English. Management and Leadership capabilities of the FET college managers will enhance the management's ability to lead the current reforms in the FET college system, particularly with regard to access, funding and improved quality

of programmes. The student liaison and support services of the FET College system were strengthened by the provisioning of career guidance officers. Students living in close proximity to the colleges will also have access to information on possible careers and career pathways. It is envisaged that this service will assist the youth with career choices and improve the supply of the identified scarce skills.

The variance between the planned targets and actual achievements for the current year was as a result of the Work Integrated Learning project, where only 175 college lecturers were exposed to industry, instead of the expected 200.

Strategy to overcome areas of under performance

The ETDP SETA is currently developing a strategy for workplace learning. The main focus of the strategy is to support FET colleges and link them with industry for work integrated learning.

Changes to planned targets

There were no changes to the planned targets.

Linking performance with budgets

SUB-PROGRAMME NAME	BUDGET	RE- ALLOCATION	ADJUSTED BUDGET	ACTUAL EXPENDITURE	(OVER)/ UNDER EXPENDITURE
FET SUPPORT	R'000	R'000	R'000	R'000	R'000
Skills programmes- FET lecturer	4 500	0	4 500	2 154	2 346
Skills programmes- FET managers	1 600	617	2 217	389	1 828
Industrial exposure programme	3 225	11	3 236	837	2 399
Placement of interns in FET	7 740	0	7 740	4 049	3 691
TOTAL	17 065	628	17 693	7 429	10 264

4.3 PROGRAMME 3: Teacher development in support of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

The purpose is to develop competent and professional human resource capital for the schooling sector by supporting the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa.

Sub-programmes

- Support for teacher capacity and practice in the delivery of subject content, pedagogy and implementation of Curriculum Assessment Policy Statements
- Support of the National Mathematics and Literacy Strategy
- Improve the quality of Early Childhood Development for the 0-4 years old age group
- Universal access to Grade R is increased
- Support and strengthen school and district management in order to promote functional schools
- Support career guidance services in schools in order to support Life Orientation teachers.

The Strategic objectives:

- To ensure that teachers have the necessary knowledge and skills to deliver the gateway subjects and implement CAPS.
- To ensure that teachers have the necessary knowledge and skills to improve learners' foundational skills in reading, writing and mathematics.
- To ensure that there is an adequate supply of qualified ECD practitioners to deliver effective learning and development for the 0-4 year old age group.
- Aspiring student teachers (B. Ed and PGCE) are supported to gain work integrated learning with the support of skilled teachers and district officials, in partnership with DBE and Higher Education Institutions.
- To build the capacity of school management teams and district personnel to acquire relevant skills in school management and administration, as well as curriculum delivery.
- To have better informed learners (Grades 8-12) in terms of career choices and guidance services.

Strategic objectives, performance indicators, planned targets and actual achievements

Programme : Teacher development in support of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa					
Strategic Objectives	Actual Achievement 2011/2012	Planned Target 2012/2013	Actual Achievement 2012/2013	Deviation from Planned Target to Actual Achievement For 2012/2013	Comment on Deviations and Variances
Support teacher capacity and practice in the delivery of subject content, pedagogy and implementation of CAPS.	-	1 800	1 858	None.	The overachievement of 58 is attributed to affordable training costs resulting in more teachers enrolling for the programmes.
Support the National Mathematics and Literacy Strategy	-	750	779	None.	The overachievement of 29 is attributed to affordable training costs resulting in more teachers enrolling for programmes.
Teacher Assistants who enrolled for a B.Ed. programme through distance learning mode	-	250	360	None.	The overachievement of 110 is attributed to affordable training costs resulting in more teachers' assistants/ aids enrolling for the programme.
Mentors/Coaches Training	-	300	290	None.	300 prospective learners were identified but only 290 attended. This was a project piloted in Gauteng schools in partnership with the GDE.
Support and strengthen School and District Management in order to promote functional schools.	-	750	858	None.	The overachievement is attributed to affordable training costs resulting in more senior teachers enrolling for the programmes.
Support career guidance services in schools to support Life Orientation teachers.	-	-	-	-	There was a re-prioritisation of projects and this project was not implemented.
Bursaries awarded to NTA winners.	-	49	18	None.	The SETA pledged to award bursaries to 49 winners but only 18 took up the offer hence, an underachievement of 31.

The contributions of programme performance to the Strategic Outcome Oriented Goal 3

The focus of this goal is to improve the quality of basic education by developing competent and professional human resource capital and improving the learner pass rate. The secondary school teachers were capacitated (Grade 8 -12) on subject content and pedagogical knowledge in Maths, Science and English, which is envisaged to improve learner performance in underperforming districts. The CAPS training programme is aimed at enabling teachers to effectively implement the curriculum reforms. The project contributes to achieving the Presidential Outcome 1 which is aimed at increasing the Grade 12 pass rate in Maths and Science.

This sub-programme is in support of the National Numeracy and Literacy strategy. Improved skills of primary school teachers in Literacy and Numeracy will contribute to improving learner performance in the annual national assessment and the quality of teaching in the foundation phase.

Work-based initial teacher education is a fairly new approach to teacher education in South Africa. This project is in partnership with the Department of Basic Education and is aimed at improving the supply of teachers in the country, as well as to explore an approach where students are placed in schools, while studying through distance learning. On completion, the project will produce teachers that are work-ready by the time they graduate. The programme is focused on primary schools, with the majority of learners specialising in B.Ed. foundation phase.

The programme of Homework Assistance was piloted in under-performing schools in Gauteng and located in under-privileged communities. The mentors assisted learners with homework after school and fostered an improved culture of learning amongst learners. The aim of this project is to improve learner performance and the pass rate in the targeted areas.

The programme contributes to the improvement of school management and creates functional schools in which the leadership of the school has the capacity to lead and manage the schools effectively, resulting in improved learner performance and increased pass rates in districts where these schools are located. The overall impact is an improved throughput rate of the basic education system, where more learners are reaching and passing Grade 12, and accessing tertiary/post matric education and or employment.

Strategy to overcome areas of underperformance

The only objective that was partially achieved was in the training of 300 mentors/coaches who provide homework support to learners. Only 290 were trained as opposed to the original planned target of 300. Many lessons were learnt in the implementation of this pilot and will be shared with the Gauteng Department of Education when the project is extended to include more schools in the Province.

Changes to planned targets

There were no changes to the planned targets.

Linking performance with budgets

SUB-PROGRAMME NAME	BUDGET	RE- ALLOCATION	ADJUSTED BUDGET	ACTUAL EXPENDITURE	(OVER)/ UNDER EXPENDITURE
TEACHER DEVELOPMENT SUPPORT	R'000	R'000	R'000	R'000	R'000
Teacher support	18 666	0	18 666	1 843	16 823
Teacher capacitation	4 434	389	4 823	2 074	2 749
Work place experience for teachers	4 031	0	4 031	937	3 094
Mentors/coaches homework support	750	0	750	0	750
SMT and district personnel support	11 250	0	11 250	4 778	6 472
DBE support teacher awards	980	20	1 000	0	1 000
TOTAL	40 112	409	40 521	9 633	30 888

4.4 PROGRAMME 4: Increasing access to and graduate output in Higher Education and Further Education and Training Institutions

Purpose

To support students to access higher education and further education institutions, in identified areas of scarce skills through the ETDP SETA career guidance programmes and bursaries.

Sub-programmes

- Increase access to higher education and further education institutions for school leavers in areas of scarce skills.
- Increase the pool of graduates who are work-ready for intermediate and high level skills needs.

Strategic objective

To ensure that there is an increased pool of graduates for intermediate and higher level skills in the sector.

Strategic objectives, performance indicators, planned targets and actual achievements

Programme: Increasing access to and Graduate output in Higher Education and Further Education and Training Institutions					
Strategic Objectives	Actual Achievement 2011/2012	Planned Target 2012/2013	Actual Achievement 2012/2013	Deviation from Planned Target to Actual Achievement for 2012/2013	Comment On Deviations and Variations
Increased student access to Higher Education and Further Education Institutions for studies by responding to identified areas of scarce skills through coordinated career guidance programmes.	Learner career guide developed and distributed.	Career Guidance handbooks revised and a further two handbooks developed (i.e. Student and Worker Career Guides).	Learner Career guidance handbook revised and distributed.	FET Students and Worker Career Guides not developed.	Priority was placed on the learner guide, based on the needs.
	21 802 career guides distributed.	20 000 career guides distributed through partnerships.	25 576 printed and distributed.	None.	The SETA over-achieved the set target by 127%. There was a greater need for guidance services in schools as well as a need to support the Life Orientation teachers to incorporate career guidance in the teaching of the learning area.
Increased student access to improve output in Higher Education and Further Education Institutions.	824 bursaries awarded.	80 students awarded bursaries.	21 new bursaries were awarded.		Reprioritised learners who were already registered hence an under-achievement of 59.
		250 bursaries renewed	541 bursaries renewed		
Number of FET students to be supported in NCV programmes.		150 FET students supported.	137 students supported.		The 13 students did not take up the offer and opted for the ministerial bursary scheme hence the underachievement of 13.
Number of FET students to be supported in NATED programmes.		100 FET students supported.	118 FET students supported.	None.	The programme attracted more hence an over-achievement of 4.
Number of FET/ UoT students to be supported in WPE.		200 FET/ UoT students supported.	204	None	More students showed interest, hence an over achievement of 4.

Strategy to overcome areas of underperformance

There were no under achievements under this programme.

Changes to planned targets

24 new bursaries were awarded because the SETA had to prioritise learners already registered in the system.

Linking performance with budgets

SUB-PROGRAMME NAME	BUDGET	RE- ALLOCATION	ADJUSTED BUDGET	ACTUAL EXPENDITURE	(OVER)/UNDER EXPENDITURE
UNDER GRADUATE STUDENT SUPPORT	R'000	R'000	R'000	R'000	R'000
Bursaries post-graduates	1 129	0	1 129	874	255
Bursaries under-graduates	1 344	0	1 344	7 486	-6 142
Bursary renewals 2nd year under- graduates	6 250	0	6 250	14 956	-8 706
NCV programmes	726	0	726	0	726
NATED programmes	484	1 229	1 713	52	1 661
WPE for universities and FET	6 450	0	6 450	4 450	2 000
TOTAL	16 382	1 229	17 612	27 818	-10 206

4.5 PROGRAMME 5: Youth development through increasing access to workplace learning

The purpose of this programme is to provide youth with workplace learning and experience in order to achieve competence in occupationally directed programmes for intermediate and high level skills.

Sub-Programmes

Youth development through increasing and supporting access to various forms of workplace learning, learnerships, internships and work integrated learning for technology diplomas.

The strategic objective

To place unemployed youth in various forms of workplace learning programmes in order to gain work experience and produce work- ready graduates.

The extent of achievement of strategic objectives and outputs

Strategic objectives, performance indicators, planned targets and actual achievements

Programme Name: Youth development through increasing access to workplace learning					
Strategic Objectives	Actual Achievement 2011/2012	Planned Target 2012/2013	Actual Achievement 2012/2013	Deviation from Planned Target to Actual Achievement for 2012/2013	Comment on Deviations and Variances
To place unemployed youth in various forms of workplace learning programmes in order to gain work experience and produce work-ready graduates.	602	100 graduate internships placed.	107	None	There is a greater need for unemployed graduates to be placed in the internship programme, hence an overachievement of 7.
	150	150 learner ships for unemployed youth.	156	None	An additional 6 learners from SAQA were supported.
	935	800 practitioners registered on ECD level 5 Learnerships and will proceed to 2 nd year (projected 85% pass rate).	921		More than the projected number of learners proceeded to 2 nd year as compared to what was anticipated, hence overachievement of 121.
	353	1 000 learners entered second chance matric re-write.	1521		The overachievement is attributed to demand, low training costs and availability of the budget.

The programme enables young people to gain work experience through various workplace based programmes such as learnerships and internships and contribute to the national challenge of youth unemployment. Research conducted by Human Science Research Council (HSRC) and published in January 2012, on assessing the impact of learnerships and apprenticeships under NSDS II, showed that 86% of youth gain permanent employment after being on a learnership.

Support for Kha Ri Gude Project

This project aims at developing the capacity of 504 volunteer adult educators to enrol for a higher certificate in ABET NQF level 5 (120 credits) through the University of South Africa. The project budget is R6 174 000.

Strategy to overcome areas of under performance

There was no under-performance in the programme.

Changes to planned targets

The Kha Ri Gude Project is not part of the APP for 2012/2013 financial year, but was approved later in the year by the Accounting Authority as a response to the short supply of Adult Trainers.

Linking performance with budgets

SUB-PROGRAMME NAME -5	BUDGET	RE- ALLOCATION	ADJUSTED BUDGET	ACTUAL EXPENDITURE	(OVER)/ UNDER EXPENDITURE
YOUTH DEVELOPMENT WORKPLACE LEARNING SUPPORT	R'000	R'000	R'000	R'000	R'000
Graduate internships	3 870	0	3 870	6 290	-2 420
Youth development	169	0	169	37 039	-36 870
Learner allowance	3 290	0	3 290	613	2 677
Provider fee	12 900	-4 079	8 821	811	8 010
Learnership allowance	17 028	-7 000	10 028	1 125	8 903
Second chance matric intervention	3 763	0	3 763	750	3 013
TOTAL	37 256	-11 079	26 177	46 628	-20 451

4.6 PROGRAMME 6: Constituency support through skills development

The purpose of this programme is to build capacity of the ETD P SETA constituencies through skills development.

Sub-Programmes

- Skills development programmes for Trade Unions
- Support for Teacher Unions Institutes
- Support for NPOs
- Support for Private Providers
- Bursaries for Independent Schools
- Support for Independent Schools on leadership and management
- Skills development programmes for Political Parties
- Skills development Forum workshops for HEIs
- Support for HEIs
- Mentoring and coaching programmes for HEIs
- Skills development support for research organisations
- Skills development support for Library and Archives organisations

The strategic objectives

To build capacity of the ETD P SETA constituencies through skills development.

The extent of achievement of strategic objectives and outputs

Strategic objectives, performance indicators, planned targets and actual achievements

Programme / Sub-programme: Constituency Support through skills development					
Performance Indicator	Actual Achievement 2011/2012	Planned Target 2012/2013	Actual Achievement 2012/2013	Deviation from Planned Target to Actual Achievement for 2012/2013	Comment on Deviations and Variances
Number of Trade Union beneficiaries capacitated through skills development.	80	250	257	None.	The overachievement of 7 is attributed to demand, low training costs and availability of the budget.
Number of teacher organisations assisted to establish Teacher Development Institutes.	-	5	4	None.	An offer extended to one of the Teacher Unions was not utilised within the allocated timelines, hence an under achievement of 1.
Number of Private Training providers supported through skills development.	-	50	50	None.	-
Number of Independent Schools supported through skills development.	-	120	30	None.	An offer was extended to a number of schools affiliated to the Independent Schools Associations, who were unable to take up the offer at the time, hence an underachievement of 90.
Number of NPOs supported.	321	100	90	None.	100 organisations were recruited through the National Coalition of NGOs, but only 90 NGOs representatives attended the training, hence a shortfall of 10.
Number of Independent Schools supported on leadership and management.	-	75	48	None.	An offer was extended to a number of Independent Schools Associations who were not able to attend, hence a shortfall of 27.
Number of Political Parties supported through skills development.	-	50	60		More interest from beneficiaries of political parties necessitated an increase in the target.
Number of SDF workshops supported for HEIs.	-	2	3		There was a need from one of the beneficiaries and the allocated budget was able to accommodate 1 more workshop.
Number of HEIs supported.	10	15	8		7 HEIs did not meet the requirements for approval.
Mentoring and Coaching programme support for HEIs.	-	-	20	None.	Based on the budget allocated, 20 beneficiaries from HEIs participated in the programme.
Number of Research Organisations supported.	-	5	2		An offer was extended to 5 research organisations but only 2 took up the offer at the time.
Number of Library and Archives Organisations supported.	-	2	1	None.	There was only one National Library Association which took up the offer, hence a shortfall of 1.

Strategy to overcome areas of under performance

Challenge: Use of public Higher Education Institutions (HEIs)

The areas of underperformance on awarding of bursaries, was due to the ETDP SETA encouraging constituent employers to use public HEIs. The misalignment of the ETDP SETA's financial year (April to March the following year) and the HEIs academic year (January – December); resulted in most beneficiaries not being able to access the bursaries in time in order to register at HEIs in January.

Recommendations/Corrective Measures/Future Action Plans

Facilitate written partnership agreements with public HEIs to allow the ETDP SETA's beneficiaries to register before the year ends for the following academic year.

Changes to planned targets

In addition to the approved targets as depicted in the table above, 32 bursaries were awarded to FET College lecturers to enrol for post graduate programmes. This formed part of partnership between the ETDP SETA and SACPO. Further, the ETDP SETA supported six learners from the DBE 2012, Grade 12 top achievers, with bursaries to register for under-graduate programmes of their choice. A further four learners who were initially targeted were supported by other funders. These top achievers who were supported, hailed from schools in disadvantaged communities.

Linking performance with budgets

SUB-PROGRAMME NAME	BUDGET	RE- ALLOCATION	ADJUSTED BUDGET	ACTUAL EXPENDITURE	(OVER)/UNDER EXPENDITURE
CONSTITUENCY SUPPORT	R'000	R'000	R'000	R'000	R'000
Skills development NQF level 7- Trade Unions	4 500	0	4 500	265	4 235
Skills development NQF level 6- Trade Unions	2 000	850	2 850	1 068	1 782
Teacher Union support	2 500	0	2 500	654	1 846
Support for NPOs	806	1 369	2 175	0	2 175
Support for private providers- APPETD	806	244	1 050	806	244
Bursaries for Independent Schools	1 800	195	1 995	17	1 978
Support for Independent Schools	1 125	0	1 125	0	1 125
Skills development programme for Political Parties	403	895	1 298	191	1 107
SDF forum and workshops for HEI	500	0	500	0	500
Mentoring and coaching	600	0	600	719	-119
Support for HEIs	7 500	0	7 500	30	7 470
Skills development support for research organisations	2 688	1 000	1 688	0	1 688
Skills development support for Library and Archive organisations	538	0	538	0	538
TOTAL	25 766	2 553	28 319	3 752	24 567

Performance against transformation goals

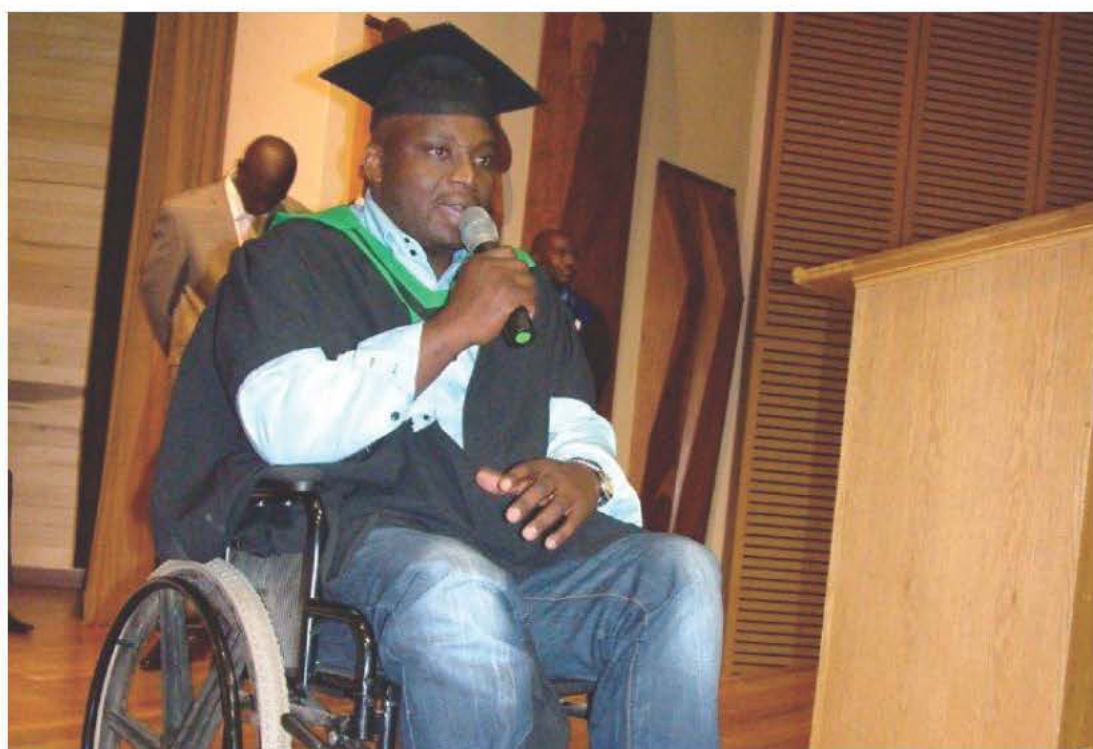
Central to the implementation of the ETDP SETA's programmes, is an endeavour to respond to the government's agenda for social transformation in our country. The ETDP SETA is committed to the achievement of the minimum equity targets.

In the projects and programmes implemented during the year under review, the ETDP SETA worked towards the achievement of the following six key developmental and transformation imperatives, namely:

- Race and class
- Gender
- Geography (Rural)
- Age (Youth)
- Disability
- HIV/AIDS awareness in all ETD workplaces.

The table below provides a summary of the ETDP SETA's performance in terms of the set equity targets for enrolment.

EQUITY TARGETS AND ACHIEVEMENT – ENROLMENTS	
Developmental and transformational imperatives	Achievement against the total enrolment
Female (60%)	5 917 (59%)
People with Disability (5%)	153 (2%)
Youth (60%)	4 838 (48%)
Rural (60%)	4 882 (48%)
Black (85%)	9 640 (96%)
Total number of learners enrolled in programmes	10 072



ETDP SETA is committed to reaching out to people living with disabilities.

4.7 PROGRAMME 7: Strengthening the Quality Assurance System and Improving Monitoring and Evaluation for Impact Measurement

The purpose of this programme is to ensure effective and efficient systems for quality provisioning of skills development, credit bearing programmes, for the ETD sector and the ETDP SETA constituencies.

Strategic objectives

- Improved quality assurance services that are compliant with legislation. This objective relates to aligning ETDP SETA quality assurance functions to the changing QCTO and NQF landscape and legislation.
- Facilitating the identification and development of relevant credit bearing skills programmes and qualifications for occupations in the ETD sector and SETA constituencies.
- Accreditation of providers and extension of scope. Providers are accredited for credit bearing qualifications and learnerships. FET Colleges extend their scope against the ETDP SETA accredited programmes.
- Quality assurance and monitoring of legacy qualifications.
- Implementation of RPL assessment projects. This objective refers to the establishment of two RPL centres in public FET colleges and the implementation of RPL projects.

Strategic objectives, performance indicators, planned targets and actual achievements

Programme: Strengthening the Quality Assurance System and improving monitoring and evaluation for impact measurement					
Performance Indicator	Actual Achievement 2011/2012	Planned Target 2012/2013	Actual Achievement 2012/2013	Deviation from Planned Target for 2012/2013	Comment on Deviations and Variances
Review and development of the ETQA policy in line with QCTO requirements.	5 policies developed in line with SAQA requirements.	2 policies in line with QCTO requirements.	2 policies were developed, namely, Assessment Management and Qualifications Development Policies.	None.	There was no variance.
Registered occupational qualifications are developed and registered on the NQF.	1 occupational qualification developed namely the Education and Development Professional NQF L5.	2 occupational qualifications (Com. Dev. and Library Practice) were developed and registered on the NQF.	0	None.	The process of development took longer than anticipated.
Providers are accredited to deliver the ETDP SETA learning programmes.	20 providers are accredited.	100 providers were accredited.	194 were accredited and 120 learning programmes approved.	None.	More providers were accommodated hence an over-achievement of 94.
FET Colleges are accredited to deliver ETDP SETA programmes.	21 FET Colleges extended their scope with ETDP SETA.	20 FET Colleges extended their scope.	20 FET Colleges extended their scope.	None.	-
Number of workplaces supported, accredited, and registered.	N/A	1 consultative workshop on the registration of workplaces held.	0	None.	Work in progress.

Programme: Strengthening the Quality Assurance System and improving monitoring and evaluation for impact measurement					
Performance Indicator	Actual Achievement 2011/2012	Planned Target 2012/2013	Actual Achievement 2012/2013	Deviation from Planned Target for 2012/2013	Comment on Deviations and Variances
Verification of learner achievement.	649 providers were verified.	All providers requesting verification must be audited.	580 providers were verified.	None.	-
Endorsement of learners	9 598 learners were endorsed against full qualification. 49 456 learners were endorsed against a unit standards.	100% learner achievements uploaded on DATANET were endorsed.	12 801 learners endorsed against a full qualification. 101 549 learners endorsed against unit standards.	None.	-
Monitoring of provisioning of learning.	80 providers were monitored.	Of the 450 providers, 10% (45) must be monitored.	23 providers were monitored for accreditation purposes.	None.	-
2 RPL centres to be established.	N/A	Preparatory work towards the establishment of RPL centres must be done.	2 Community Development Occupational Qualifications developed. Advocacy drives conducted in provinces.	None	The setting up of the RPL centres and pilot of the 200 learners are not yet in place.

The focus of this programme as encapsulated in the 2012/13 SETA APP is to ensure that there is an effective and efficient system for the provisioning of skills development programmes for the ETD sector and the ETDP SETA constituencies.

The SETA identified and developed five strategic occupational qualifications for the ETD sector, namely:

- Assessment Practitioner
- Community Worker
- Community Practitioner
- Library and Archives Practitioner
- Lay Career Guidance Practitioner

The selection of these occupational qualifications was informed by the ETDP SETA Sector Skills Plan 2012, and will assist in the up skilling and the employability of ETD constituent members.

The occupational qualifications were developed in consultation with key industry players, QCTO, SAQA, government departments, and NGOs and NPOs.

The SETA is in the process of signing Service Level Agreements with the QCTO to be recognised as a Development Quality Partner. The SETA has also positioned itself to be an Assessment Quality Partner (AQP) for a number of key qualifications and part qualifications. Being an AQP will be beneficial to the ETD sector, as the ETDP SETA will be able to accredit skills development providers, register assessors, and ensure that assessment instruments are in place and certificate learners against occupational qualifications.

Linking performance with budget

SUB-PROGRAMME NAME	BUDGET	RE- ALLOCATION	ADJUSTED BUDGET	ACTUAL EXPENDITURE	(OVER)/UNDER EXPENDITURE
QUALITY ASSURANCE MONITORING AND EVALUATION	R'000	R'000	R'000	R'000	R'000
Strengthening of quality assurance and improving monitoring and evaluation for impact	645	0	645	2 268	-1 623
Consultative workshops	326	0	326	0	326
Development for RPL	538	0	538	0	538
FETs extended scope	1 075	0	1 075	429	646
TOTAL	2 583	0	2 583	2 697	-114

4.8 PROGRAMME 8: Improving organisational administration and management to enhance organisational performance.

Programme : Improving organisational administration and management to enhance organisational performance					
Strategic Objective(S)	Actual Achievement 2011/2012	Planned Target 2012/2013	Actual Achievement 2012/2013	Deviation from Planned Target to Actual Achievement for 2012/2013	Comment on Deviations and Variances
Development of an organisational development and performance strategy.	An improved and integrated organisational development is in place and performance strategy implemented.	Full implementation of the strategy as per the performance indicators and report on Return on Investment communicated.	Strategy structure and performance management system is in place for organisational effectiveness.	None.	None.
	A total of 63 staff members received training and a further 11 study bursaries were awarded to staff members.	Employees supported through skills programmes and bursaries.	28 employees were supported on training and development programmes.	None.	None.
Effective and efficient governance.	The SETA conducted an induction programme for the new Board in October 2011 and March 2012. All five Chambers underwent relevant capacity building sessions between April 2011 and February 2012.	Members of the governance structures were capacitated.	Capacity building programme implemented for Chambers to improve organisational effectiveness.	None.	None.

Programme : Improving organisational administration and management to enhance organisational performance					
Strategic Objective(S)	Actual Achievement 2011/2012	Planned Target 2012/2013	Actual Achievement 2012/2013	Deviation from Planned Target to Actual Achievement for 2012/2013	Comment on Deviations and Variances
	The 2011 AGM was held on 12 October 2011.	Annual General Meeting to take place.	The 2012 AGM was held on 30 October 2012.	None.	None.
	A two-day EXCO strategic planning session was held on 26 and 27 January 2011.	EXCO strategic planning session was held.	A two-day EXCO strategic planning session was held on 30 and 31 January 2012.	None.	None.
	All five ETDP SETA Chambers had a total of four meetings each in 2011/12.	Quarterly meetings of Chambers took place.	All five ETDP SETA Chambers had a total of four meetings each in 2012/13.	None.	None.
Reviewed media and public relations strategy (internal and external)	An informed marketing and communication strategy was developed and implemented.	Profiling of the ETDP SETA is increased by 10% through exhibitions, road shows, print and electronic media.	The SETA increased its visibility through events which included the hosting of its 5 th biennial conference, ECD dialogue, road shows and participating in career exhibitions.	None.	None.
Improved Supply Chain Management practices.	The Supply Chain Management Policy was revised and approved by the Board in May 2012.	Reviewed Supply Chain Policy in place.	The Supply Chain Management Policy was revised and approved by the Board in 2013.	None.	None.
Improved Financial Management practices	The SETA received a clean audit report.	Unqualified 2012/13 audit.	The SETA received a clean audit report which demonstrates effectiveness and efficiency.	None.	None.
Integrated Management Information System (MIS) that supports and improves the efficiency and the effectiveness of the organisation.	Automated system fully functional in the Operations, ETQA, Finance and HR Divisions.	Implemented the project plan for automation of workflow processes of the MIS.	Automated system fully functional in the Operations, ETQA, Finance and HR Divisions hence no material findings by the Auditor General.	None.	None.

Linking performance with the budget

All programme 8 costs are carried in the administration budget.

4.9 OVERVIEW OF PROVINCIAL PERFORMANCE

The ETDP SETA opened nine provincial offices which enabled the SETA to be easily accessible and in close proximity to the services where beneficiaries are located. The nine provincial offices implemented various skills programmes, which were informed by national priorities, in line with the agreements of the two Ministers (Department of Basic Education and Department of Higher Education and Training), the Poverty Index and the Skills Development Needs from the Provincial Growth Plans.

The skills development programmes focused on employed workers and unemployed students and youth. Bursaries were offered to students to access Higher Education institutions and FET colleges. In addition, learnerships and internships were implemented. The skills programmes targeting employed workers were implemented in FET colleges and in primary and secondary schools across the nine provinces.

This section of the report provides an overview of the detailed services that were delivered in the nine provincials offices of the ETDP SETA. All the provinces implemented the following programmes as per the ETDP SETA 2012/13 Annual Performance Plan:

- Programme 2: Supporting FET Institutions to be responsive to the ETD sector and national priorities
- Programme 3: Teacher development in support of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa
- Programme 4: Increasing student access to and graduate output in Higher Education and Further Education Institutions
- Programme 5: Youth development through increasing and supporting access to workplace learning

4.9.1 EASTERN CAPE (EC)



Provincial highlights

As part of the new strategic thinking and approach within the ETDP SETA, the EC provincial office partnered with all FET colleges in the province, as well as the EC Department of Education and the Nelson Mandela Metropolitan University. These partnerships were established in order to ensure that the ETDP SETA's EC Provincial office is able to meet the NSDS III objectives, within the budget and the timeframes allocated. The support of 23 engineering FET lecturers on industry exposure, the training of FET managers on leadership and management, and the placement of 32 graduates as Career Guidance Officers in all eight FET colleges in the EC, is indicative of the ETDP SETA's commitment to contributing to improving the capacity of the FET colleges to become centres of choice, in line with objectives of the Department of Higher Education and Training.

The Government's Medium Term Strategic Framework (MTSF) for the period 2009 - 2014 aims to improve basic education. The ETDP SETA's EC provincial office, together with EC DoE trained 250 secondary school teachers on content knowledge for Maths, Science and English. In addition, 150 primary school teachers were trained on Numeracy and Literacy in line with National Numeracy and Literacy Strategy and a further 158 school principals were trained in the Leadership and Management Programme.

All these interventions targeted mainly the under-performing EC DoE districts, namely: Libode, Butterworth and Fort Beaufort. The road shows led by the ETDP SETA's CEO were in line with the organisation's strategic goals and ensured that the ETDP SETA in the EC province, builds sustainable constituency support and stakeholder relationships.

The province implemented its programmes and 94% of the total number of beneficiaries that participated in the programmes were from the rural areas of the Eastern Cape.

PROGRAMME 2: Supporting FET Institutions to be Responsive to the ETD Sector and National Priorities

Actual achievements

Training of FET lecturers on fundamentals of the NCV qualifications

In an attempt to assist in improving the capacity of the FET Colleges, the province partnered with all eight FET colleges based in the Eastern Cape. The partnership agreements provided an opportunity to train 30 FET lecturers. The ETDP SETA's EC office allocated this target to Ingwe FET, King Sabata FET and King Hintsa FET. All three colleges are in the rural towns of the former Transkei homeland and predominantly service the rural communities of the Eastern Cape. The ETDP SETA together with the three colleges, agreed to prioritise Maths and Maths Literacy, as they are critical areas in the NC (V) qualifications. The purpose of the training was to enhance the content knowledge of the FET lecturers teaching Maths and Maths Literacy. The ETDP SETA contracted the Nelson Mandela Metropolitan University (NMMU) to deliver the programme to the lecturers.

Training of FET managers on the leadership and management programme

During the year under review, the ETDP SETA in partnership with Lovedale FET College and East Cape Midlands College signed partnership agreements, which provided funding for five FET managers from each college to be trained in the Leadership and Management programme. Both FET colleges chose the NMMU to deliver the management enhancement programme. Whilst there is a great need for the leadership and management programme in the Eastern Cape FET colleges, an understanding was reached with the colleges that only two colleges will be targeted to ensure that the programme makes an impact.

FET lecturers supported to gain industry exposure

One of the projects implemented in the Eastern Cape Province during 2012/13, was industry exposure for 23 FET lecturers. The programme was two-fold, the FET lecturers experienced one week of formal technical training and were also exposed to formal work integrated learning in the industry. This programme in partnership with the FET colleges was allocated to the following colleges; Ingwe, King Sabata Dalindyebo, King Hintsa, Ikhala and Lovedale College. The agreed area of focus with the FET colleges was electrical and mechanical engineering. The formal technical training was provided by NMMU, and Volkswagen South Africa provided the practical training. The previously disadvantaged FET colleges that required continued support in order to be able to deliver quality programmes were identified and targeted, for this intervention. .

Career guidance and Student support

Thirty two graduates, mainly from the humanities area of study were placed as Career Guidance Officers in all eight FET colleges in the Eastern Cape. This initiative was as a result of a partnership between the ETDP SETA and SAQA to support the career guidance drive in the FET colleges. It is envisaged that this initiative will improve the pass rate of the FET college learners and provide student support under the guidance of the student support services managers, in the respective FET colleges.

Sub-Programmes	Planned Target for the Province 2012/2013	Actual Achievement 2012/2013	Equity targets (where applicable)								Deviation from Planned Target For 2012/2013
			African	Indian	Coloured	White	Female	Pwd	Youth	Rural	
FET lecturers trained in relevant programmes (NC(V) fundamentals)	30	34	32	2	0	0	16	0	22	34	4
FET managers trained in relevant programmes (Leadership and Management)	10	10	6	0	0	4	5	0	1	0	-
FET lecturers supported to gain industry exposure (Work Integrated Learning)	22	23	23	0	0	0	3	0	13	19	1
Interns placed in FET colleges as Career Guidance Officers	32	32	28	0	4	0	19	0	30	20	-

Summary of targets and achievement

PROGRAMME 3: Teacher Development In Support of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

Actual achievements

This project contributed to the improvement of the Grade 12 results by targeting and up-skilling Grade 12 teachers in pedagogy and subject content knowledge. Support was provided for secondary school teacher capacity and for the improvement of teaching practice in the delivery of subject content, knowledge and implementation of CAPS.

In partnership with the EC Department of Education (EC DOE), the ETDP SETA's EC office supported 250 secondary school teachers with training in subject content knowledge. The aim of this project was to assist educators, and the poor performing EC DOE districts; namely, Libode, Butterworth and Fort Beaufort, to improve the high failure rate in the gateway subjects. Maths, Science and English were identified as critical subjects for the Eastern Cape Province. The ETDP SETA contracted NMMU to deliver Maths and Science content knowledge to 160 educators. The SETA contracted Environment and Language Education Trust (ELET) to deliver English content knowledge to 90 English teachers based on the recommendations from EC DOE. A total of 151 educators benefited from the programme.

Support was provided to primary school teachers in Numeracy and Literacy. This project aimed at improving learner performance in the areas of Literacy and Numeracy in the Eastern Cape in response to the results of the annual national assessment diagnostic study, which indicated that learners in Grade 3 performed far below the expected levels of performance. In partnership with the EC DOE, the ETDP SETA facilitated the training of 150 primary school teachers from Libode, Butterworth and Fort Beaufort. Numeracy and Literacy learning areas were identified in order to improve the ANA results. This project targeted the same districts in order to ensure maximum impact in improving the quality of education in these poor performing districts. The University of Fort Hare was contracted to deliver Numeracy training to 102 primary school teachers and ELET was contracted to train 48 teachers on Literacy. A total of 160 primary school teachers benefited from the programme.

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity targets (where applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	Pwd	Youth	Rural	
Support for secondary school teachers in content knowledge including CAPS on NQF L6 or equivalent	250	253	253	0	0	0	61	0	61	61	3
Primary school teachers' capacitation in support of the national numeracy and literacy strategy	150	151	151	0	0	0	98	0	5	151	1
SMT and District personnel support	150	158	158	0	0	0	3	0	3	158	8

PROGRAMME 4: Increasing Student Access to and Graduate Output in Higher Education and Further Education Institutions

Actual achievements

The career guidance booklets were distributed to 2 504 learners from the Butterworth district.

To ensure that there is an increased pool of graduates for intermediate and higher level skills, bursaries were awarded to 156 students across the rural areas of the Eastern Cape. A further 153 university student renewed their bursaries in order to pursue studies in areas of scarce skills. Bursaries were primarily awarded to students from the rural areas in line with NSDS III.

Bursaries were awarded to 101 FET college students to study both NCV and NATED programmes. Whilst the target was split in two, 50 NCV and 50 NATED, the need on the ground was skewed towards NCV and 68 bursaries were awarded to NCV students and 33 to NATED programmes.

A total of 20 students from the University of Technology (UoT) were placed in relevant industries or workplaces to gain workplace experience in line with their curriculum requirements.

			Equity targets (where applicable)								
Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	African	Indian	Coloured	White	Female	PWD	Youth	Rural	Deviation from Planned Target for 2012/2013
Dissemination of the career guides through partnerships	2 222	2 504	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	282
Bursary renewals	153	153	149	0	4	0	102	0	129	133	None
FET student enrolment for NC (V) programmes	50	68	68	0	0	0	43	0	68	68	68
FET student enrolment for NATED programmes	50	33	33	0	0	0	16	0	33	33	-17
FETs/UoT student support to gain workplace experience	20	20	11	2	4	3	4	0	20	10	None

PROGRAMME 5: Youth Development Through Increasing and Supporting Access to Workplace Learning

Actual achievements

Two learnerships for Development Practice NQF 5 and ECD Practice NQF 5 were implemented for the unemployed youth. The Development Practice learnership, in partnership with ECDOE, the ETDP SETA EC implemented Development Practice NQF Level 5 learnerships to 30 unemployed learners in the Libode district, which was identified as one of the weaker performing districts in terms of the 2011 matric results. The learners were placed at various schools in Libode to undergo their development practice training by working with school learners and their communities. The aim was to improve the quality of education in the district. Wetlands Private College was contracted as a training provider and this programme contributed significantly to the improved learner performance in the Libode district and had a positive impact on the culture of learning and teaching.

In 2011/12 the ETDP SETA placed 234 unemployed learners into an Early Childhood Development Practice Learnership - NQF L5 which has 240 credits. The duration of this programme is two years and in the 2012/13 financial year, the ETDP SETA EC continued to support 234 of these learners who were either in their second or final year of the programme. This project was successfully implemented with 234 learners currently placed in ECD sites in the Eastern Cape Province as skilled practitioners. Pre-school learners from rural areas will enter the formal schooling system, better prepared and this will ultimately result in increased learner performance in the Foundation Phase.

			Equity targets (where applicable)								
Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	African	Indian	Coloured	White	Female	PWD	Youth	Rural	Deviation from Planned Target for 2012/2013
Unemployed youth who registered for Development Practice Level 5 Learnership	30	30	30	0	0	0	16	0	30	30	None
Unemployed youth doing 2 nd year of the ECD Practitioner Level 5 Learnership	234	234	231	0	0	3	230	3	133	224	None

COMPLETIONS OF PROGRAMMES IMPLEMENTED IN 2011/12

SKILLS PROGRAMMES COMPLETED											
	Provincial/Unit Annual Target	Achievement	Variance on Target(s)	Equity Targets							
				Black				Female	PWD	Youth	Rural
				African	Indian	Coloured	Whites				
Skills programmes (Employed)	120	99	-21	99	0	0	0	76	0	5	99

INTERNSHIPS COMPLETED (Unemployed)											
	Provincial/Unit Annual Target	Achievement	Variance on Target(s)	Equity Targets							
				Black				Female	PWD	Youth	Rural
				African	Indian	Coloured	Whites				
Internships	68	77	9	73	0	0	4	57	10	68	33

Stakeholder interaction

The table below summarises the interaction with our stakeholders.

Stakeholder	Interaction	Key interests and concerns	How we responded
HEI	Participation in the ETD P SETA programmes and services as beneficiaries as well as service providers.	Provide workplace support to unemployed learners. Training providers for Programme 3 training projects.	Allocate financial support to University of Technology learners in order to participate in WIL. Contracted to provide training in Maths, Science, Numeracy and PMDP.
FET	Participation in the ETD P SETA programmes and services.	Capacity building of FET lecturers and managers. Placement of Career Guidance officers. Increase capacity of FET colleges to deliver learnerships and skills programmes.	Support training of FET lecturers and managers on scarce and critical skills. Provide financial support to Career Guidance Officers placed at FET colleges. Workshop FET colleges to extend their scope.
DOE	Participation in the ETD P SETA programmes and services.	Improve quality of education. Provide workplace support to the unemployed. Distribute career guidance booklets. Share information on the implementation of ETD P SETA programmes.	Support training of teachers and those who want to become teachers. Enhance skills of educators and managers. Inform learners about careers available in the ETD sector. Attend DoE Skills Development Committee meetings.
ECD	Participation in the ETD P SETA programmes and services.	Implementation of ECD L5 training.	Training of ECD L5.
Private provisioning including Independent Schools	Participation in the ETD P SETA programmes and services.	Capacity building of private providers.	Conduct workshops to capacitate private providers.
EPWP	Advisory role	Training on ECD.	Provide advice whenever necessary.
EC PSDF	Participation in the Provincial Skill Planning processes.	Provincial Growth Development Strategy.	Contribute towards EC PGDS.

4.9.2 FREE STATE



Felicity Scully
Provincial Coordinator

Provincial highlights

This report outlines the cumulative achievements of the Free State Province for the 2012/13 financial year and focuses on the achievements of learners that entered and completed learning programmes in the province and also proposes corrective measures on challenging targets. The report further outlines the interaction between the province and the constituencies and stakeholders.

The ETDP SETA adopted a slightly different approach to skills development in the 2012/13 financial year and partners in skills development were identified and agreements with these partners were concluded. The partners included the FET colleges and the Department of Education. Programmes were identified and implemented with these key stakeholders and included Management and Leadership programmes for senior managers, Work Integrated Learning in FETs, Career Guidance Officers in FETs

and teacher training in both the senior phase and FET phase.

Targets and achievements in terms of enrolments

Below is an overview of targets allocated and achieved by the team for the 2012/13 financial year for both employed and unemployed people

PROGRAMME 2: Supporting FET Institutions to be Responsive to the ETD Sector and National Priorities

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity Targets (Where Applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
FET lecturers trained in relevant programmes	30	39	36	0	0	3	14	0	22	39	9
FET managers trained in relevant programmes	10	14	13	0	0	1	5	0	0	9	4
FET lecturers supported to gain industry exposure (WIL)	22	20	20	0	0	0	5	0	15	14	-2
Interns placed in FET colleges as Career Guidance Officers	16	16	16	0	0	0	10	0	16	15	None

PROGRAMME 3: Teacher Development in Support of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity Targets (Where Applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Support teacher capacity and practice (primary and secondary teachers)	250	325	320	0	0	5	184	0	41	45	75
Teacher assistants who enrolled for B.Ed. programme	50	28	25	0	0	3	27	0	9	28	-22
Number of Senior managers trained in Management and Leadership skills	50	61	58	0	0	3	36	0	0	49	11

Targets and achievement in terms of completions

	Programmes	Target	Total	African	Indian	Coloured	White	Female	PWD	Youth	Rural
Employed	Bursaries	13	13	10	0	1	2	7	0	5	5
Unemployed	Skills programmes										
	Bursaries	30	30	30	0	0	0	20	0	29	30
	Internships	37	37	37	0	0	0	19	5	34	37
	Totals	80	80	77	0	1	2	46	5	68	72

EQUITY PROFILE OF LEARNERS

The equity requirements, of 85% Black, 60% Women, 60% Youth, 60% Rural and 5% PWD, were shared with all the constituencies in order for them to recruit accordingly. The current status on achievement indicates good performance on the equity breakdown and impact, however, the challenge still exists in meeting the disability target. The achievement in favour of black people, youth, women and rural focus is on target and in accordance with the business plan. Disability targets are consistently emphasised in our recruitment process, however, we have failed to attract people with disabilities and consideration is being given to the introduction of a special project for people with disabilities. To ensure that people with disabilities were not excluded from our projects, educators from ELSEN schools were recruited for all projects, however, the response was poor from these educators and the disability target of 5% was not achieved across all programmes.

STAKEHOLDER INTERACTION

The province encourages participation and stakeholder involvement in its strategic activities and will endeavour to accommodate additional interests. The meetings that were held in this financial year are reflected below:

Name of the meeting	Date	Participants	Purpose
Consultation meetings	April - June	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.
Free State Skills Development Forum	June, September	Provincial Staff, SETAs and Premiers Office	Partnerships, capacity building and recruiting emerging providers.
Meetings with HEI SDFs	May and October	Provincial staff and the SDFs	Partnerships, implementation of skills development programmes supported by constituency support.
Dissemination of career guides to schools	November 2012	Department of Education (High Schools)	Dissemination of career information to learners Grade 10-12.
Career Fairs	July 2012 August 2012 September 2012	Provincial Staff Bloemfontein	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 Mobilisation (Harrismith, Bloemfontein and Welkom)	May, June	All levy paying organisations	All WSPs and ATRs were submitted by 30 June.

4.9.3 GAUTENG



Gerrard Francis
Provincial Coordinator

Provincial highlights

The Gauteng province was guided by the NSDS III and the ETDP SETA's five year strategic plans. The purpose of NSDS III is to ensure that the SETA's are more responsive to the supply and demand of skills in the economic sector.

The ETDP SETA's Gauteng Provincial Office has set up forums for stakeholders within the province to access the SETA's services and expertise and is striving to ensure that ECD trainers and the unemployed youth are skilled in the province. It has also formed strategic partnerships with the FET colleges, universities and the Gauteng Department of Education, in order for the ETDP SETA to achieve its mandate.

The past year was marked by the increased cooperation and coordination among the ETDP SETA, the FETs and the HEIs. This was in line with the Minister of Higher Education and Training's vision for the all institutions to work together to facilitate skills development in South Africa. To support and promote the growth of the FET system to be responsive to the sector and national skills priorities, the Gauteng Province set up the FET Forum to enable proper planning processes and to identify key areas of cooperation. The ETDP SETA also assisted the other SETA's to access the FETs and allowed the FETs to make contact with the SETAs. The employees and the learners of the FETs have benefited from these interventions.

The SETA signed a three year Memorandum of Understanding with the Gauteng Department of Education in order to implement programmes as per the SSP of the ETDP SETA.

There are over 900 private providers and over 1 000 levy paying organisations that are registered in the province. To ensure that they are accessible and able to support their stakeholders, a provincial office was established in Gauteng.

PROGRAMME 2: Supporting FET Institutions to be Responsive to the ETD Sector and National Priorities

Actual achievements:

Training of FET Lecturers on fundamentals of the NCV qualifications

A partnership was established with all eight FET colleges based in Gauteng, to assist and improve the capacity in FET colleges. As a result, 30 lecturers from all the FET colleges were trained in Mathematics by the University of Witwatersrand and 26 of the 30 FET lecturers were declared competent. The Colleges identified Mathematics as the critical area that required intervention in the NCV qualification. The post assessment evaluation indicated a significant improvement in the subject content knowledge of the lecturers in Mathematics. Further interventions for the next three years will seek to improve the FET lecturers' subject content knowledge to cover the entire curriculum.

Training of FET Managers on leadership and management programme

The Gauteng province had a target of 20 FET Managers to train. The FET Forum allowed the eight FET Colleges to participate in the programme and selected the University of Pretoria to conduct the training. The FET Summit identified management and leadership as one of the core competencies that should be developed for the FET Colleges. The SETA exceeded its target of 20 by training 24 FET managers with the available funds. The entire group was declared competent and the post programme evaluation indicated that the Managers of the FETs gained valuable knowledge from this programme.

Support of FET lecturers to gain industry exposure

One of the projects implemented in the Gauteng province during 2012/13, was industry exposure for 22 FET lecturers. The programme was rolled out for two FET Colleges and 14 FET lecturers went on training with Ashanti Gold. The aim of this programme was to provide the FET lecturers with valuable industry exposure, an opportunity to learn first-hand about the world of work, and be able to impart this knowledge to their students from an informed position. Unfortunately the mining strike negatively impacted on this programme and implementation was delayed.

Career guidance officers and Student support

A total of 32 graduates, predominantly from the Humanities Department were placed as Career Guidance Officers in all eight FET colleges based in Gauteng. This initiative was as a result of a discussion between ETDP SETA and SAQA to support the career guidance drive in the FET colleges. The role of the Career Guidance Officers is to provide student support, under the guidance of the Student Support Services Managers in the respective FET colleges. It is envisaged that this will result in an improvement in the pass rate amongst FET learners. The Minister of Higher Education and Training has requested the presence of the SETA in every FET College and this mandate been followed through by the ETDP SETA. The Career Guidance Officers will expand their mandate to interact with the schools, communities and unemployed youth in order to disseminate information about the scarce and critical skills and the role of the different SETAs.

			Equity Targets (Where Applicable)								
Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	African	Indian	Coloured	White	Female	PWD	Youth	Rural	Deviation from Planned Target for 2012/2013
FET lecturers trained in relevant programmes	30 FET lecturers trained	30 FET lecturers trained in mathematics	24	0	0	2	10	0	10	0	None
FET managers trained in relevant programmes	20	24 Managers trained in management and leadership	19	0	2	3	12	0	1	0	24
FET lecturers supported to gain industry exposure (WIL)	22	14 trained from 2 FET colleges	10	0	0	4	2	0	4	0	-8
Interns placed in FET colleges as Career Guidance Officers	32	32 career guidance officers placed in 8 FET's in Gauteng	32	0	0	0	24	0	31	0	-

PROGRAMME 3: Teacher Development in Support of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

SUB-PROGRAMME 3. Training of School Teachers at Secondary School Level

Key achievements

Improved learner performance based on the number of teachers capacitated in CAPS

The Gauteng Department of Education identified Accountancy and English as subjects that required improvement in the Johannesburg district. The target audience was Grade 10 teachers and a total of 288 teachers were trained. This exceeded the target of 200 set for the province and the intervention was greatly appreciated and shared as good practice by the teachers.

Training of teacher assistants to increase the pool of educators within the province

In partnership with the GDE, training was offered to learners that are administrative assistants within the key priority schools in Gauteng. A total of 75 learners were enrolled with UNISA and the ETDP SETA will fund their studies until completion. This is in line with the Minister of Basic Education's performance contract and Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011 – 2025 that seeks to attract an increased number of high-achieving school leavers into teaching.

Training of the Homework Supervisors as a pilot project in Gauteng

The Gauteng Department of Education placed 450 Homework Supervisors within the key priority schools to assist the learners to complete their homework and promote learning after school. As per the request from the MEC for Education in Gauteng, this group was also trained in school management and coaching, in partnership with the Matthew Goniwe School of Leadership and Management. The initial target was 300 learners; however, only 290 learners were trained, due to poor attendance by learners at the training.

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity Targets (Where Applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Support teacher capacity and practice (primary and secondary teachers)	200	288	235	0	0	35	203	7	54	0	88
B.Ed. for teacher assistants	75	75	72	0	0	3	59	0	54	0	None
Home Work Supervisors trained	300	290	290	0	0	0	153	3	250		

PROGRAMME 4: Increasing Student Access and Graduate Output in Higher Education Institutions and Further Education Institutions

Distribution of learner career guides

To assist learners in Grades 8–12 to be better informed in career choices and guidance services, the Gauteng Province distributed 2 371 career guides against a target of 2 222. The Province also trained 477 career guidance practitioners that were placed in the 365 priority schools in the province. This initiative will continue over the next three years in cooperation with the GDE and the Gauteng City Region Academy. The Lay Counsellors were also trained on the assessment tool that will enable the learners to identify their core competencies and make their subject choices accordingly in Grade 10.

Bursary renewals for university students

In order to support the increased student access and graduate output in Higher Education Institutions and Further Education Institutions, 36 university students' bursaries were renewed in order to pursue studies in areas of scarce skills. Bursaries mainly favoured learners from the disadvantaged communities within Gauteng, studying B.Ed. in line with the imperatives of NSDS III.

Workplace experience for University of Technology students

Forty students from the University of Technology were allocated to Gauteng to gain workplace experience. A total of 45 students from the University of Technology were placed in relevant industries or workplaces to gain workplace experience in line with their curriculum requirements. The province is working closely with the Universities of Technology and encouraging them to develop close ties with the industries in their areas.

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity targets (where applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Collaborate with stakeholders to disseminate the career guides.	2 222 copies of the learner career guides distributed and the student version developed.	2 371 guides were distributed and career guidance officers trained.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	149
Number of students awarded bursaries to access under- and post-graduate studies.	14 allocated to Gauteng.	14 learners awarded bursaries.	14	0	0	0	6	0	14	0	None
Number of students who had their bursaries renewed.	50	36	24	4	3	5	28	0	34	0	-14
Number of FETs/UoT students supported to gain workplace experience.	40	45	43	0	0	2	10	0	45	0	5

PROGRAMME 5: Youth Development Through Increasing and Supporting Access to Workplace Learning

Actual achievements

Community Development Learnership

The Gauteng Province implemented the Community Development Practices Learnership for 30 learners, who were placed with the Department of Social Development. The project focused on unemployed youth that are currently working as volunteers within their communities and this learnership aimed at providing them with the necessary skills to implement projects successfully within their community. Both the Gauteng Provincial Government and the ETDP SETA are supporting this learnership.

Internships for unemployed graduates

The purpose of this programme is to provide an opportunity for unemployed youth to be hosted at a workplace, to gain the necessary workplace experience that will enhance their skills. The Gauteng province placed 24 learners into internships with various development organisations and expects that 70% of these unemployed graduates will be employed or as a result of the structured workplace learning they receive, and the skills and knowledge that they acquired on the job will improve their chances of employment.

ECD Level 5 Learnership

In 2011/12 the ETDP SETA placed 58 unemployed youth in Early Childhood Development Learnership NQF L5 which has 240 credits. The duration of this programme is two years and in 2012/13 the ETDP SETA GP continued to support the 58 ECD L5 learners. The project will be completed in 2013, and there are still 58 learners in the programme. There is a great need for qualified ECD Practitioners in Gauteng, and this need will continue to increase as the population increases.

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity Targets (Where Applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Number of graduates placed in internship programmes	25	24	24	0	0	0	12	0	20	0	-1
Number of unemployed youth registered for learnerships	30	30	26	0	4	0	17	0	29	0	None
Number of unemployed youth doing 2 nd year of their learnerships	58	58	53	2	2	1	57	1	30	0	None

Completions for programmes implemented in 2011/12

2011/12 SKILLS DEVELOPMENT PROGRAMMES IMPLEMENTED – Completions										
LEARNERSHIPS COMPLETED BY THE EMPLOYED										
	Provincial/Unit Annual Target	Achievement	Variance on Target(S)	Equity Targets						
				Black			Female	PWD	Youth	Rural
				African	Indian	Coloured				
OD ETD level 5 (Employed)	36	36	0	31	0	1	22	13	9	0

BURSARIES COMPLETED BY THE UNEMPLOYED										
	Provincial/Unit Annual Target	Achievement	Variance on Target(S)	Equity Targets						
				Black			Female	PwD	Youth	Rural
				African	Indian	Coloured				
Bursary renewals (Unemployed)	50	36	-14	22	4	0	28	0	34	0
Final year completions	5	5	0	3	1	1	3	0	0	0

SKILLS PROGRAMMES COMPLETED										
	Provincial/Unit Annual Target	Achievement	Variance on Target(S)	Equity Targets						
				Black			Female	PWD	Youth	Rural
				African	Indian	Coloured				
Skills Programmes (Employed)	72	26	-46	26	0	0	10	0	8	0
Skills Programmes (Unemployed)	20	15	-5	15	0	0	10	15	6	0

INTERNSHIPS COMPLETED (Unemployed)										
	Provincial/Unit Annual Target	Achievement	Variance on Target(S)	Equity Targets						
				Black			Female	PWD	Youth	Rural
				African	Indian	Coloured				
Internship completed	30	34	4	34	0	0	20	0	34	0

4.9.4 KWAZULU-NATAL (KZN)



Zandile Nishangase
Provincial Coordinator

The KZN province performed exceptionally well compared to the previous financial year, with over-achievements being reported in certain areas. In addition, more beneficiaries were able to access the budget and 90% of the programmes were implemented in the rural areas, which is indicative of the understanding of the principles of NSDS III, as per the strategic objectives of the organisation.

The highlight was the identification of the skills gap and addressing it by placing Interns (Career Guidance Officers) in all nine FET colleges in the province. This was the SETA's response to ensure that FETs evolve into community colleges, which not only addresses the needs of the learners but also provides information and advice to the community, who are predominantly based in the rural areas it serves. The dedication of the team working in the KwaZulu-Natal office positively contributed to the success of the projects. Among them being the area in Mzinyathi that was exceptional in the coordination and implementation of the literacy and numeracy programmes for Grade 2 teachers and

in Zululand, where a group of 45 school senior management team members were enrolled in a change and curriculum management programme.

There are only two programmes that are reported on, where targets are not fully achieved. The submission of WSP and ATR has always been a challenge for the SETA and the province achieved only 80% of the target. In addition, 162 constituent member organisations managed to submit their WSPs without any external support.

Performance information by programme

The province noticed improved participation in the constituency research which led to a much richer sector skills plan. Constituencies' participation through focus groups, specifically within the ECD and FET sectors, led to an increased understanding of the SETA processes and their role in informing the sector skills plan, as well as, being drivers of change. The province had a target of 200 for the submission of WSP/ATR's, an increased target from the previous submission rate.

The collaboration between the participating districts and FET colleges resulted in an improved distribution of the career guides to the rural areas. The empowerment of SDFs and Career Guidance/Life Orientation teachers through attendance at workshops, ensured that learners were better informed about career prospects within the various sectors in the economy. The spread of information on career guidance was also improved by the placement of four Career Guidance Officers at each of the nine FET colleges in the province.

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity Targets (Where Applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
SDFs /Sector specialist trained on Scarce and Critical Skills Guide	200	292	279	-	-	13	193	-	126	208	92
Number of quality WSPs and ATRs submissions increased by 5% every year	200	162	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38

PROGRAMME 2: Supporting FET Institutions to be Responsive to the ETD Sector and National Priorities

Programme 2 was well received by the sector as it dealt with programmes that related directly to leadership issues in the sector. The target was achieved, as 10 College senior management, including some principals participated in the leadership programme facilitated by the UKZN Graduate School of Business and Leadership. Lecturer development was another direct intervention, given the high failure rate in the FETs. The Mathematics fundamentals programme facilitated by the University of Witwatersrand (Wits) was a highlight in the year under review.

The province reported an achievement in the placement of 36 interns within the FET Colleges. At each of the nine FET colleges, four interns were placed and are working well in providing career guidance.

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity Targets (Where Applicable)							
			African	Indian	Coloured	White	Female	PWD	Youth	Rural
FET lecturers trained in relevant programmes	30	32	32	0	0	0	8	0	20	14
FET managers trained in relevant programmes	10	10	7	2	1	0	5	0	0	5
Interns placed in FET colleges as Career Guidance Officers	36	36	34	2	0	0	29	1	35	13

PROGRAMME 3: Teacher Development in Support of the Integrated Strategic Planning

The programme of teacher development in support of the integrated strategic planning was well received by the Department of Education and is due to be concluded during 2013. The programme is in direct response to the Integrated Strategy for Teacher Education and Development. The focus of these programmes was Maths, Science, Literacy and Leadership in schools and was driven by rural development. All four districts that benefited from this programme are deep rural, and are faced with adverse poverty and lack of service delivery. The selection was also based on performance results of the National Senior Certificate and Annual National Assessment results. A total of 305 of the Maths and Science teachers from Sisonke, Umkhanyakude and Ilembe districts enrolled for the Certificate programmes in teaching Mathematics and Physical Science and the targets were met, with a slight over achievement.

A total of 101 Grade 2 teachers from the Mzinyathi district also enrolled for a programme in Language teaching, that was facilitated by UNISA, and involved workshops and school support visits to ensure implementation of the course content and help to drive sustained change in the classroom.

The University of Kwazulu-Natal Graduate School of Business and Leadership as well as the UKZN Extended Learning Unit facilitated a leadership programme for 100 school-based and district-based Senior Managers. A further 10 educators from the district and provincial offices participated in the Post Graduate Diploma in Leadership and Management. The others were School Management Teams based in Sisonke and Zululand.

			Equity Targets (where applicable)							
Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	African	Indian	Coloured	White	Female	PWD	Youth	Rural
Secondary school teachers supported to undergo relevant training on subject content knowledge	300	305	304	1	0	0	88	0	123	305
Primary school teachers supported to undergo relevant training in Literacy and Numeracy (including CAPS) in line with the strategy	100	101	101	0	0	0	101	0	19	101
Number of SMT and District personnel capacitated	100	101	10	1	0	0	41	0	0	91

PROGRAMME 4: Increasing Student Access and Graduate Output in Higher Education Institutions and Further Education Institutions

The programme provided support to needy students and 58 bursaries were renewed and 100 learners provided with opportunities for work experience.

			Equity Targets (where applicable)							
Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	African	Indian	Coloured	White	Female	PWD	Youth	Rural
Collaboration with career guidance stakeholder organisations to disseminate the career guides.	2 222	2 340	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of students who had their bursaries renewed.	104	58	54	4	0	0	36	0	58	38
Number of FETs/UoT students supported to gain workplace experience.	100	100	92	8	0	0	39	0	98	0

PROGRAMME 5: Youth Development Through Increasing and Supporting Access to Workplace Learning

The programme focused on internships and learnership programmes to increase learner access to employment and included interventions implemented in 2011/12 year, viz. ECD Level 5 which is a two year programme. Unemployed youth were supported in a learnership on ECD L5 and a total of 48 learners are in their second year of study; whilst 3 learners were placed on internships. The programme performance contribution to the achievement of the ETDP SETA's strategic orientated goals, are indicated below:

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity Targets (where applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Number of graduates placed on internship programmes	7	3	3	0	0	0	3	0	3	1	-4
Number of unemployed youth registered for learnerships	30	30	28	2	0	0	19	4	28	0	None
Number of unemployed youth doing their 2 nd year of ECD learnerships	50	48	48	0	0	0	48	1	42	48	-2

Completions of programmes implemented in 2011/12

2011/12 SKILLS DEVELOPMENT PROGRAMMES IMPLEMENTED – Completions											
LEARNERSHIPS COMPLETED BY THE UNEMPLOYED											
	Provincial/Unit Annual Target	Achievement	Variance on Target(S)	Equity Targets							
				Black			Female	PWD	Youth	Rural	
				African	Indian	Coloured					
ECD Level 4 (Unemployed)	100	98	-2	98	0	90	90	15	50	50	
Youth Development Level 4 Unemployed)	25	25	0	25	0	0	17	0	21	25	

BURSARIES AWARDED (Employed)											
	Provincial/ Unit Annual Target	Achievement	Variance on Target(S)	Equity Targets							
				Black			Female	PWD	Youth	Rural	
				African	Indian	Coloured					
Bursary renewals (Unemployed)	104	58	-46	54	4	0	36	0	58	38	

SKILLS PROGRAMMES COMPLETED											
	Provincial/Unit Annual Target	Achievement	Variance on Target(S)	Equity Targets							
				Black			Female	PWD	Youth	Rural	
				African	Indian	Coloured					
Skills Programmes (Employed)	30	23	-46	23	0	0	3	0	20	14	

INTERNSHIPS COMPLETED (Unemployed)											
	Provincial/Unit Annual Target	Achievement	Variance on Target(S)	Equity Targets							
				Black			Female	PWD	Youth	Rural	
				African	Indian	Coloured					
Internship	60	23	-37	23	0	0	18	0	19	0	

4.9.5 LIMPOPO (LP)



Provincial highlights

The majority of programmes implemented were directed at the FET and schooling sub-sectors. The province contributed to building capacity among FET Managers and Lecturers in an attempt to ensure that FET colleges respond to the needs of the provincial and national governments in addressing the skills shortage in the country. Partnerships were established with FET colleges and Public Higher Education Institutions to implement the programmes that were highly successful. Partnerships were also established with the seven FET colleges and a three year internship programme was introduced that enabled the placement of four Career Guidance Interns in each FET College, to provide much needed student support services. This group of Interns will be subjected to a one-year training programme in Career Guidance Service with the University of South Africa in the 2013/14 financial year. The training is aimed at enhancing the knowledge and skills of the Interns to better support unemployed youth who join the FETs to further their

studies in various fields. The Interns provide and will continue to provide career guidance to enable prospective FET college learners to choose careers in areas that have been identified as scarce and critical in the various sectors so that when they exit the schooling system, they are in a position to be absorbed into the labour market and be in a position to effectively contribute to the growth of the economy in the country.

The province successfully implemented the Lecturers Workplace Exposure through Lecturer Workplace Education in partnership with SACCI, in four colleges. A total of 38 lecturers were exposed to the industry and in addition, four colleges were supported to set up a system that would assist the colleges to manage industry exposure of their lecturers, by linking this to the college human resource development strategy. Individual personal growth plans are linked to the lecturers continuous professional development and classroom practice and this is integrated with their exposure to the industry. Each college has an appointed manager to coordinate all industry exposure, working with the various faculties in the college and also aligning learner industry exposure to that of the lecturers. The province was also allocated an additional 25 lecturers to the programme and this was implemented successfully.

One of the challenges facing learners is the non-availability of adequate career guidance services. This is reflected by the many graduates, who despite their achieved qualification in the various fields remain unemployed mainly because the knowledge and skills acquired, do not match those that are required in the labour market. The distribution of career guides to Grade 9-12 learners is aimed at equipping them with knowledge of opportunities available in the ETD Sector.

The majority of programmes implemented with the Limpopo Department of Education were aimed at supporting the Integrated Strategy Planning Framework for Teacher Education and Development in South Africa. The 2012/13 allocation to the Department enabled support to educators for training in subject content and pedagogy, aimed at improving the subject offering in a classroom situation, in order to improve the pass rates of learners in the various subjects. The programme beneficiaries were drawn from the lower performing districts in the province. The training of teachers in subject content, pedagogy and CAPS implementation targeted 200 teachers in the secondary phase but only 33 teachers participated in the programme. A further 119 foundation phase educators were trained in Numeracy and Literacy. A target of 100 was allocated to the province, however, 119 educators were trained, registering an achievement of target of 119%. The province also contributed to the achievement of the overall target at the national level.

In terms of training of districts Senior Management Teams in the Advance Certificate in Education Leadership and Management, a target of 200 was allocated to the province and this was 100% achieved. This is attributed to the fact that training commenced on time.

The support to 50 Assistant Teachers was converted to School Administration Personnel and a total of 179 school administration officers participated in the programme, which was achieved within the allocated budget. The achievement of the province positively contributed to the over –achievement of the target at a national level.

Other programmes implemented through the bursaries awarded to the youth, contributed to the increase of student access to FET colleges and Higher Education Institutions and will thus contribute to the increase of graduate outputs in the province.

Through learnerships, internship programmes and workplace experience programmes, the province contributed towards youth development by supporting them to access workplace experience, which is essential in trying to secure employment. Working together with the constituencies and social partners, the Province was able to reach out to many more people. While there are many organisations offering career guidance information to learners, there is still much to be done to ensure that the services are coordinated to benefit the youth. A total of 4 265 career guides were distributed together with motivational talks to learners. Further requests for motivational talks have since been forthcoming from other schools and the team continues to attend Career Exhibitions in the Province and shares valuable information with stakeholders and learners alike. The achievement of learners was celebrated through the staging of a graduation ceremony to recognise learner achievements. In addition, two Career Guidance Officers/Interns successfully secured permanent employment as a result of the workplace experience provided by the ETDP SETA.

Achievements with regard to disability

- A total of 18 disabled learners were recruited for the Development Practice L5 learnership and all completed the programme in record time. Mr Cedrick Netshilapala, who is blind, was placed in an internship programme with the Vhembe District Municipality and has now been appointed permanently effective from 01/06/2012, a month before the completion of the internship programme.

The success of the current year is attributed to the cooperation received from the various constituencies and social partners. To strengthen the partnerships and collaborations with stakeholders, the office has undertaken an initiative to establish an ETDP SETA Consultative Forum through which stakeholder communication will be managed, and discussions and inputs on skills development matters will be sought.

PROGRAMME 2: Supporting FET Institutions to be Responsive to the ETD Sector and National Priorities

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity Targets (Where Applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rurdl	
FET lecturers trained in relevant programmes.	30 lecturers trained in NQF L6.	30 FET lecturers trained in NCV Maths and Mathematics Literacy.	30	0	0	0	12	0	18	30	None
FET managers trained in relevant programmes.	10 FET Managers trained in Advanced Leadership and Management Programme.	10 FET Managers trained on Advanced Manager Development Programme.	10	0	0	0	4	0	0	10	None
FET lecturers supported to gain industry exposure (WIL).	Workplace exposure of 22 lecturers in industry (WIL).	38 lecturers placed on workplace exposure programme.	38	0	0	0	06	0	14	38	16
Interns placed in FET colleges as Career Guidance Officers.	Placement of 28 Interns in FET Colleges.	28 Interns placed in FET Colleges (4 Interns in each FET College).	28	0	0	0	17	7	24	28	None

PROGRAMME 3: Teacher Development in Support of The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity targets (where applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Improved learner performance based on the number of teachers capacitated.	Training of 100 foundation phase educator in numeracy and literacy.	119	119	0	0	0	111	0	0	119	19
	50 School administration assistants trained in the ITC programme.	179 school administration support personnel trained in ICT NQF Level 3 programme.	179	0	0	0	103	0	42	179	129
	200 teachers to be capacitated and supported in the delivery of subject content and implementation of CAPS.	33 educators entered into mathematics and accounting programmes which translate to 16.5%.	33	0	0	0	11	0	7	33	-167
Number of SMT and District personnel capacitated.	200 learners entered into ACE Leadership and Management Programme.	200	200	0	0	0	54	0	01	200	None

PROGRAMME 4: Increasing Student Access and Graduate Output in Higher Education Institutions and Further Education Institutions

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity targets (where applicable)								Deviation and Variances from planned target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Collaborate with stakeholders to disseminate the career guides.	2 300 career guides to be distributed.	4 265 guides distributed.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1965
Bursary renewal.	34 university continuing students are awarded bursaries to study B.Ed. and PGCE in Maths, Science and Technology.	12 learners completed their studies for the 2012 academic year.	34	0	0	0	0	7	34		22

			Equity targets (where applicable)								
Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	African	Indian	Coloured	White	Female	PWD	Youth	Rural	Deviation and Variances from planned target for 2012/2013
Number of FET students who enrolled for NC (V) programmes.	25 FET college students in NCV programmes supported through bursaries.	25 FET College students in NCV programmes awarded bursaries.	25	0	0	0	0	9	25	25	None
Number of FET students who enrolled for NATED programmes.	50 FET College students in NATED-Artisan related programmes supported through bursaries.	54 FET College students registered for NATED programmes were awarded bursaries.	54	0	0	0	29	0	53	54	4
Number of FETs/ UoT students supported to gain workplace experience.	15 FET college students supported through workplace experience programmes.	12 FET College learners placed in workplaces to gain practical experience.	12	0	0	0	7	0	9	12	-3

PROGRAMME 5: Youth Development through Increasing and Supporting Access to Workplace Learning

The youth development programme focused on increasing and supporting access to workplace learning through the ECD level 5 learnership and a total of 104 learners are presently in their second and final year of the learnership programme.

			Equity targets (where applicable)									
Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	African	Indian	Coloured	White	Female	PWD	Youth	Rural	Deviation from Planned Target for 2012/2013	Variance from 2011/2012 to 2012/2013
Number of unemployed youth doing 2 nd year of their learnerships.	110 learners placed on ECD L5 Learnership.	104 learners still in the programme.	104	0	0	0	104	3	49	104	None	-6

Completion of programmes implemented in 2011/12

2011/12 SKILLS DEVELOPMENT PROGRAMMES IMPLEMENTED – Completions										
LEARNERSHIPS COMPLETED BY THE UNEMPLOYED										
	Provincial/Unit Annual Target	Achievement	Variance on Target(s)	Equity targets						
				Black			Female	PWD	Youth	Rural
				African	Indian	Coloured				
Youth Development Level 4 (Unemployed)	85	78	-7	85	-	-	48	-	72	85
Development Practice Level 5 (Unemployed)	104	99	-5	104	-	-	55	38	76	104
ABET Practice Level 4	60	43	-17	60	-	-	31	04	19	60

BURSARIES AWARDED TO THE EMPLOYED										
	Provincial/Unit Annual Target	Achievement	Variance on Target(s)	Equity Targets						
				Black			Female	PWD	Youth	Rural
				African	Indian	Coloured				
FET Lecturers (Employed)	13	0	-13	11	0	0	2	0	0	0
Honours Studies (Employed)	6	5	-1	5	0	0	4	0	4	4
Masters Studies (Employed)	1	0	-1	1	0	0	1	0	1	1
Women and Leadership (Employed)	6	0	-6	5	0	0	4	0	4	4

BURSARIES COMPLETED BY THE UNEMPLOYED										
	Provincial/Unit Annual Target	Achievement	Variance on Target(s)	Equity targets						
				Black			Female	PWD	Youth	Rural
				African	Indian	Coloured				
Bursary renewals (Unemployed)	34	34	-	34	-	-	07	-	34	34
Final Year Completions	07	07	-	07			04	-	07	07

INTERNSHIPS COMPLETED (Unemployed)										
	Provincial/Unit Annual Target	Achievement	Variance on Target(s)	Equity targets						
				Black			Female	PWD	Youth	Rural
				African	Indian	Coloured				
	82	56	26	72	0	0	49	2	49	49

4.9.6 MPUMALANGA (MP)



Ntombi Mxenge
Provincial Coordinator

Provincial highlights

Programme 2: The Mpumalanga ETD SETA office supported the three FET Institutions to be responsive to the ETD sector and national priorities by:

- Strengthening the management of FET colleges through the placement of 21 FET managers in various management programmes.
- Skills programme interventions for 25 lecturers on NCV training.
- Support with workplace experience and integrated learning for 33 lecturers.
- Encouraged and supported SETA-FET collaboration.
- The placement of 12 interns in three FET colleges as career guidance officers.

Programme 3: Teacher development in support of the integrated strategic planning framework for teacher Education and Development in South Africa by implementing learning interventions for:

- 292 Grade 10-12 teachers attended training to upgrade their skills in the areas of Mathematical Literacy, Economics and Accounting.
- 100 foundation phase educators attended language programmes.
- 178 school management teams capacity were improved through enrolling in the advanced management development programme.

Programme 4: Increasing student access to and Graduate output in HEIs and FETs by allocating bursaries to 100 students.

Programme 5: Youth Development through increasing and supporting access to workplace learning and employment by:

- Placing 20 interns in the Office of the Premier.
- Emalahleni Municipality accommodated 20 interns.
- Emalahleni Municipality hosted 60 learners in a Community Development Practice L5 Learnership.

Programme 7: Strengthening Quality Assurance Systems and improving monitoring and evaluation for impact measurements was addressed in the Mpumalanga office by the following interventions:

- A total of 11 accreditation visits were conducted with action requests and reports.
- New applications reviewed for three emerging constituent providers and two Mpumalanga providers.
- Constituent assessor and moderation registration support provided.
- Capacity building of providers, constituent and Memorandum of Understanding.
- A total of 232 assessors and moderator applications were processed.
- Monitoring of the ETD SETA funded programmes.
- Monitoring of internal documents.
- DATANET maintenance and support.

PERFORMANCE INFORMATION BY PROGRAMME

PROGRAMME 2: Supporting FET Institutions to be Responsive to the ETD Sector and National Priorities

			Equity targets (where applicable)								Deviation from Planned Target for 2012/2013
Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	African	Indian	Coloured	White	Female	PWD	Youth	Rural	
FET lecturers trained in relevant programmes.	30	25	25	0	0	0	8	0	10	12	-5
FET managers trained in relevant programmes.	10	21	21	1	0	0	8	0	9	4	+11
FET lecturers supported to gain industry exposure (WIL).	25	33	25	-	-	8	-	10	12	25	+8
Interns placed in FET colleges as Career Guidance Officers.	12	12	8						8		None

PROGRAMME 3: Teacher Development in Support of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

			Equity targets (where applicable)								Deviation from Planned Target for 2012/2013
Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Improved learner performance based on the number of teachers capacitated.	300	392	392				257	1	35	338	92
SMT and district personnel from underperforming secondary schools supported to enrol for relevant leadership and management programmes.	100	178	176			2	79		4	154	78

PROGRAMME 4: Increasing Student Access and Graduate Output in Higher Education Institutions and Further Education Institutions

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity targets (where applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Collaborate with stakeholders to disseminate the career guides.	2 222	3 943	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1721
Number of students awarded bursaries to access under- and post-graduate studies.	0	2	2	0	0	0	0	0	2	2	N/A
Number of students who had their bursaries renewed.	131	100	100	0	0	0	0	0	100	100	-31

PROGRAMME 5: Youth Development through Increasing and Supporting Access to Workplace Learning

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity targets (where applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Number of graduates placed in internship programmes.	40	40	40	0	0	0	22	12	25	24	None
Number of unemployed youth registered for learnerships.	85	77	77	0	0	0	41	3	54	44	-8
Number of unemployed youth doing 2 nd year of their learnerships.	110	110	110	0	0	0	109	0	39	110	None

Completion for programmes implemented in 2011/12

2011/12 SKILLS DEVELOPMENT PROGRAMMES IMPLEMENTED – Completions									
LEARNERSHIPS COMPLETED BY THE UNEMPLOYED									
	Provincial/Unit Annual Target	Achievement	Equity targets						
			Black			Female	PWD	Youth	Rural
			African	Indian	Coloured				
Development Practice Level 5 (Unemployed).	100	92	90	-	2	66	1	92	92

4.9.7 NORTHERN CAPE (NC)



Provincial highlights

All the programmes and achievements contributed directly or indirectly to transforming the economy and creating jobs. The province achieved all its planned outputs, and in some instances exceeded the set targets.

On-going consultation and information sharing sessions, as well as participation in provincial skills development and other forums, have contributed to building caring, cohesive and sustainable communities. Regular meetings with stakeholders and monitoring of progress, ensured that the provincial staff remained focused and that challenges could be addressed on time. The provincial staff worked as a team to ensure that the overall objectives of the province were met. Planning for travel was done collectively so that staff travelling alone was minimised, as it is necessary to travel in teams due to the vast distances between the provincial office and the sites of project implementation.

Performance information by programme

PRORAMME 2: Supporting FET Institutions to be Responsive to the ETD Sector and National Priorities

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity targets (where applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
FET lecturers trained in relevant programmes.	30	30	4	0	20	6	11	0	17	3	None
FET managers trained in relevant programmes.	10	10	2	0	8	0	5	0	0	2	None
FET lecturers supported to gain industry exposure (WIL).	22	22	3	1	10	8	1	0	2	5	None
Interns placed in FET colleges as Career Guidance Officers.	8	8	4	0	4	0	5	0	8	4	None

PROGRAMME 3: Teacher Development in Support of The Integrated Strategic Planning Framework for Teacher Education And Development in South Africa

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity targets (where applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Support secondary school teacher capacity and practice in the delivery of subject knowledge, pedagogy and CAPS.	150	177	84	0	74	19	90	0	90	52	+27
Support primary school teacher capacity and practice in the delivery of subject knowledge, pedagogy and CAPS.	50	60	60	0	0	0	60	0	1	27	+10
Number of SMT and District personnel capacitated.	50	60	48	0	12	0	26	0	2	18	+10

PROGRAMME 4: Increasing Student Access and Graduate Output in Higher Education Institutions and Further Education Institutions

Performance Indicator	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity targets (where applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Collaborate with stakeholders to disseminate the career guides.	2 222	3 423	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1 201
Number of students who had their bursaries renewed.	13	13	6	0	7	0	11	0	12	9	None
Number of FET students who enrolled for NC (V) programmes.	25	25	3	0	22	0	12	0	25	25	None
Number of FET students who enrolled for NATED programmes.	50	50	16	0	34	0	27	0	50	50	None
Number of FETs/UoT students supported to gain workplace experience.	15	17	0	0	17	0	11	0	17	17	2

Career guidance

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

The aim 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.

The ETDP SETA participated in a number of career exhibitions hosted in the province and worked with the provincial Department of Education, Department of Labour and Youth Organisations in realising this objective. The ETDP SETA will continue to work with other stakeholders in ensuring that all learners and unemployed youth have access to information on career guidance in the province.

PROGRAMME 5: Youth Development through Increasing and Supporting Access to Workplace Learning

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity targets (where applicable)								Deviation from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Number of graduates placed on internship programmes.	5	5	4	0	1	0	3	0	5	1	None
Number of unemployed youth doing 2 nd year of their learnerships.	87	87	51	0	36	0	86	1	51	87	None

ECD Practitioner Level 5 learnership

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

The ETDP SETA placed 88 unemployed learners on the ECD level 5 learnership in the districts of Namaqua and John Taolo Gaetsewe in the Northern Cape.

This intervention contributed to the professional development of the ECD practitioners and will allow young children access to quality education in the ECD sector. This project was implemented in partnership with the Northern Cape Department of Education.

COMPLETIONS FOR PROGRAMMES IMPLEMENTED IN 2011/12

Table 2: 2011/12 SKILLS DEVELOPMENT PROGRAMMES IMPLEMENTED – Completions										
BURSARIES COMPLETED BY THE UNEMPLOYED										
	Provincial/Unit Annual Target	Achievement	Variance on Target(s)	Equity Targets						
				Black			Female	PWD	Youth	Rural
				African	Indian	Coloured				
Bursary renewals (Unemployed)	9	9	0	4	0	5	7	0	7	6
Final year completions	3	2	-1	1	0	1	2	0	2	2

SKILLS PROGRAMMES COMPLETED										
	Provincial/Unit Annual Target	Achievement	Variance on Target(s)	Equity Targets						
				Black			Female	PWD	Youth	Rural
				African	Indian	Coloured				
Skills programmes (Employed).	80	72	-8	38	0	34	51	0	9	72
Skills programmes (Unemployed).	56	46	-10	32	0	14	28	1	46	46

ABET LEVEL 4 (GETC) COMPLETED										
	Provincial/Unit Annual Target	Achievement	Variance on Target(s)	Equity Targets						
				Black			Female	PWD	Youth	Rural
				African	Indian	Coloured				
ABET L 4	28	28	0	0	0	28	19	0	25	0

4.9.8 NORTH WEST (NW)



Sibongile Nhlabathi
Provincial Coordinator

Provincial highlights

In line with the Annual Performance Plan (APP) 2012-2013, the North West office was mandated to implement the following programmes and sub-programmes in an attempt to address some of the challenges facing the province. The detailed statistics and the achievements are provided below as highlights of the provincial performance.

PROGRAMME 2: Supporting FET Institutions to be Responsive to the ETD Sector and National Priorities

This programme was implemented in partnership with the three FET Colleges in the North West and was a strategic intervention in response to the Minister of Higher Education and Training's call to work with colleges to address the challenge facing our country, namely, a substantive number of young people neither in employment, education nor training.

NC (V) Fundamentals: Mathematics

North West Province rolled out the NC (V) Fundamental: Mathematics training for FET lecturers in partnership with the University of Witwatersrand's Radmaste Centre. Lecturers from the three colleges in the Province participated in the programme. This three months training programme commenced with the lecturers attending two separate, five-day sessions and writing an examination on the completion of the programme. This was an extremely beneficial and worthwhile intervention skills development programme with 100% attendance throughout the programme and 100% pass rate achieved at the end of the programme.

Career Guidance Officers in the FET Colleges

The office placed and supported unemployed graduates as Career Guidance Officers within the three provincial FET colleges in order to assist them to gain workplace experience. The Career Guidance Officers that were recruited were mainly Social Science students who had a good knowledge base of the job at hand. The graduate Interns were placed at each college in the different campuses to advise, counsel and guide students in career selection and any other post schooling related matters. This is one of the flagship programmes in partnership with SAQA and UNISA and aims to address the gap of career choices made by students in and outside FET colleges.

Workplace Integrated Learning for FET lecturers

Lecturers were also identified for workplace exposure in the various industries in the province, to enhance the lecturers' skills by periodically exposing them to actual workplace experiences. This was done in partnership with key industry employers such as SENWES in Klerksdorp, LEPS Training Consultants in Lichtenburg, Impala Platinum and other companies in and around the Rustenburg area.

This programme was as a result of a need to find synergy between the theoretical knowledge which the FET lecturers possess, and their lack of exposure to the workplace or industries. Subsequent to the signing of the agreements between colleges and industries, 24 FET lecturers were selected from a wide range of disciplines such as engineering, construction and finance to undergo the programme at various industries. The ETD SETA allocated R15 000 per participant to offset the financial burden on both the college and the industry.

Lecturers were exposed to the structured workplace learning, which included selection and application of tools or equipment, basic-level understanding of the functioning of engineering systems and components and working with engineering drawings, templates and design.

A challenge faced was the lack of a common national guideline on the implementation of this project which created a vacuum for colleges and resulted in the industries being creative in the implementation thereof.

PROGRAMME 2: Supporting FET Institutions to be Responsive to the ETD Sector and National Priorities

Sub-Programme	Target	Achieved	% Achieved	Equity breakdown						
				African	Indian	Coloured	Female	PWD	Youth	Rural
FET lecturers trained in relevant programmes	30	30	100%	27	1	0	14	4	17	2
FET managers trained in relevant leadership and management programmes	10	12	120%	12	0	0	4	0	4	0
FET lecturers supported to gain artisan related industry exposure through Work Integrated Learning	22	23	106%	20	0	0	04	0	112	4
Graduate interns placed at FET colleges to provide support and career guidance information	12	12	100%	11	1	0	09	0	11	2

PROGRAMME 3: Teacher Development in Support of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

This programme was implemented in partnership with the North West Department of Education and Training and was a strategic response to the government's call of making education and training everyone's business or everyone's concern. It was also in support of the integrated strategic planning framework for teacher development in South Africa and was funded by the ETDP SETA for the amount of R4 million.

Support for implementation of CAPS in the Department of Education and Training

The programme was implemented through reputable Skills Development Providers, who were requested to conduct a needs analysis in the actual implementation of CAPS in the foundation phase. Based on their report, the organisation developed and rolled out specific interventions to assist in closing the identified implementation gaps.

Participants were recruited from both rural and urban areas, not limited to Ganyesa, Morokweng, Kgetleng River, Mahikeng, Zeerust, Tlokwe, Matlosana and Maquassi Hills. The contents of the training material included Mathematics, Home Language, Life Skills and Assessment and the post training evaluation results indicated that the training intervention yielded positive outcomes, with four out of five participants indicating that the training should be rolled out to every educator in their Grades.

Internal strife between the Department of Education and leading unions, negatively affected the efforts to continue with this intervention. In addition, poor communication among the provincial office of the Department, District Area Offices and the schools, affected the smooth implementation of the training, as some participants were not satisfied with some of the logistical arrangements.

Support for Teacher-Aids in Special Schools

Another flagship programme was to assist and support Teacher Aids in special schools in the Province. The office recruited 28 teacher-aides to enrol with UNISA for a Bachelor of Education Foundation Phase qualification. The incumbents were recruited by the provincial Department of Education and Training through the sub-directorate, Inclusive Education, from all the districts in the province, and aimed to ensure that teacher-aids were equipped with the necessary skills and qualifications that will lead them to become qualified educators. It further aimed to support under privileged individuals who could not afford to go to university or empower themselves intellectually, so as to positively impact on the country as a whole.

Short course in Mathematics for Foundation and Intermediate Phase subject specialists and teachers

This programme was implemented in partnership with the University of Pretoria and the University of Witwatersrand and was aimed at capacitating teachers on CAPS and focused on the following content areas:

- Fractions, decimal fractions and percentages.
- Properties of 2-D shapes and 3-D objects.
- Length, perimeter and area.

An analysis of the evaluation of the programme showed that this programme was well received by both Subject Specialists and teachers. Many of the beneficiaries were recruited from Dr KK District and Ngaka Moridi District, as a result of the concerted efforts made by their Area Office Managers and Curriculum Coordinators, specifically the following area offices:

- Tlokwe
- Matlosana
- Wolmaranstad
- Rekopantswe

Short course in Management Essentials for District and School Management Teams

This intervention was aimed at supporting and enhancing management skills of the district and school management teams and was targeted specifically at the Dr RSM Education District and its area offices. The initial response was poor; hence the programme was also extended to the Dr KK Education District. Approximately 50 district and school principals, together with a few HODS' were trained in the following modules over a period of three months:

- Basics in Management
- Management Tasks
- Strategic Management
- Project Management
- Personal Development
- Human Resource Management
- Financial Management
- Total Quality Management
- Monitoring & Evaluation
- Report Writing

This programme was the most challenging intervention to coordinate, due to the beneficiaries being at management level. Of the 50 managers trained, only 19 fully completed the programme and the failure rate was largely due to the non-submission of assignments.

PROGRAMME 3: Teacher Development In Support of the Integrated Strategic Plan for Teacher Education and Development for South Africa

				Equity breakdown						
Sub-Programmes	Target	Achieved	% Achieved	African	Indian	Coloured	Female	PWD	Youth	Rural
School teachers supported to undergo relevant CAPS training.	200	204	102%	193	0	0	199	0	4	43
School teachers supported to undergo relevant training in Mathematics Foundation and Intermediate phase in line with the Provincial strategy.	100	103	103%	86	2	1	83	1	7	15
Teacher assistants/aids to be provided with tuition fees for Workplace Experience.	25	28	112%	27	0	0	24	0	14	12
SMT and district personnel from under-performing secondary schools supported to enrol for relevant leadership and management programmes.	50	50	100%	48	0	0	17	0	3	20

PROGRAMME 4: Increasing Student Access and Graduate Output in Higher Education Institutions and Further Education Institutions

The results of the 76 previous year bursary beneficiaries from the University of Johannesburg (UJ) and North West University (NWU) indicate that only 54 learners were eligible for a bursary renewal for the 2013 academic year. A decision was taken to fund only learners up to their final year of their undergraduate degree.

Over the years, and through funding by our office, B. Ed students were able to successfully complete their qualifications and find employment. This intervention is particularly significant for students from indigent families and who are dependent on government assistance like National Students Financial Aid Scheme (NSFAS) and Fundza Lushaka Bursary schemes.

				Equity breakdown						
Sub-Programme	Target	Achieved	% Achieved	African	Indian	Coloured	Female	PWD	Youth	Rural
Bursaries for under-graduate students renewed	54	54	100%	24	0	20	37	0	54	3
Student Internships from FET students workplace experience	10	10	100%	10	0	0	08	0	08	3

PROGRAMME 5: Youth Development through Increasing and Supporting Access to Workplace Learning

Our support of the Dr Ruth Mompoti District is as a result of our participation at the Growth and Development Summit hosted by the Dr Ruth S Mompoti District Municipality in March 2012. Following the consultation with the District Office's LED Office, a committee was set up to identify, recruit and recommend beneficiaries of the programme based on the quota allocation, in accordance with the size of the five local municipalities within the District. Subsequently a list of beneficiaries was submitted to the SETA, and following a rigorous recruitment and screening process, the prospective beneficiaries were placed in the local municipalities on a twelve-month graduate internship programme.

A few of the beneficiaries found permanent employment within or outside the municipalities and other beneficiaries are still in the internship programme and are coached and mentored by enthusiastic managers who were allocated the responsibility of supervising them.

Sub-Programme	Target	Achieved	% Achieved	Equity breakdown						
				African	Indian	Coloured	Female	PWD	Youth	Rural
Graduate Internships	25	25	100%	25	-	-	15	0	22	13

PROGRAMME 7: Support Strengthening of Quality Provisions and Improvement of Monitoring/Evaluation Systems in the Province

Targets	Measures	Achieved
10 training providers are supported for accreditation or extension of scope and re-accreditation.	List of accredited and re-accredited providers. List of providers approved extension of scope.	Re-Accreditation: 13 Accreditation: 2 Capacity Building: 30 (Individual) Workshop: 53
3 workplaces supported, accredited and registered as centres of delivery of workplace training.	A list of workplaces supported and approved for accreditation.	0
4 monitoring site visits are conducted per programme funded by SETA. (Full Qualification - 1 per quarter, Short Programmes - 1 per programme while training is still in process).	List of sites monitored per quarter or per programme.	Monitoring: 18
8 Provider verifications conducted in the Province.	List of verified sites	8 Verifications
10 assessors and moderators are registered.	List of assessors and moderators registered.	Assessors : 111 Moderators: 45

Provider Accreditation and support interventions

In the year under review, significant progress was made at the North West Office, in the quality of training and development provisioning by private providers. The services rendered to the providers ranged from one-on-one capacity building sessions, monitoring, verification, accreditation and re-accreditation visits, as well as two provider workshops. These included:

- Individual capacity building sessions.
- Datanet provider training session.
- Learning Programme Design workshop.
- Datanet - learner enrolment capacity building session.
- RPL session with Community Development Professionalisation.

Learning programme design and development workshop

- Providers in the North West province expressed a need for capacity building on Learning Programme Design and Development and a two-day workshop was held in September 2012 and was attended by 22 participants. Topics focussed on included: Outcomes Based Education.
 - Unit Standard Analysis.
 - Qualification Analysis.
 - Strategic Analysis of the programme.
 - Design Learner guide.
 - Design Facilitator guide.
 - Design Assessment guide.

Monitoring of providers and FET Colleges

Monitoring visits at FET Colleges and Private providers revealed the following areas of non-conformances and non-performances:

- Quality Management Systems and learning materials are mostly sourced from providers and implemented without fully understanding the approved programme strategy and assessment strategies. This resulted in learning not being endorsed.
- Poor administrative processes and policies impacted negatively on recordkeeping, reporting, learner information, assessment results, etc. The learner management system did not capture relevant information and proper backup systems were not in place.
- Qualification rules were not adhered to – e.g. the minimum entry level requirements as set out in the SAQA qualification. Assessments were not conducted as specified in the qualification and unit standard.
- Workplaces were not screened prior to learners being placed in the workplace, resulting in learners not maximising the workplace learning experience. Limited or no documented correspondence existed between the providers and workplaces. More often than not, there were no workplace guides.
- Providers mostly tended to capture learners on the DATANET system, once verification is completed and learning endorsed. The resulted in a delay in the issuing of certificates and verification windows needed to be extended.

Community Development Professionalisation

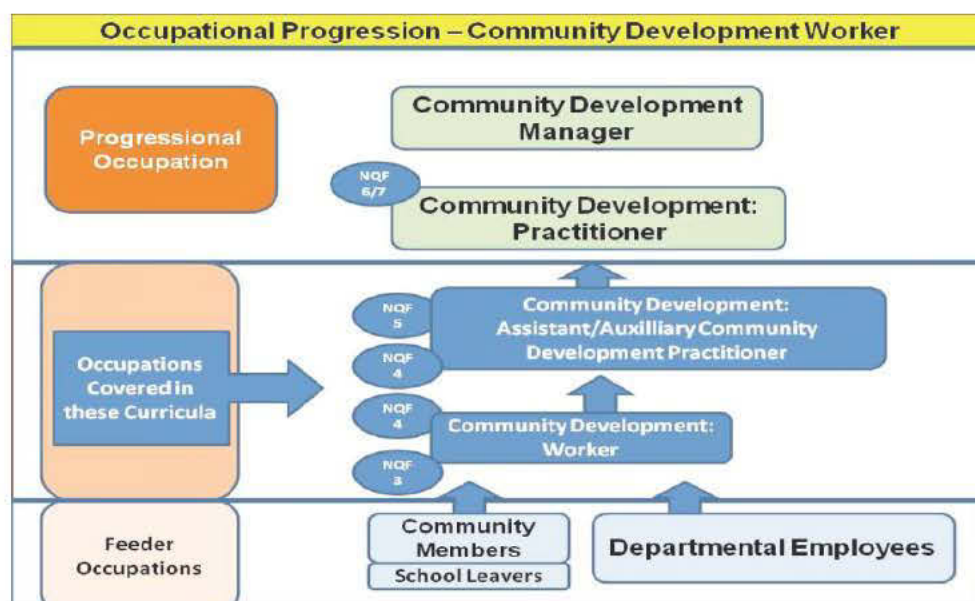
In a drive to alleviate some of the social challenges faced by our communities, the Department of Women, Children and People with Disabilities (DWCPD) is in the process of professionalising Community Development Practice (CDP). This will ensure that:

- Community Development Practice is accorded the status it deserves.
- Norms and standards as well as ethical codes of practice are in place, to guide all persons involved in community development.
- Improved quality of services and programmes.
- Training of prospective Community Development Practitioners (CDPs) are standardised and accredited by relevant qualification and accreditation bodies.
- Continuous Professional Development (CPD) of existing community development practitioners.

The ETDPSA in the North West province was actively involved in the North West Community Development Professionalisation task team. This resulted in the prioritisation of the scoping of two new Community Development qualifications and support for the creation of RPL centers for this qualification in FET Colleges and North West University (Mahikeng Campus).

Community Workers: Community Development Workers

Community Development Workers provide relevant information to communities and communicate with and build relationships within the community, in order to support the development and implementation of community development initiatives and processes.



Community Development Facilitator

Assistant Community Development Practitioners operationalise community development initiatives. They use community based information to formulate and implement basic community development initiatives, in line with the overall community development policies and related legislation.

Completions for programmes implemented in 2011/12 and 2012/13

SKILLS PROGRAMMES COMPLETED BY THE WORKERS									
	Target	Achieved	Equity breakdown						
			African	Indian	Coloured	Female	PWD	Youth	Rural
Mentorship and coaching	0	71	71	0	0	58	0	23	8
NCV Maths Literacy	0	30	29	1	0	14	0	17	2

LEARNERSHIPS COMPLETED BY THE WORKERS									
	Target	Achieved	Equity breakdown						
			African	Indian	Coloured	Female	PWD	Youth	Rural
Youth Development Level 4	20	23	23	0	0	11	0	15	9

INTERNSHIPS COMPLETED BY THE UNEMPLOYED YOUTH									
	Target	Achieved	Equity breakdown						
			African	Indian	Coloured	Female	PWD	Youth	Rural
Graduate Internships	-	6	6	0	0	4	0	5	1
Student Internships (WPA)	-	17	8	0	0	3	0	6	0

4.9.9 WESTERN CAPE (WC)



Ismael Adams
Provincial Coordinator

Provincial highlights

Important partnerships were established among the ETDPS SETA's WC Provincial Office, and key partners and training providers, including the University of Stellenbosch, University of Cape Town, Western Cape Department of Education and the six public FET Colleges, with the primary goal of supporting and improving the skills needs of personnel in the Education sector. This resulted in the training of 10 FET managers in leadership and management, 56 FET lecturers in Mathematics and Mathematics Literacy and the placement of 24 graduates as Career Guidance Officers in all six FET colleges. The initiatives for the FET Colleges were aimed at improving management competency, lecturer capacity and FET College capacity to support students with career choices and decisions. This supports the Minister of Higher Education and Training's aim to make the FET Colleges a first institution of choice of study for school leavers.

In addressing the skills needs, the Department of Basic Education in partnership with the WCED, enrolled 50 school based managers on the Advanced Certificate in Management. This group resides and works in the rural areas of the province stretching from the Boland and Overberg to the Karoo regions. The success of the programme was demonstrated in the academic programme that was both practical and relevant and provided individual support to the respective schools. The WC office further supported 25 teacher-assistants financially, to enrol for the B.Ed. degree to become fully qualified teachers. This project focuses on practical work experience gained daily, while attending to the academic programme. The school governing bodies pay a stipend to ensure the continued placement of candidates in the schools where they are mentored by experienced teachers, thus ensuring the relevant work experience requirement. Teachers in public schools further benefitted from content knowledge training (CAPS) to improve Literacy and Numeracy in primary schools (50) and (134), Mathematics, Natural Science and Life Sciences in the Secondary schools. These programmes are aligned with the objectives of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa. The aim is to coordinate training based on the identified needs, in order to address the challenges in education, while also addressing the skills development aspects. The schools that were identified to benefit from this opportunity in the Western Cape are by national norms not deemed as under-performing, but are identified as schools in disadvantaged communities. They may benefit from the support while the beneficiaries are candidates that fulfil the requirements as per the NSDS III on equity, race, class, sex and rural communities.

The continuation of funding for learners on initial teacher training, allowed the renewal of bursaries on progression for 56 candidates. Successes of the year included the completion of 202 learnerships in Early Childhood Development, 22 Youth Development, 43 ABET Practice and 33 Development Practices. This bears testimony to the fact that occupations and work, in important but low-paying jobs that support society in general, needs to be professionalised. This includes Early Childhood Practitioners not in public schools, Youth Development Workers and Community Development Practitioners that are employed at NGOs/CBOs and the ABET practitioners that work in ABET Centres that operate after hours.

Performance information by programme

Provincial/unit key performance measures and targets and

PROGRAMME 2: Supporting FET Institutions to be Responsive to the ETD Sector and National Priorities

Performance Indicator	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity Targets (where applicable)								Deviation and Variance from Planned Targets for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
500 FET lecturers trained in relevant programmes	30	58	27	1	13	15	23	5	9	0	28
270 FET managers trained in relevant programmes	10	10	6	2	3	0	4	2	3	0	None
1 000 FET lecturers supported to gain industry exposure (WIL)	22	0									-22
200 interns placed in FET colleges as Career Guidance Officers	24	24	10	1	12	1	19	0	24	13	None

PROGRAMME 3: Teacher Development in Support of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

Performance Indicator	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity Targets (Where Applicable)								Deviation and Variance from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Improved learner performance based on the number of teachers capacitated (CAPS).	150	133	119	0	8	4	56	2	20	0	3
Improved learner performance based on the number of teachers capacitated (ECD).	50	50	41	0	6	3	42	1	5	0	None
Number of SMT and District personnel capacitated.	50	50	44	4	2	3	26	0	0	50	None

PROGRAMME 4: Increasing Student Access and Graduate Output in Higher Education Institutions and Further Education Institutions

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity Targets (Where Applicable)								Deviation and Variance from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Collaborate with stakeholders to disseminate the career guides.	2 224	2 508	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	284
Number of students awarded bursaries to access under- and post-graduate studies.	0	1	1	0	0	0	0	0	1	0	-
Number of students who had their bursaries renewed.	66	52	16	0	36	0	53	0	21	0	-14

The dissemination of career guides to learners was successful with the province distributing 2 508 guides to individuals in rural districts of the province. The information on careers in the ETD sector is widely available and resulted in keen interest from students enquiring about study opportunities. The guide was also disseminated at the career exhibitions and during regular open days.

The renewal of bursaries for students was implemented upon students making progress to the following academic year. This approach dealt with the NSDS III requirements to provide opportunity for success, access and progression of youth to enter careers and assist with career development. The numerical target to renew only bursaries for continuing students was achieved despite it reflecting a provincial under achievement. The partnership between College of Cape Town and UNISA assisted the learners to cope with their studies as a result of the tuition offered by these institutions to students engaged in correspondence studies.

PROGRAMME 5: Youth Development through Increasing and Supporting Access to Workplace Learning

Sub-Programmes	Planned Target 2012/2013	Actual Achievement 2012/2013	Equity Targets (Where Applicable)								Deviation and Variance from Planned Target for 2012/2013
			African	Indian	Coloured	White	Female	PWD	Youth	Rural	
Number of graduates placed in internship programmes	24	24	10	1	12	1	19	0	24	13	None
Number of unemployed youth doing 2 nd year of their learnerships	80	80	15	0	64	1	70	0	58	30	None

Completions for programmes implemented in 2011/12

			Equity Targets						
	Provincial/Unit Annual Target	Achievement	Black			Female	PWD	Youth	Rural
			African	Indian	Coloured				
ECD Level 4 (Employed)	25	23	1	0	19	23	1	23	23

			Equity Targets						
	Provincial/Unit Annual Target	Achievement	Black			Female	PWD	Youth	Rural
			African	Indian	Coloured				
ECD Level 4 (Unemployed)	200	179	132	0	45	176	2	120	51
Youth Development Level 4 (Unemployed)	30	22	2	0	20	16	0	22	22
Development Practice Level 5 (Unemployed)	40	33	11	0	22	24	1	23	0
ABET Practice Level 4	50	43	37	0	6	28	0	39	43

5. SUMMARY OF BUDGET AND EXPENDITURE

5.1 Revenue collection

SOURCES OF REVENUE	2011/2012			2012/2013		
	ESTIMATE	ACTUAL AMOUNT COLLECTED	(OVER)/ UNDER COLLECTION	ESTIMATE	ACTUAL AMOUNT COLLECTED	(OVER)/ UNDER COLLECTION
	R'000	R'000	R'000	R'000	R'000	R'000
Skills Development levies	217 504	258 819	41 315	283 102	282 665	-437
Provincial Contribution	85 030	72 993	-12 037	94 119	94 853	734
Penalties and interest	1 557	3 375	1 818	2 178	3 611	1 433
Investment income	20 095	16 611	-3 484	14 000	16 100	2 100
Other	0	950	950	0	669	669
TOTAL	324 186	352 748	28 562	393 400	397 897	4 497

5.1.1 Programme expenditure

SUB-PROGRAMME NAME	BUDGET	RE- ALLOCATION	ADJUSTED BUDGET	ACTUAL EXPENDITURE	(OVER)/ UNDER EXPENDITURE
	R'000	R'000	R'000	R'000	R'000
DEVELOPMENT OF SSP					
Development of SSP	3 225		3 225	2 508	717
Research chairs HEI	2 741		2 741		2 741
Survey monitoring and evaluation	2 795		2 795	289	2 506
Printing of scarce and critical guide	400	86	486	57	429
WSP and ATR mobilisation	1 000		1 000	6	994
	10 161	86	10 247	2 860	7 387
FET SUPPORT					
Skills programmes - FET lecturers	4 500	0	4 500	2 154	2 346
Skills programmes - FET managers	1 600	617	2 217	389	1 828
Industrial exposure programme	3 225	11	3 236	837	2 399
Placement of interns in FET	7 740	0	7 740	4 049	3691
	17 065	628	17 693	7 429	10 264
TEACHER DEVELOPMENT SUPPORT					
Teacher support	18 666	0	18 666	1 843	16 823
Teacher capacitation	4 434	389	4 823	2 074	2 749
Work place experience for teachers	4 031	0	4 031	937	3 094
Mentors/coaches homework support	750	0	750	0	750
SMT and district personnel support	11 250	0	11 250	4 778	6 472
DBE support teacher awards	980	20	1 000	0	1 000
	40 112	409	40 521	9 633	30 888
UNDER GRADUATE STUDENT SUPPORT					
Bursaries post-graduates	1 129	0	1 129	874	255
Bursaries under-graduates	1 344	0	1 344	7 486	-6 142
Bursary renewals 2 nd year under-graduates	6 250	0	6 250	14 956	-8 706
NCV programmes	726	0	726	0	726
NATED programmes	484	1 229	1 713	52	1 661
WPE for universities and FET	6 450	0	6 450	4 450	2 000
	16 382	1 229	17 612	27 818	-10 206
YOUTH DEV- WORKPLACE LEARNING SUPPORT					
Graduates internships	3 870	0	3 870	6 290	-2 420
Youth development	169	0	169	37 039	-36 870
Learner allowance	3 290	0	3 290	613	2 677

SUB-PROGRAMME NAME	BUDGET	RE- ALLOCATION	ADJUSTED BUDGET	ACTUAL EXPENDITURE	(OVER)/ UNDER EXPENDITURE
	R'000	R'000	R'000	R'000	R'000
Provider FET	12 900	-4 079	8 821	811	8 010
Learnership allowance	17 028	-7 000	10 028	1 125	8 903
Second chance matric intervention	3 763	0	3 763	750	3 013
	37 256	11 079	26 177	46 628	-20 451
CONSTITUENCY SUPPORT					
Skills development NQF level 7- trade unions	4 500	0	4 500	265	4 235
Skills development NQF level 6- trade unions	2 000	850	2 850	1 068	1 782
Teacher union support	2 500	0	2 500	654	1 846
Support for NPO	806	1 369	2 175	0	2 175
Support for private provider- APPETD	806	244	1 050	806	244
Bursaries for Independent Schools	1 800	195	1 995	17	1 978
Support for Independent Schools	1 125	0	1 125	0	1 125
Skills development programme for Political Parties	403	895	1 298	191	1 107
SDF forum and workshops for HEI	500	0	500	0	500
Mentoring and coaching	600	0	600	719	-119
Support for HEI	7 500	0	7 500	30	7 470
Skills development support for research organisations	2 688	-1 000	1 688	0	1 688
Skills development support for Library and Archive organisations	538	0	538	0	538
	25 766	2 553	28 319	3 752	24 567
QUALITY ASSURANCE MONITORING AND EVALUATION					
Strengthening of quality assurance and improving monitoring and evaluation for impact	645	0	645	2 268	-1 623
Consultative workshops	326	0	326	0	326
Development for RPL	538	0	538	0	538
FETs extended scope	1 075	0	1 075	429	646
	2 583	0	2 583	2 697	-114
Other projects [KHA RI GUDE]	0	6 174	6 174	0	6 174
	0	6 174	6 174	0	6 174
	149 325	0	149 325	100 817	48 508

PART C: GOVERNANCE



1. Introduction

The ETDP SETA is one of the 21 Sector Education and Training Authorities (SETAs) established by the Minister of Education and Training through the Skills Development Act of 1998 (as amended). ETDP SETA is a public entity and falls under Schedule 3A of the Public Financial Management Act (PFMA).

2. Portfolio Committees

The Portfolio Committee on Higher Education and Training exercises the oversight role on the service delivery performance of the ETDP SETA. The ETDP SETA was not requested to appear before the Portfolio Committee in the financial year under review. From inception, the ETDP SETA has received unqualified audit reports, with no material findings for many years of its existence and has therefore not been summoned to appear before SCOPA.

3. Executive Authority

The Minister of Higher Education and Training is the Executive Authority and has oversight powers. The Minister appoints the Accounting Authority Members and determines their Board and Committee Remuneration as per the tariffs of the National Treasury.

The ETDP SETA reports to the office of the Minister on programmes and financial performance on a quarterly basis. So far there are no issues raised for concern on the performance of the ETDP SETA. House - keeping improvement areas were raised on the Quality Assurance and Accreditation of the Service Providers. These areas have been addressed.

4. The Accounting Authority/ The Board

The ETDP SETA Accounting Authority is established in terms of the Standard Constitution gazetted by the Minister of Higher Education and Training (Government Gazette No. 35336, 11 May 2012). The functions, powers and how the business of the organisation should be governed are outlined in the Constitution. The Minister appoints the members of the Accounting Authority as per prescripts of the Constitution.

4.1 Composition of the Accounting Authority

The Accounting Authority comprises of 15 members made up of the following constituent organisations.

Ministerial Appointees

- Accounting Authority Chairperson (1)
- Other Ministerial appointees (2)

Organised Labour

- SADTU (3)
- COSATU (1)
- NEHAWU (1)
- NTEU/PEU/other Federations (1)

Government Departments and Organised Levy Paying Employers

- DHET (1)
- DBE (2)

- HESA (1)
- NAISA (1)
- APPETD/LIASA/SANGOCO (1)

4.2 Qualifications and Expertise of the Accounting Authority Members

Name	Designation	Qualification	Area of Expertise	Accounting Authority Directorships	Other Committee or Task Teams
Shirley Mabusela	Chairperson	Post Graduate Diploma in Advanced Social Work. Bachelor of Social Work. Management Diploma.	Human Rights Development Work. Training in ECD.	Nelson Mandela Children's Fund, Nelson Mandela Children's Hospital Trust, DG Murray Trust, Old Mutual Super Fund, CEPD, National Health Insurance. University of Venda Council, Ethics Committee, Read Education Trust and Director of Bethlehem Hydro, Batlou Consulting, Hydro WSA, Dr Sam Motsoenyane Rural Development Trust.	ETDP SETA Executive Committee
Sipho Khuzwayo	Ministerial appointee	Masters Degree	Human Capital Development	Thembaletu Trust.	N/A
Maryna Marais	Ministerial appointee	Bachelor of Commerce	Management Accounting	Association of Colleges South Africa.	N/A
Lucas Maphila	Accounting Authority Member	Higher Education Diploma	Education and Union Movement	Old Mutual Education Trust.	ETDP SETA Quality Assurance Committee.
Fezeka Loliwe	Accounting Authority Member.	Masters Degree in Education.	Human Resources and Union Movement.	SADTU Investment Holding SACE Council.	ETDP SETA Executive Committee. ETDP SETA Finance Committee. ETDP SETA Human Resource Committee.
Veronica Hofmeester	Accounting Authority Member.	Bachelor of Education.	Education and Union Movement.	N/A	ETDP SETA Provisioning Chamber. ETDP SETA Schooling Chamber.
Joe Mpisi	Accounting Authority Member.	National Diploma in Film Making and Engineering National Diploma in Technical Services	Strategic Planning and Negotiations	SACCO, NEHAWU National Provident fund, SASTA, SACP Central Committee, COSATU Central Committee and Wits Council.	ETDP SETA Executive Committee. ETDP SETA Human Resource Committee. ETDP SETA Audit Committee.
Graham Myers (Dr)	Accounting Authority Member.	Doctorate in Technology (D.Tech)	Taxation	N/A	ETDP SETA FET/TVET Chamber Member. ETDP SETA Provisioning Chamber Chairperson.

Name	Designation	Qualification	Area of Expertise	Accounting Authority Directorships	Other Committee or Task Teams
Simone Geyer	Accounting Authority Member	Bachelor of Arts (BA)	Human Resource Development and Negotiations.	N/A	ETDP SETA Executive Committee.
Nkosinathi Ngcobo	Accounting Authority Member	Masters Degree in Science (MSc)	Human Resource Development.	N/A	N/A
Diane Parker (Dr)	Accounting Authority Member	PhD in Education	Curriculum Development.	N/A	N/A
Khanyisile Fakude	Accounting Authority Member	National Diploma in Human Resource (incomplete).	Human Resources Management.	COSATU Provident Fund Accounting Authority at NBC.	ETDP SETA Quality Assurance Committee.
Sakkie van de Merwe (Prof)	Accounting Authority Member.	Master's in Business Administration.	Financial Management.	N/A	ETDP SETA Finance Committee.
Mandi Wallace	Accounting Authority Member.	Bachelor's Degree in Training and Development	Skills Training and Development.	N/A	ETDP SETA Executive Committee. ETDP SETA HE & R Chamber. ETDP SETA HR Committee; HESA: SFD Chair.
Mandla Mthembu	Accounting Authority Member.	Master's Degree	Policy Development	Chairperson of FFSLM.	ETDP SETA Constitution Committee Task Team. ETDP SETA Schooling Chamber.

The duties of the Accounting Authority are provided in the Standard Constitution gazetted by the Minister of Higher Education and Training [Gazette No. 35336, 11 May 2012].

4.3 Accounting Authority Meetings Attendance

Name	Designation	Date of appointment	Date resigned	No. of meetings attended *
Shirley Mabusela	Chairperson	April 2011	N/A	6
Sipho Khuzwayo	Member	April 2011	N/A	5
Maryna Marais	Member	April 2011	N/A	4
Lucas Maphila	Member	July 2011	N/A	6
Fezeka Loliwe	Accounting Authority Member and EXCO Member	February 2012	N/A	4
Veronica Hofmeester	Member	April 2011	N/A	5
Joe Mpisi	Member	April 2011	N/A	6
Graham Myers (Dr)	Member	April 2011	N/A	7
Simone Geyer	Member and EXCO Member	April 2011	N/A	6
Nkosinathi Ngcobo	Member	April 2011	N/A	6

Name	Designation	Date of appointment	Date resigned	No. of meetings attended *
Diane Parker (Dr)	Member	April 2011	N/A	5
Khanyisile Fakude	Member	April 2011	N/A	4
Sakkie van de Merwe (Prof)	Member	April 2011	N/A	6
Mandi Wallace	Member and EXCO Member	April 2011	N/A	6
Mandla Mthembu	Member	November 2011	N/A	7

* The Accounting Authority had four scheduled meetings. The additional three meetings were special meetings that were convened under extra ordinary circumstances.

4.4 Accounting Authority Committees and Chambers

The Accounting Authority has powers to establish Committees and Chambers and to delegate some of the functions to the Committees and Chambers. The following are the Committees and Chambers:

Committees	Chambers
- Executive Committee of the Accounting Authority - Finance Committee - Human Resource Committee - Remunerations Committee - Quality Assurance Committee - Audit Committee - Risk Management Committee	- Schooling Chamber - FET and TVET Chamber - Higher Education and Research Chamber - Quality Provisioning Chamber - ETD/ABET chamber



COMMITTEE AND CHAMBER CHAIRPERSONS

From left to right: Dr Nirmala Gopal (Chairperson of the Higher Education and Research Chamber), Dr Graham Myers (Chairperson of the Provisioning Chamber), Mr Mandla Msweli (Chairperson of the Quality Assurance Committee), Mr Thamsanqa Mbalo (Chairperson of the FET/TVET Chamber), Mr Haroon Mahomed (Chairperson of the Schooling Chamber)

4.4.1 Finance Committee Meetings Attendance

Number of meetings held	Number of meetings attended	Name of member
4	4	Sipho Sukati
4	3	Nick Nicholls
4	2	Sakkie van de Merwe (Prof)
4	3	Joe Mpisi
4	2	Fezeka Loliwe

4.4.2 Human Resources Committee Meetings Attendance

Number of meetings held	Meetings attended	Name of member
5	4	Paseka Njobe
5	1	Joe Mpisi
5	3	Mandi Wallace
5	2	Fezeka Loliwe (Appointed 01/07/ 2012)

4.4.3 Audit Committee Meetings Attendance

Name	Qualification	Internal/ External	Position in ETDP SETA	Date appointed	Date resigned	Number of meetings held	Number of meetings attended
Vusi Mokwena	CA(SA)	External and Independent	N/A	1 March 2012	N/A	5	5
Dawood Coovadia	CA(SA)	External and Independent	N/A	1 March 2012	N/A	5	3
Phumla Mzizi	CA(SA)	External and independent	N/A	1 March 2012	N/A	5	5
Trudy Guma	Masters in Conflict Resolution and Management	Labour Constituent Member and non- AA member	Higher Education Chamber	1 March 2012	N/A	5	5
Charles Molepo	Post Graduate Diploma in Information Science and Post Graduate Diploma in Higher Education	Employer Constituent Member and non- AA member		1 March 2012	N/A	5	4

4.4.4 Remuneration Committee Meeting Attendance

Number of meetings held	Number of meetings attended	Name of member
6	3	Paseka Njobe
6	3	Sipho Sukati
6	3	Fezeka Loliwe
6	1	Solwako Mahlangu (resigned 01/06/2012)
6	-	Vacant (labour representative)

4.4.5 Quality Assurance Committee Meetings Attendance

Number of meetings held	Number of meetings attended	Name of member
4	4	Mandla Msweli
4	3	Paul Beard (Prof)
4	4	David Shasha
4	3	Nirmala Gopal (Dr)
4	4	Vishnu Abhilak (Dr)
4	3	Silas Mpungose
4	3	Lucas Maphila
4	1	Khanyisile Fakude

4.4.6 Risk Management Committee

The Risk Management Committee comprises of the Senior Management Team, excluding the Chief Executive Officer and the inclusion of the Accounting Authority Members was introduced towards the end of the financial year to elevate its status and in compliance with the King 111 Principles.

4.5 Chamber Meetings Attendance

4.5.1 ABET and ECD Chamber

Number of meetings held	Number of meetings attended	Name of member
4	3	Nkosana Dolopi (resigned in 02/2013)
4	4	Raisibe Tshweu
4	0	Marie Louise Samuels
4	1	Victoria Mokgatle
4	3	Augustus Dlodlu
4	4	Ismayili Isaacs
4	2	Leonard Saul
4	3	Mancha Mamabolo
4	4	Archie Mokonane
4	0	Disemelo Kgotlagomang
4	4	Meryl Anne Hewitt Fourie
4	4	Diseko Gopane
4	3	Jolenah Marosa
4	3	Kgakamatso Motebe
4	2	David Diale
4	3	Tsela Moloji
4	3	Ruby Shasha
4	1	Glynnis Courtney (started 02/2013)
4	-	Michelle A. MacDonald (started 02/2013)
4	-	VACANT

4.5.2 Schooling Chamber

Number of meetings held	Number of meetings attended	Name of member
4	4	Eddie Kirsten
4	1	Eezy Lukhaimane
4	2	Haroon Mahomed
4	3	Roseline Tyler
4	0	Unathi Ncandela
4	3	Jeanette Moema
4	2	Pinky Mbatsane
4	4	Sussan Malima
4	3	Mandla Mthembu
4	4	Suritha Kaminsky
4	3	Zamile Hector Sinuka
4	4	Anthony Akal (Dr)
4	3	Basil Manuel
4	1	Sibusiso Mchunu
4	1	Maryna Beselling
4	2	Faseega Solomon
4	4	Gaelebale Mahumapelo
4	3	Mandisa Mvoko
4	4	Veronica Hofmeester
4	4	Robert Naape
4	4	Ruth Ledwaba
4	0	Mzamo Wilson Jacobs (resigned 07/2012)
4	3	Peggy Msimango (Dr) (resigned 09/2012)
4	1	Anna Marie Russell (resigned 09/2012)
4	2	Solwako Mahlangu (resigned 09/2012)
4	3	Ntebo Leepile (resigned in 02/2013)

4.5.3 FET/TVET Chamber

No. of meetings held	No. of meetings attended (4)	Name of members
4	4	Thamsanqa Mbalo
4	4	Dr Tholsia Naicker
4	3	Leon Sinclair
4	4	Nthabiseng Kotsokoane
4	4	Dr Graham Myers
4	3	Sylvia Nkanyuza
4	4	Jean Williams
4	3	Maurice Mopeli
4	4	Kaizer Makole
4	4	Daniel Stander
4	1	Vonani Mathonsi
4	1	Aruna Singh
4	3	Bajith Panday
4	2	Dr Whitty Green
4	4	Monica Koen
4	2	Dumisani Sibaya
4	2	Zweli Nqodi
4	1	Cynthia Reynders
4	-	VACANT – NEHAWU
4	-	VACANT – NEHAWU

4.5.4 Higher Education and Research Chamber

Number of meetings held	Number of meetings attended	Name of members
4	2	Dr Nirmala Gopal
4	4	Mandi Wallace
4	3	Mantshego Selepe
4	4	Manoshni Moodley
4	4	Leo Doria (HESA)
4	4	Louwrens Strydom
4	3	Lindelwa Mbingeleli
4	2	Derek Heradien
4	3	Renny Somnath
4	4	Trudy Guma
4	4	Silas Mpungose
4	3	Lehloma Ramajoe
4	3	Vincent Mtyende
4	4	Rick Edmonds
4	4	Ryno Van Rooyen
4	2	Hannelie Van Rensburg
4	3	Mr Robin Minne replaced by Mr Oscar Eybers
4	2 -	Dr Genevieve Simpson replaced by Dr Shaheeda Essack

4.5.5 Quality Provisioning Chamber

The Quality Provisioning Chamber has a unique responsibility of advising the Accounting Authority on Quality of Provisioning in the ETD Sector. The Chamber engaged with various organisations to ensure that Continuous Professional Development of ETD assessors, facilitators, moderators, practitioners, educators and providers took place. The Chamber was entrusted with the responsibility of developing a Professional Standards and a Code of Ethics for ETD practitioners, on behalf of the ETDP SETA. The Provisioning Chamber took a keen interest in the implementation of Programme 7 of the Annual Performance Plan. The development of the Recognition of Prior Learning has been at the forefront of this Chamber's objectives.

Number of meetings held	Number. of meetings attended	Name of members
4	4	Gavin de Bruyn
4	3	Naphtali Molohe
4	3	Gerda Magnus
4	2	Randall Jonas
4	3	Annamarie Goosen
4	4	David Shasha
4	4	Maggie Makgoba
4	4	Dr Graham Myers
4	3	Veronica Hofmeester
4	3	Nlebo Leepile
4	2	Babette Le Roux
4	2	Harry Mangwathe
4	2	Robert Gumede
4	4	Thuli Mndawe
4	4	Mandla Msweli
4	1	Dr Tholsia Naicker
4	1	Ms Cynthia Reynders
4	-	VACANT
4	-	VACANT

4.6 Remuneration of the Accounting Authority Members

The remuneration of the Governance Structure members was a particularly significant change for the ETPD SETA Accounting Authority. The Accounting Authority developed a policy, based on a recommendation by National Treasury that made a special concession for the Accounting Authority Chairperson and one Ministerial Appointee to receive an Annual Board fee. All the Accounting Authority Members receive a meeting attendance fee and may claim to be reimbursed for travel costs incurred per kilometre. Three members decided not to claim the meeting fees. The Accounting Authority also declined the offer of 5% increase for 2012/13.

This was done in order to ensure that the funds of the ETPD SETA are efficiently and effectively utilised for skills development programmes. This selfless commitment needs to be applauded.

Name	Board fees and Meeting fees)	Other allowance	Other expenses: (Travel expense)	Total
Shirley Mabusela	R 109 964.00 (includes Board fees)	-	R 2 742.72	R 112 706.72
Sipho Khuzwayo	R 61 252.00 (includes Board fees)	-	R 180.90	R 61 432.90
Maryna Marais	R 0.00	-	-	-
Lucas Maphila	R 16 651.00	-	R 3 720.60	R 20 371.60
Fezeka Loliwe	R 13 748.00	-	-	R 13 748.00
Veronica Hofmeester	R 13 748.00	-	-	R 13 748.00
Joe Mpisi	R 22 913.00	-	R 570.84	R 23 483.94
Graham Myers	R 22 913.00	-	R 1 800.40	R 23 095.40
Simone Geyer	R 0.00	-	-	-
Nkosinathi Ngcobo	R 22 913.00	-	R 2 834.10	R 25 747.10
Khanyisile Fakude	R 15 275.00	-	R 225.12	R 15 500.12
Sakkie van de Merwe	R 16 803.00	-	R 1 564.41	R 18 367.41
Mandi Wallace	R 16 851.00	-	R 1 456.56	R 18 307.56
Mandla Mthembu	R 25 968.00	-	R 5 848.96	R 31 816.96
Diane Parker	R 0.00	-	-	R 0.00

Members of the Committees and Chambers also receive the meeting fees.

5. Risk Management

Risk is managed in the ETPD SETA by the Risk Management Committee which reports to the Audit Committee. The Committee is comprised of the Senior Management Team and is facilitated by the Chief Financial Officer. Two Accounting Authority Members were added to the existing team. A risk assessment workshop is held annually, to identify strategic and operational risks which are evaluated and captured in a risk register. The Internal Auditors compile the Audit plan and base it on the risks identified. Audit risks are identified and action plans are implemented to mitigate the risks. The Risk Committee meets monthly to address problems encountered and to devise both detective and preventive strategies to mitigate risks.

6. Internal Controls

Each Senior manager takes responsibility in ensuring that effective internal controls are in place in their business units. The Risk Management Committee, the Internal Auditors, the Audit Committee and the Chief Executive Officer exercise an oversight role on the effectiveness of the internal controls.

7. Internal Audit and Audit Committee

The Internal Audit function is the only operation outsourced by the ETPD SETA. There are various reasons why the strategic option was taken. This strategic decision is among others, based on (i) lack of appropriate skills, expertise, objectivity and integrity required in executing this function. Secondly, it is a preventive measure to avoid any potential collusion. The Audit firm, Nexia-SAB&T performed the internal audit firm in the year under review.

The Internal Auditors' audit plan is approved by the Audit Committee which oversees the performance of the internal auditors. The Audit Committee is a sub-committee of the Accounting Authority and reports to the Accounting Authority. Its key activities include the following:

- The effectiveness of internal audit and internal controls.
- Risk management.
- The adequacy, reliability, accuracy and regularity of financial information provided to the Accounting Authority.
- Any accounting and audit concerns arising from audit.
- Legal and Regulatory compliance.

8. Compliance with Laws and Regulations

The ETDP SETA complies with the laws and regulations governing public entities. The reports of the Internal Audit and the Auditor General concur with this assertion. The ETDP SETA has developed and implemented a wide range of policies that guide the organisation towards the achievements of its mandate. Most of the legislation, regulations and policies are covered in Part A of this report.

9. Fraud and Corruption

The ETDP SETA has a Fraud Prevention, Risk Management and the Whistle-Blowing policies in place including anonymous tip-off service. This is a toll-free hot line number to report fraud and unethical behaviour in the ETDP SETA environment. The Audit Committee Chairperson is entrusted with the task of handling the reported cases and in turn reports to the Accounting Authority on actions taken.

10. Minimising Conflict of Interest

ETDP SETA has a Fraud Register and the Conflict of Interest Register kept in the office of the CEO for reports and declarations. Declaration of Interest is part of the agenda of all governance meetings, interviews and evaluations of tenders.

11. Code of Conduct

All members of the governance structures are subjected to the Code of Conduct outlined in the Standard constitution of the ETDP SETA.

12. Health, Safety and Environmental Issues

The Health, Safety and Wellness policies are inclusive of the Human Resource Policies

13. Audit Committee Report

Audit Committee responsibilities

The Audit Committee is responsible for the review of the following:

- The effectiveness of the internal control system.
- The effectiveness of the internal audit function.
- The risk areas of the ETDP SETA's operations to be covered in the scope of internal and external audit.
- The adequacy, reliability and accuracy of the performance and financial information provided by management and other users of such information.
- Any accounting and auditing concerns identified as a result of internal and external audits.
- The ETDP SETA's compliance with legal and regulatory provisions.
- The activities of the internal audit function, includes its annual work programme, co-ordination with external auditors, the reports on significant investigations and the responses of management to specific recommendations.

Effectiveness of internal control

The Audit Committee through the internal audit function has reviewed the internal controls for effectiveness and adequacy. The internal controls are effective and adequate as a basis of reducing both strategic and operational risks identified by management.

The quality of the management and monthly/quarterly reports submitted in terms of legislation

The Audit Committee received and reviewed quarterly financial and performance reports. Where performances were below the Annual Performance Plan targets, management put in place plans to improve identified performance deficiencies.

Evaluation of the public entity's financial statements

The Audit Committee evaluated the annual financial statements presented in the annual report. The annual financial statements presents a fair state of financial performance, financial position and results of financial operations.

Summary of main activities undertaken by the Audit Committee during the financial year under review

The Audit Committee undertook the following activities (amongst others) during the financial year:

- Reviewed strategic and operational risk management controls in the SETA.
- Reviewed the final risk register prepared by the ETDP SETA management.
- Reviewed quarterly operational and financial performance information prepared by the ETDP SETA's management for final approval by its Board.
- Reviewed and approved the risk-based internal audit plan prepared by the internal auditors.
- Reviewed the Audit Committee Charter to ensure its continuing relevance and presented the same to the Board for their final approval.
- Reviewed and approved the Internal Audit Charter.
- Received periodic internal audit reports on their findings.
- Conducted a peer review as well as a review of the internal audit function.

- Attended Board meetings to raise any concerns that the Audit Committee might have had.
- Received anonymous whistle-blowing reports from an independent service provider and followed up the same with management, where relevant.

Internal Audit

The ETDP SETA conducted a review of the Supply Chain Management policies and practices during the current financial year. Issues raised by the review resulted in amendments to the way the ETDP SETA undertakes its Supply Chain Management policies and practices. The Supply Chain Management policies and practices are updated to ensure their continuing compliance with such regulations and practices, as new regulations and practices arise.

External Audit

There are no unresolved issues raised by the Auditor-General.

There are no additional issues that we wish to raise pertaining specifically to the ETDP SETA.

Conclusion

This report must be read together with the annual report.

Mr Vusi Mokwena: CA (SA)

Chairperson – Audit Committee

Date: 31 July 2013



PART D: HUMAN RESOURCE MANAGEMENT



1. Introduction

The organisation is entrusted to ensure improved organisational performance through effective, efficient and economic development practices. This goal remains the core pillar of success and has been applied consistently and in a progressively manner. Some of the achievements include, conducting a skills audit (report available and in use), implementing a new organogram, recruiting and appointing required staff, increased training and development of staff, and enhanced performance management and rewarding.

The Value of Human Capital in the Organisation

Human Resource Management in the organisation ensures that:

- The organisation recognises, appreciates and rewards good performance.
- Employees are paid according to approved salary levels.
- Health and safety issues receive priority.
- Loss of talent and skills is avoided.
- Employees remain satisfied and motivated.
- Maintain a balance between organisational and individual benefits.
- Employees are the organisation's greatest asset.
- Ensure that resources invested in training employees are utilised in a focussed and direct approach that will benefit the organisation in terms of the skills required.
- Maintain a balance between training, development, best performance and remuneration.
- Provide professional and timely support to the employees of the organisation, allowing them to focus on the core operational issues of the organisation.

Overview of Human Resource Matters

Human Resources (HR) Management upholds and reinforces the strategic intent and objectives of the ETDP SETA by addressing the challenges the organisation faces with regard to human resources.

HR Management is accountable to the CEO and the Accounting Authority (AA) exercises oversight on HR matters in the organisation through the HR Committee.

HR priorities for the year under review

Strategic Objectives	Expected Outcomes/ Impact	Progress and Accomplishments
1. Appropriate training and development interventions for all staff.	All employees developed in accordance with priorities identified in Personal Development Plans, skills audit and business strategy.	93% of staff was capacitated through bursaries, in house and in service training.
2. Develop the skills and competencies of senior and broad management.	Developed leadership capacity of the ETDP and enhanced leadership capability.	Managers taken through a course on Monitoring and Evaluation in November 2012.
3. Recruitment and selection of key staff.	Selection of qualified and competent key staff.	21 positions were filled by suitably qualified staff including internal promotions.
4. Implemented an approved Employee Assistance Programme.	Utilisation of the programme by employees for their well-being.	Aspects of the programme were rolled out. Other aspects will be implemented in the next financial year.
5. Sound labour relations.	Evidence of improved relations between ETDP SETA, its employees and NEHAWU.	Negotiations with NEHAWU on the recognition agreement are proof of improved relations.
6. New remuneration approach to be implemented as approved by the AA.	Remuneration is implemented as per AA approval.	In agreement with labour, a service provider was solicited by the SCM to perform this task.
7. Enhancement of performance management.	Evidence of improved compliance to policy cycles, deadlines and procedures.	All staff have performance contracts and performances were evaluated at the agreed upon intervals.
8. Develop, maintain and provide creative Human Resource Information System (HRIS) and processes that are responsive to the business needs.	Integrated and largely automated HRIS systems based on VIP platform to be aligned to the IT governance strategy.	VIP system is in use for ESS to manage leave. Other uses of the VIP system still needs to be introduced. The ESS is compatible and in good use by the organisation.
9. Change management and organisational development.	Effective change management and organisational development to support the re-aligned organisational structure.	Implementation is taking place in phases. Budget was revised in November 2012.

Workforce Planning, Recruitment, Selection and Induction

The SETA has a HR Policy and Procedure which contains a framework for recruitment and selection of its staff. The framework aims to attract and retain talented staff to meet the organisation's needs.

Employee Performance Management Framework

The need to increase the organisation's capability is addressed through the Performance Management and Development System, as well as in-house and in-service training.

ETDP SETA staff are appraised, developed and rewarded through the existing Performance Management Development System, as the approved policy document. Staff members are continuously appraised by line managers through the utilisation of this policy.

This instrument is also used to address staff development needs, as well as their career aspirations.

Employee Wellness Programmes

The organisation has a policy on Employee Wellness. To date, implementation has not been fully rolled out, however, employees have access to a registered Clinical Psychologist and an Occupational Medical Practitioner.

Further developments are underway to enhance the policy to cater for the diverse needs and challenges of staff.

Policy Development

The ETDP SETA has a very comprehensive HR Policy which directs the HR operations of the organisation on people management.

All policies are approved by the Accounting Authority and updated on an annual basis.

Challenges Faced by the Public Entity

- The life span of the organisation is five years and this makes it difficult to reassure staff about their future career pathing.
- The organisation had difficulty in finding qualified researchers and some of the research work had to be outsourced.
- Policy formulation has to be adaptable and designed to respond to these challenges. This will assist in ensuring that the work of the HR sub-committee of the Accounting Authority is well supported, as it interrogates and attempts to find new ways and strategies, to support organisational development.

Future HR Plans

The organisation is in the process of developing a strategy to align its HR plans with the Department of Public Service and Administration, in order to improve its workforce capability in the future.

The SETA is also in the process of developing a strategy to align with the ETD sector needs, in order to achieve the needs for skills demand and supply.

The plans focus on:

- The development of an organisational development strategy that aims to assess the organisation's own ability to meet the demands and requirements of diverse stakeholders. This strategy will identify those elements that assist and limit performance so that the positives can be leveraged and proactive action taken, to improve on the limiters of performance.
- Ensuring that the organogram reflects the desired operational model of the organisation and the skills required.
- The HR policy is reviewed and updated with the latest labour legislation and practices.
- Job profiling and updated job descriptions are performed to ensure that the requirements of the organisation from each position are adequately described. This will further assist in improving the management of performance.
- Human Resource Development aims to ensure the organisation has appropriately skilled and competent staff in order to meet its objectives.
- Implement best practices to ensure that qualified and talented staff is recruited.
- The implementation of a staff wellness programme, as staff is regarded as essential to the continued operations of the SETA.

2. Human Resource Oversight Statistics

Personnel Cost by Programme

Programme	Total Expenditure for the Entity (R'000)	Personnel Expenditure (R'000)	Personnel Expenditure as a % of Total Exp.	No. of Employees	Average Personnel Cost per Employee (R'000)
	119 363	47 823	40.07%	105	455

Personnel cost by Salary Band

Level	Personnel Expenditure (R'000)	% of Personnel Exp. to Total Personnel Cost	No. of Employees	Average Personnel Cost per Employee (R'000)
Top management	3 846	8.04%	3	1 288
Senior management	4 645	9.71%	6	774
Professionally qualified	12 555	26.25%	19	661
Skilled	19 529	40.84%	45	434
Semi-skilled	6 691	13.99%	28	239
Unskilled	559	1.17%	4	139
TOTAL	47 823	100%	105	455

Performance Rewards

Programme	Performance Rewards (R'000)	Personnel Expenditure (R'000)	% of Performance Rewards to Total Personnel cost
Top management	144	3 846	3.84%
Senior management	81	4 645	1.72%
Professionally qualified	398	12 555	3.07%
Skilled	760	19 529	3.75%
Semi-skilled	227	6 690	3.28%
Unskilled	21	559	3.77%
TOTAL	1 632	47 823	19.43%

Training Costs

Directorate/ Business Unit	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Training Expenditure as a % of Personnel Cost.	No. of Employees Trained	Avg. Training Cost Per Employee
	48 342	1 358	2.80	91	R14 925

Employment and Vacancies

Programme	2011/2012 No. of Employees	2012/2013 Approved Posts	2012/2013 No. of Employees	2012/2013 Vacancies	% of Vacancies
Top management	2	4	3	1	25%
Senior management	2	6	6	-	0%
Professionally qualified	19	19	19	-	0 %
Skilled	50	53	45	8	15,09%
Semi-skilled	26	29	29	-	0%
Unskilled	5	4	4	-	0%
TOTAL	104	115	106	9	7,8 %

Explanations:

At the level of 'Skilled' employees, the vacancies were advertised as soon as they became vacant and were filled with successful candidates. Vacancies remained unfilled for a period of 60 days, and usually included, a month's notice that candidates had to serve with their previous employers, prior to their assumption of duty.

Employment Changes

Information on employment changes is demonstrated and verified in the table below. Turnover rates are at 5.71% currently and reflect a decline, which is an improvement when compared with the previous years (8% in 2011/12 and 7.8% in 2010/11). The change emanates from staff turnover, replacements and internal promotions.

Salary Band	Employment at the Beginning of Period	Appointments	Terminations	Employment at the end of the Period
Top management	2	1	0	3
Senior management	3	4	1	5
Professionally qualified	17	3	1	19
Skilled	38	8	2	45
Semi-skilled	25	5	1	29
Unskilled	5	0	1	4
Total	90	21	6	105

Reasons for Staff Leaving

Reason	Number	% of Total Number. of Staff Leaving
Death	-	-
Resignation	5	4.76%
Dismissal	-	-
Retirement	-	-
Ill health	1	0.95%
Expiry of contract	-	-
Other	-	-
Total	6	5.71%

Explanations:

Most of the staff resigned voluntarily, mainly for better opportunities elsewhere. Positions were advertised as soon as resignations were received and internal candidates were encouraged to apply. The termination of employment was as a result of incapacity, due to permanent disability.

Labour Relations: Misconduct and Disciplinary Action

Nature of Disciplinary Action	Number
Verbal warning	3
Written warning	2
Final written warning	-
Dismissal	1

Following an investigation, a disciplinary hearing was held against an employee for alleged fraudulent misrepresentation and the employee was subsequently found guilty. After consideration of all the factors presented, the sanction of immediate dismissal was effected.

Equity Target and Employment Equity Status

Levels	Male							
	African		Coloured		Indian		White	
	Current	Target	Current	Target	Current	Target	Current	Target
Top management	-	-	-	-	-	-	1	-
Senior management	3	-	-	-	-	-	1	-
Professionally qualified	8	-	1	-	2	-	-	-
Skilled	13	-	2	-	3	-	-	-
Semi-skilled	5	-	-	-	-	-	-	-
Unskilled	2	-	-	-	-	-	-	-
TOTAL	31	-	3	-	5	-	2	-

Levels	Female							
	African		Coloured		Indian		White	
	Current	Target	Current	Target	Current	Target	Current	Target
Top management	2	-	-	-	-	-	-	-
Senior management	2	-	-	-	-	-	-	-
Professional qualified	6	-	-	-	-	-	2	-
Skilled	22	-	2	-	2	-	1	-
Semi-skilled	15	-	4	-	1	-	3	-
Unskilled	2	-	-	-	-	-	-	-
TOTAL	49	-	6	-	3	-	6	-

Levels	Disabled Staff			
	Male		Female	
	Current	Target	Current	Target
Top management	-	-	-	-
Senior management	-	-	-	-
Professional qualified	1	-	-	-
Skilled	-	-	1	-
Semi-skilled	-	-	-	-
Unskilled	-	-	-	-
TOTAL	1	-	1	2

Explanations:

The SETA recruits applicants with disabilities and utilises various advertising media to broaden the reach to persons with disabilities.

PART E: FINANCIAL INFORMATION



1. STATEMENT OF RESPONSIBILITY

Statement of Responsibility for the Annual Financial Statements for the year ended 31 March 2013

The Accounting Authority is responsible for the preparation of the public entity's Annual Financial Statements (AFS) and for the judgements made in this information.

The Accounting Authority is responsible for establishing and implementing a system of internal control, designed to provide reasonable assurance to the integrity and reliability of the Annual Financial Statements. The Board of the ETDP SETA is the Accounting Authority. It ensures strong governance through the establishment of sub-committees. These are represented by the Executive Committee, Audit Committee, Finance Committee, Human Resource Committee, Remuneration Committee and Quality Assurance Committee.

Five Chambers are established to improve the quality of engagement and broader stakeholder participation.

The ETDP SETA has prepared a revised Constitution in line with Departmental guidelines. Certain changes have been requested to align the Constitution to the activities of the SETA on the ground.

Going Concern

The Annual Financial Statements are prepared on the Going Concern basis as the ETDP SETA is financially healthy, performing well and has been re-registered by the Minister of Higher Education and Training to March 2016 with a mandate to implement NSDS3. The ETDP SETA is adequately funded and will continue to exist into the future.

Litigation

The decision in the appeal case in the matter relating to the South African Tutor Services (SANTS) which was undecided at the end of the previous financial year went against the SETA. Another action brought by SANTS contesting the validity of a tender advertisement restricting participation to providers in one province was upheld by the court. No tender was awarded.

Future focus

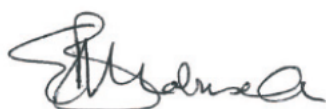
The focus of implementation in the remainder of NSDS3 will be on the impact made by programmes. Training for employment will be the order of things. Monitoring and Evaluation will be prioritised.

Financial risk management and internal control systems

The Board is responsible for managing risk and implementation of attendant internal controls. This function is delegated to the Audit Committee which is comprised of independent members who have the expertise to ensure a strong oversight role. Internal Audit is outsourced but remains the responsibility of the Audit Committee who exercise control over that function through regular reports.

The external auditors are engaged to express an independent opinion on the AFS of the public entity.

The ETDP SETA's Annual Financial Statements for the year ended 31 March 2013 were submitted for auditing and the report is included.



Ms Shirley Mabusela
Chairperson of ETDP SETA
Date: 31 July 2013



Ms Nombulelo Nxesi
CEO ETDP SETA
Date: 31 July 2013

2. Report of the Chief Executive Officer

General financial review

The SETA has received all the levy income that owed in the financial year amounting to R39, 2m. An amount of R13, 8m was incorrectly paid to the SETA by SARS during the year and adjustment has been made to correctly account for the error in income and receivables but the amount reflects in the bank balance at 31 March 2013.

Contributions from Provincial Departments of Education and National DBE and DHET amounted to

R94, 9m. This included an amount of R13, 8m that was unpaid in the 2011/12 financial year from the Limpopo Department of Education which is under administration. The expected contribution for the year under review was not received.

Interest of R16, 1m was received due to the high level of cash in the bank.

Mandatory grant expense was above expectations at R138, 7m indicating a higher level of participation by levy paying organisations in the sector...

Discretionary expenditure was lower than anticipated as commitments did not exhibit as costs in the year.

Administration expenses were also low largely in line with low discretionary spending.

Cash levels remain high at R370, 5m due to low spending and the SARS error previously mentioned.

Spending trends

Mandatory grants expenditure exhibits a rising trend over the years. This is expected as payrolls increase and awareness programmes run by the SETA increase participation.

Discretionary spending has been erratic over the years displaying years of higher commitment and lower spending. This dependent on the nature of programmes being rolled out in each year.

Administration expenses have shown a rising trend in recent years reflecting inflationary increase and support for high levels of discretionary programmes implemented.

Capacity constraints and challenges

Changes to grant regulations in the 2013/14 year will force higher levels of discretionary spending than has been seen in years gone by. This will be made possible without increasing staff levels but through the acts of strategic planning and timely implementation.

Discontinued activities

There has been no discontinuation or planned discontinuation of any major part of the SETA's operations.

New or proposed activities

The SETA is engaged in the implementation of NDSD III which is a five year plan that started in 2010/11. The plan will continue to be rolled out to 2015/16.

Requests for rollover of funds

A request for the accumulation of reserves has been made each year and has been granted by our executive authority, currently the Minister of Higher Education and Training. A request for the accumulation of R318,3m of reserves has been made in respect of the year under review. No response to this request has yet been received.

Supply Chain Management

The revised Procurement Regulations of December 2011 have been successfully implemented and policy and procedures have been amended accordingly.

The task of bringing the SETA closer to constituent members in rural areas has been addressed through the further provincialisation of offices in the year under review. Offices have been established in all nine provinces.

Staffing in the Supply Chain unit has been augmented in terms of quality and numbers to be able to apply the existing legislation applicable to public sector procurement.

Audit Report matters

All audit findings from prior years have been addressed satisfactorily at the reporting date.

Outlook/Plans for the future

The ETDP SETA is financially viable and has sufficient funding streams to implement its strategic plan in the light of all current legislation.

Events after the reporting date

No subsequent events occurred that had a material effect on the financial position or performance of the SETA.

Acknowledgement / Appreciation

We thank the Finance and Audit Committees for their oversight roles, the internal Auditors for their direction and the staff of the ETDP SETA for their efforts in contributing once again to a clean audit report.



Ms Nombulelo Nxesi CEO

Date: 31 July 2013

REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON THE EDUCATION, TRAINING AND DEVELOPMENT PRACTICES SECTOR EDUCATION AND TRAINING AUTHORITY

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 127 to 160, which comprise the statement of financial position as at 31 March 2013, 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.

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 Standard of Generally Recognised Accounting Practice (SA Standards of GRAP), the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA) and the Skills Development Act, 1998 (Act No. 97 of 1998) (SDA), 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 that 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 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 2013 and its financial performance and cash flows for the year then ended in accordance with the SA Standards of GRAP and the requirements of the PFMA and SDA.

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 ETDPSETA annual performance report as set out on pages 24 to 92 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 (FMPPI)*.

The reliability of the information in respect of the selected programmes 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 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 ETDP SETA's performance report and compliance with laws and regulations. I did not identify any deficiencies in internal control which I considered sufficiently significant for inclusion in this report.

Auditor-General

Pretoria

31 July 2013



AUDITOR-GENERAL
SOUTH AFRICA

Auditing to build public confidence



EXECUTIVE MANAGEMENT AND MANAGER IN THE OFFICE OF THE CEO

From left to right: Ms Miranda Malele (Chief Operations Officer); Ms Nombulelo Nxesi (Chief Executive Officer); Mr Wayne Cotton (Chief Financial Officer) and Ms Nkhensani Mabunda (Manager in the Office of the CEO)

EDUCATION, TRAINING AND DEVELOPMENT PRACTICES SECTOR EDUCATION AND TRAINING AUTHORITY

Annual Financial Statements
for the year ended
31 March 2013

The Annual Financial Statements for the year ended 31 March 2013, set out on pages 127 to 160, 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 21 May 2013, and are signed on its behalf by:



N Nxesi
CHIEF EXECUTIVE OFFICER



S Mabusela
BOARD CHAIRPERSON

ANNUAL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 MARCH 2013

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STATEMENT OF FINANCIAL PERFORMANCE
For the year ended 31 March 2013

		2012/13	2011/12
	Note	R'000	R'000
REVENUE			
Non - Exchange Skills Development Levy: income	3	380,990	331,812
Non - Exchange Skills Development Levy: penalties and interest		3,611	3,375
National Skills Fund income	15	-	803
Investment income from exchange transactions	4	16,100	16,611
Other income from exchange transactions	5	452	147
Total revenue		401,153	352,748
EXPENSES			
Mandatory and discretionary grants	6	-239,557	-252,331
Administration expenses	7	-101,913	-85,931
National Skills Fund expenses	15	-	-803
Total expenses		-341,470	-339,065
NET SURPLUS FOR THE YEAR	2	59,683	13,683

STATEMENT OF FINANCIAL POSITION
at 31 March 2013

	Note	2012/13 R'000	2011/12 R'000
ASSETS			
Non-current assets			
Property, plant and equipment	8	7,109	4,266
Intangible assets	9	362	229
		<u>7,471</u>	<u>4,495</u>
Current assets			
Accounts receivable from non-exchange transactions	10	7,885	3,330
Accounts receivable from exchange transactions	11	2,635	3,804
Cash and cash equivalents	12	370,509	284,686
		<u>381,029</u>	<u>291,820</u>
TOTAL ASSETS		<u>388,500</u>	<u>296,315</u>
LESS : LIABILITIES			
Current liabilities			
Accounts payable from non-exchange transactions	13	48,954	16,648
Accounts payable from exchange transactions	14	16,808	16,441
National Skills Fund received in advance	15	-	168
Accrued employee entitlements	16	4,425	4,427
		<u>70,187</u>	<u>37,684</u>
TOTAL LIABILITIES		<u>70,187</u>	<u>37,684</u>
NET ASSETS AND LIABILITIES		<u>318,313</u>	<u>258,631</u>
RESERVES			
Administration reserve		7,471	4,495
Discretionary reserve		310,842	254,136
		<u>318,313</u>	<u>258,631</u>

STATEMENT OF CHANGES IN NET ASSETS

For the year ended 31 March 2013

Note	Administration reserve	Employer grant reserve	Discretionary reserve	Unappropriated Surplus/(Deficit)	Total
	R'000	R'000	R'000	R'000	R'000
Balance at 31 March 2011	2,249	234	242,733	-	245,216
Prior period error	-	122	-390	-	-268
Restated balance at 31 March 2011	2,249	356	242,343	-	244,948
Net surplus per Statement of Financial Performance	-	-	-	13,683	13,683
Allocation of unappropriated surplus	19,879	39,456	-45,652	-13,683	-
Excess reserves transferred to Discretionary reserve	-17,633	-39,812	57,445	-	-
Balance at 31 March 2012	4,495	-	254,136	-	258,631
Net surplus per Statement of Financial Performance	-	-	-	59,683	59,683
Allocation of unappropriated surplus	32,551	40,097	-12,965	-59,683	-
Excess reserves transferred to Discretionary reserve	-29,575	-40,097	69,672	-	-
Balance at 31 March 2013	7,471	-	310,842	-	318,313

CASH FLOW STATEMENT
For the year ended 31 March 2013

		2012/13	2011/12
	Note	R'000	R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Operating activities			
Cash receipts from stakeholders		381,495	335,213
Levies received - Administration		134,012	105,534
- Employer grants		174,283	161,997
- Discretionary grants		68,140	64,281
Interest and penalties received		3,611	3,375
Other income		1,449	25
Cash paid to stakeholders, suppliers and employees		-308,342	-357,435
Grants and project payments		-223,103	-268,777
Compensation of employees		-47,094	-38,805
Payments to suppliers		-38,145	-49,853
Net cash inflow / (outflow) from operating activities	17	73,153	-22,222
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of property, plant and equipment		-3,455	-3,226
Proceeds from disposal of property, plant and equipment		83	14
Investment income		16,042	16,565
Net cash inflow from investing activities		12,670	13,353
Net increase / (decrease) in cash and cash equivalents		85,823	-8,869
Cash and cash equivalents at beginning of the year	12	284,686	293,555
Cash and cash equivalents at end of the year	12	370,509	284,686

NOTES TO THE ANNUAL FINANCIAL STATEMENTS
For the year ended 31 March 2013

1. ACCOUNTING POLICIES

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

1.1 Basis of preparation

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

1.2 Currency and level of rounding

These financial statements are presented in South African rand, 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 been made for the refund of the levies.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

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,

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

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	12% - 20%
• Computer equipment	20% - 33%
• Kitchen equipment	18% - 20%
• Leasehold improvements	10% - 23%
• Office furniture and fittings	10% - 12%
• Office equipment	15% - 17%
• Minor assets	8% - 100%
• Motor Vehicle	16% - 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 to March 2016. 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	3% - 33%

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

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 to March 2016. 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.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

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.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

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
- 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:

	2012/13	2011/12
	%	%
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.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

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.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

1.18 Standards of GRAP not yet effective

The following standards have been approved but are not effective at 31 March 2013

GRAP 18:	Segment Reporting
GRAP 20:	Related Party Disclosure
GRAP 25:	Employee Benefits
GRAP 105:	Transfer of Functions between Entities under Common Control
GRAP 106:	Transfer of Functions between Entities under Common Control
GRAP 107:	Mergers

2. ALLOCATION OF NET SURPLUS FOR THE YEAR TO RESERVES:

	Administration reserve R'000	Employer grant reserve R'000	Discretionary reserve R'000	2012/13 R'000	2011/12 R'000
<i>Total revenue</i>	134,464	178,838	87,851	401,153	352,748
Skills development levy: income					
Admin levy income (DHET)	39,159	-	-	39,159	32,542
Grant levy income (DHET)	-	178,838	68,140	246,978	226,279
Skills development levy: penalties and interest	-	-	3,611	3,611	3,375
Admin levy - DBE and DHET	94,853	-	-	94,853	72,993
National Skills Fund income	-	-	-	-	803
Investment income	-	-	16,100	16,100	16,611
Other income	452	-	-	452	147
<i>Total expenses</i>	101,913	138,741	100,816	341,470	339,065
Administration expenses	101,913	-	-	101,913	85,931
National Skills Fund expenses	-	-	-	-	803
Employer grants and project expenses	-	138,741	100,816	239,557	252,331
 Net surplus per Statement of Financial Performance	 32,551	 40,097	 -12,965	 59,683	 13,683

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.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

3. NON-EXCHANGE SKILLS DEVELOPMENT LEVY INCOME

	2012/13 R'000	2011/12 R'000
The total levy income per the Statement of Financial Performance is as follows:		
Levy income: Administration	134,012	105,534
Levies received	134,012	105,534
Levies received from levy payers	39,159	32,540
Government levies received	94,853	72,993
Inter SETA transfers in	1	1
Inter SETA transfers out	-1	-
Levy income: Employer Grants	178,838	161,997
Levies received	178,838	161,997
Levies received from levy payers	178,834	161,994
Inter SETA transfers in	6	3
Inter SETA transfers out	-2	-
Levy income: Discretionary Grants	68,140	64,281
Levies received	68,140	64,281
Levies received from levy payers	68,141	64,280
Inter SETA transfers in	2	1
Inter SETA transfers out	-3	-
	<u>380,990</u>	<u>331,812</u>

4. INVESTMENT INCOME FROM EXCHANGE TRANSACTIONS

	2012/13 R'000	2011/12 R'000
Interest income		
Accrued	252	194
Bank deposits	15,848	16,417
	<u>16,100</u>	<u>16,611</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

5. OTHER INCOME FROM EXCHANGE TRANSACTIONS

	2012/13	2011/12
	R'000	R'000
Mandatory grants received	177	122
Insurance recoveries	22	25
Profit on disposal of assets	60	-
NSF Funding returned	193	-
	<u>452</u>	<u>147</u>

6. MANDATORY AND DISCRETIONARY GRANTS

	2012/13	2011/12
	R'000	R'000
Mandatory grants	138,741	122,541
Disbursements	112,861	107,093
Accruals raised	25,881	15,448
Discretionary grants and projects	100,816	129,790
Disbursements	90,962	121,965
Accruals raised	9,853	7,825
	<u>239,557</u>	<u>252,331</u>

6.1 Discretionary expenditure consists of:

Direct project costs	100,816	129,790
	<u>100,816</u>	<u>129,790</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

7. ADMINISTRATION EXPENSES

		2012/13 R'000	2011/12 R'000
Asset related costs			
Depreciation		534	775
current year		1,753	717
due to change in estimate		-1,219	58
Amortisation - current year		-78	184
Loss on disposal of property, plant and equipment		-	7
Building related costs			
Operating rentals - buildings		9,124	6,198
Security and cleaning		1,218	908
Water and electricity		1,419	1,608
Outside consultants costs			
Consultancy and service provider fees		1,670	2,184
Remuneration to members of the audit committee		108	72
Meeting and board fees		994	2,009
Auditors' remuneration		1,867	2,355
External audit fees		1,368	1,452
Internal audit fees		499	903
Staff related costs			
Cost of employment	7.1	47,092	40,261
Staff training and development		1,498	840
Recruitment		875	677
Stationery and consumables		559	462
Other administration costs			
Maintenance and repairs		2,708	2,399
Advertising, marketing and promotions, communication		1,968	2,339
Legal fees		1,858	2,368
Travel and subsistence		10,619	11,015
Courier fees		1,127	801
Hire of equipment		1,556	952
Insurance		522	415
Bank charges		188	248
SETA Conference	7.2	2,730	-
Workshops and AGM		5,717	1,777
Staff relocation		1,409	1,543
Printing and postage		182	327
Refreshments and catering		1,271	1,000
Telephone and cellular phone		1,622	1,345
Other		638	863
Total per Statement of Financial Performance		101,913	85,931

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

7.1 Cost of employment

Salaries and wages	43,386	37,253
Basic salaries	39,807	30,809
Pension contributions: employee	2,106	1,690
Non-pensionable allowance	1,312	4,389
Leave payments	160	365
Employer contributions	3,705	3,008
Medical aid contributions	1,289	1,182
Pension contributions: defined contribution plan	2,106	1,690
UIF	310	136
	47,092	40,261
Number of employees	104	91

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

7.2 The ETDP SETA conference takes place biennially and was held in March 2013.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

8. PROPERTY, PLANT AND EQUIPMENT

FOR THE YEAR ENDED 31 MARCH 2013

	Cost	Accumulated depreciation/ impairment	Closing carrying amount
	R'000	R'000	R'000
ETDP SETA assets			
Computer equipment	3,960	-2,061	1 900
Office furniture and fittings	4,262	-1,797	2 465
Office equipment	1,305	-579	726
Audiovisual equipment	473	-148	325
Kitchen equipment	66	-26	40
Leasehold improvements	1,826	-440	1 386
Motor vehicle	428	-262	166
Minor assets	381	-280	101
Balance at end of year	12 703	-5,594	7 109

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

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

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)

For the year ended 31 March 2013

8 PROPERTY, PLANT AND EQUIPMENT (continued)

	Carrying amount 2012	Additions at cost	Disposals at net book value	Depreciation	Depreciation change in estimate	Carrying amount 2013
Movement summary 2012/13	R'000	R'000	R'000	R'000	R'000	R'000

ETDP SETA assets

Computer equipment	1,307	856	-9	-720	466	1,900
Office furniture and fittings	1,234	1,199	-1	-436	469	2,465
Office equipment	460	273	-5	-177	176	726
Audiovisual equipment	72	275	-3	-46	28	325
Kitchen equipment	31	11	-	-9	7	40
Leasehold improvements	874	774	-	-269	7	1,386
Motor vehicle	226	-	-2	-57	-1	166
Minor assets	62	14	-3	-39	68	101
Balance at end of year	4,266	3,400	-23	-1,753	1,219	7,109

	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
Balance at end of year	1,836	3,226	-21	-833	58	4,266

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

9. INTANGIBLE ASSETS

FOR THE YEAR ENDED 31 MARCH 2013

Cost	Accumulated amortisation	Closing carrying amount
R'000	R'000	R'000

ETDP SETA assets

Computer software	2,659	-2,297	362
Balance at end of year	2,659	-2,297	362

FOR THE YEAR ENDED 31 MARCH 2012

Cost	Accumulated amortisation	Closing carrying amount
R'000	R'000	R'000

ETDP SETA assets

Computer software	2,603	-2,374	229
Balance at end of year	2,603	-2,374	229

Movement summary 2012/13

Carrying amount 2012	Additions at cost	Disposals at net book value	Amortisation	Carrying amount 2013
R'000	R'000	R'000	R'000	R'000

ETDP SETA assets

Computer software	229	55	-	78	362
Balance at end of year	229	55	-	78	362

Movement summary 2011/12

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

ETDP SETA assets

Computer software	413	-	-	-184	229
Balance at end of year	413	-	-	-184	229

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

10. ACCOUNTS RECEIVABLE FROM NON-EXCHANGE TRANSACTIONS

		2012/13	2011/12
		R'000	R'000
Employer receivables	10.1	8,019	3,504
less : provision for doubtful receivables		-148	-207
Staff debtors		14	33
		<u>7,885</u>	<u>3,330</u>

10.1 Employer receivables

		2012/13	2011/12
		R'000	R'000
Grants overpaid due to SARS reversals			
Opening balance		3,504	1,050
Realised during the year		-3,541	-1,398
Charged to income		8,056	3,852
Closing balance		<u>8,019</u>	<u>3,504</u>

11. ACCOUNTS RECEIVABLE FROM EXCHANGE TRANSACTIONS

		2012/13	2011/12
		R'000	R'000
Deposits		2,215	2,319
Interest receivable		252	194
Prepaid expenses		168	851
Sundry receivables		680	680
less : provision for doubtful receivables		-680	-240
		<u>2,635</u>	<u>3,804</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

12. CASH AND CASH EQUIVALENTS

	2012/13	2011/12
	R'000	R'000
Cash at bank and on hand	27,749	22,004
Cash at bank	27,727	21,995
Cash on hand	22	9
Short term investments	342,760	262,682
Cash and cash equivalents at end of year	370,509	284,686

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 5.18% (Prior year 5.44%).

13. ACCOUNTS PAYABLE FROM NON-EXCHANGE TRANSACTIONS

		2012/13	2011/12
		R'000	R'000
Skills development grants payable	13.1	33,102	15,879
Levies refundable to small employers	13.2	683	589
Levies refundable to SARS		13,888	-
Liability resulting from straight line valuation of leases		1,281	180
		48,954	16,648

13.1 Skills development grants payable

	2012/13	2011/12
	R'000	R'000
Opening carrying amount	15 879	34,080
Amounts utilised during the year	-7,797	-34,080
Charged to income during the year	25,020	15,879
Closing carrying amount	33,102	15,879

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

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.

	2012/13	2011/12
	R'000	R'000
Opening balance	589	338
Charged to income during the year	308	251
Refunded during the year	-214	-
Closing balance	<u>683</u>	<u>589</u>

14. ACCOUNTS PAYABLE FROM EXCHANGE TRANSACTIONS

	2012/13	2011/12
	R'000	R'000
Project creditors	9,853	7,825
Trade payables	3,284	4,645
Provision for Legal costs	450	-
Other accrued expenses	3,221	3,971
	<u>16,808</u>	<u>16,441</u>

15. NATIONAL SKILLS FUND RECEIVED IN ADVANCE

	2012/13	2011/12
	R'000	R'000
Opening balance	168	-
Funds received during the year	25	971
Amounts reversed to income	-193	-
Utilised and recognised as revenue - conditions met	-	-803
Closing balance per Statement of Financial Position	<u>-</u>	<u>168</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

16. ACCRUED EMPLOYEE ENTITLEMENTS

	Employee leave R'000	Employee bonus R'000	2012/13 R'000	2011/12 R'000
Opening carrying amount	2 408	2 019	4 427	3 029
Amounts utilised during the year	-2,219	-2,318	-4 537	-3,423
Charged to income during the year	2,388	2,145	4 535	4,821
Closing carrying amount	2,577	1,846	4,425	4,427

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

	2012/13 R'000	2011/12 R'000
Net surplus as per Statement of Financial Performance	59,683	13,683
Adjusted for non-cash items:		
Depreciation / Amortisation	456	959
(Profit)/loss on disposal of property, plant and equipment	-60	7
(Decrease) / increase in accrued employee entitlements	-2	1,398
Prior year error	-578	-450
Other income	384	-
Increase in special project funding	25	168
Investment income	-16,042	-16,565
Adjusted for working capital changes:		
Increase in receivables	-3,386	-4,614
Increase / (decrease) in payables	32,674	-16,808
Net cash inflow / (outflow) from operations	73,153	-22,222

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

18. COMMITMENTS

18.1 Discretionary reserve

Of the balance of R310.8 million available in the Discretionary reserve at the end of March 2013, the commitments detailed below of R111.8 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 2012	Adjustments 2012/13	New contracts 2012/13	Expenditure in 2012/13	Balance of commitments at 31 March 2013
	R'000	R'000	R'000	R'000	R'000
PROGRAMME 1: DEVELOPMENT OF SSP					
DEVELOPMENT OF SSP	-	-	2,854	-2,508	346
SURVEY MONITORING & EVALUATION	-	139	543	-289	393
PRINTING OF SS GUIDE	-	-	486	-486	-
WSP & ATR'S MOBILISATION	11	-5	-	-6	-
	11	134	3,883	-3,289	739
PROGRAMME 2: FET SUPPORT					
SKILLS PROGRAMS- FET LECTURER	-	-	4,028	-2,154	1,874
SKILLS PROGRAMS- FET MANAGERS	-	-	2,142	-389	1,753
INDUSTRIAL EXPOSURE PROGRAM	-	-	3,152	-837	2,315
PLACEMENT OF INTERNS IN FET	-	-	7,783	-4,049	3,734
	-	-	17,105	-7,429	9,676
PROGRAMME 3: TEACHER DEVELOPMENT SUPPORT					
TEACHER SUPPORT	-	-	12,701	-1,843	10,858
TEACHER CAPACITATION	-	-	4,824	-2,074	2,750
WORK PLACE EXPERIENCE FOR TEACHERS	-	-	5,386	-937	4,449
MENTORS COACHES H/WORK SUPPORT	-	-	750	-	750
SMT & DISTRICT PERSONNEL SUPPORT	-	-	8,590	-4,778	3,812
DBE SUPPORT TEACHER AWARDS	-	-	1,000	-	1,000
	-	-	33,251	-9,632	23,619
PROGRAMME 4: UNDERGRADUATE STUDENTS SUPPORT					
BURSARIES POST-GRADUATES	-	874	-	-874	-
BURSARIES UNDER-GRADUATES	11,983	2,209	-	-7,486	6,706
BURSARY RENEWALS 2ND YEAR UNDER-GRADUATES	11,218	488	4,480	-14,956	1,230
NCV PROGRAMS	-	-	392	-	392
NATED PROGRAMS	-	-	513	-52	461
ICT WPE FOR UNIVERSITIES & FET	3,972	321	6,244	-4,450	6,087
	27,173	3,892	11,629	-27,818	14,876

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)

For the year ended 31 March 2013

	Commitments at 31 March 2012	Adjustments 2012/13	New contracts 2012/13	Expenditure in 2012/13	Balance of commitments at 31 March 2013
	R'000	R'000	R'000	R'000	R'000
PROGRAMME 5: WORKPLACE LEARNING SUPPORT					
GRADUATES INTERNSHIPS	10,754	-4,104	7,902	-6,290	8,262
YOUTH DEVELOPMENT	57,656	1,405	1,112	-37,039	23,134
LEARNER ALLOWANCE	-	-	819	-613	206
PROVIDER FEE	-	-	2,004	-1,290	714
LEARNERSHIP ALLOWANCE	-	-	646	-646	-
SECOND CHANCE MATRIC INTERVENTION	-	750	3,680	-750	3,680
	68,410	-1,949	16,163	-46,628	35,996
PROGRAMME 6: CONSTITUENCY SUPPORT					
SKILLS DEVELOPMENT NQFL7- TRADE UNIONS	15,635	-9,225	279	-265	6,424
SKILLS DEVELOPMENT NQFL6- TRADE UNIONS	-	-	3,345	-1,068	2,277
TEACHER UNION SUPPORT	-	-	2,980	-654	2,326
SUPPORT FOR NPO	-	-	675	-	675
SUPPORT FOR PRIVATE PROVIDER- APPETD	-	-	1,050	-806	244
BURSARIES FOR INDEPENDENT SCHOOLS	-	-	2,395	-17	2,378
SUPPORT FOR INDEPENDENT SCHOOLS	-	-	1,125	-	1,125
SKILLS DEVELOPMENT PROGRAM FOR POLITICAL PARTIES	-	-	1,298	-191	1,107
SDF FORUM & WORKSHOPS FOR HEI	-	-	500	-	500
MENTORING & COACHING	2,902	837	-	-	3,739
SUPPORT FOR HEI	-	-	5,364	-719	4,645
SKILLS DEV SUPPORT FOR RESEARCH ORGANISATIONS	-	-	732	-30	702
SKILLS DEV SUPPORT FOR LIBRARY & ARCHIVE ORGANISATIONS	-	-	116	-	116
	18,537	-8,388	19,859	-3,752	26,256
PROGRAMME 7: QUALITY ASSURANCE					
STRENGTHENING OF QA & IMPROVING M&E FOR IMPACT	-	2,284	626	-2,268	642
	-	2,284	626	-2,268	642
Total	114,131	-4,027	102,516	-100,816	111,804

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

In addition to the commitments of R111.8 million which is supported by signed contracts, the Board approved additional funds of R306.2 million, via a budgeting process, in order to fund more programmes in the 2013/14 financial year.

Summary of total funding commitments

	R'000
Discretionary reserves per statement of financial position	310,842
Contracted funding per above table	-111,804
Committed in 2013/14 budget	-306,251
Funded by future revenue *	<u>-107,212</u>

* New Grants Regulations effective 01 April 2013 allow for discretionary income received during the financial year to be utilised for discretionary programmes in the same year.

18.2 Administration reserve

	2012/13	2011/12
	R'000	R'000
Reserve retained to cover future depreciation / amortisation of Property, plant and equipment / Intangible assets	<u>7,471</u>	<u>4,495</u>

18.3 Total of future minimum lease payments under non-cancellable leases:

	2012/13	2011/12
	R'000	R'000

18.3.1 Operating Leases

Buildings		
Not later than one year	8,584	7,830
Later than one year and not later than five years	<u>17,977</u>	<u>15,356</u>
	<u>26,561</u>	<u>23,186</u>

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

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	30 June 2013	Yes	9
Polokwane	Rental	01 December 2011	29 February 2016	Yes	8
Bloemfontein	Rental	01 October 2012	30 June 2016	Yes	8
Braamfontein, Johannesburg	Rental	01 August 2012	30 June 2016	Yes	10

19. CONTINGENT LIABILITY

No contingent liabilities were identified at 31 March 2013

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.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

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 ETD P 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:

	<i>Not later than one month</i>	<i>later than one month but not later than three months</i>	<i>later than three months but not later than one year</i>	<i>later than one year but not later than five years</i>
	R'000	R'000	R'000	R'000
March 2013				
<i>Trade and other payables</i>	16,808	46,989	706	1,258
	<i>Not later than one month</i>	<i>later than one month but not later than three months</i>	<i>later than three months but not later than one year</i>	<i>later than one year but not later than five years</i>
	R'000	R'000	R'000	R'000
March 2012				
<i>Trade and other payables</i>	16,441	15,879	180	589

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

20.4 Interest risk

ETDP SETA manages its interest risk by spreading its funds over the four major banks in which it uses current account, call account and short term investments. A cash management system is used for monitoring bank balances. The sensitivity of surplus funds to interest rates is dependant on the prime rates variations. At the reporting date, the prime rate was 8.5% (2012:9%).

	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 2013				
Financial assets				
Cash	370,488	5.18	22	370,509
Accounts receivable	2,635		7,885	10,521
Total financial assets	373,123		7,907	381,030
Financial liabilities				
Accounts payable	-16,808		-53,378	-70,186
Total financial liabilities	-16,808		-53,378	-70,186

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	-16,441		-21,243	-37,684
Total financial liabilities	-16,441		-21,243	-37,684

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.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

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.

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.

	2012/13		2011/12	
	R'000		R'000	
	Amount of the transaction	Amount receivable/ (payable)	Amount of the transaction	Amount receivable/ (payable)
Received	9	-	5	-
W&R SETA	-	-	5	-
MICT SETA	9	-	-	-
Paid	-6	-	-	-
MICT SETA	-2	-	-	-
AGRISETA	-4	-	-	-
Total	3	-	5	-

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

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 all official meetings.

Related party	Nature of relationship	Transaction type	2012/13		2011/12	
			R'000	R'000	R'000	R'000
			Amount of the transaction	Amount payable	Amount of the transaction	Amount payable
<i>Payables</i>						
HESA	Governance	Mandatory grant	300	6	79	6
NEHAWU	Governance	Mandatory grant	204	71	-	-
SADTU	Governance	Mandatory grant	98	32	145	-
NAPTOSA	Governance	Mandatory grant	45	14	69	4
NAPTOSA	Governance	Discretionary grant	252	-	-	-
APPETD	Governance	Discretionary grant	250	656	-	-
TLOKWE MUNIIPALITY	Public entity	Service provider	33	6	-	-
SOL PLAATJIE MUNICIPALITY	Public entity	Service provider	34	-	-	-
POLOKWANE MUNICIPALITY	Public entity	Service provider	4	-	15	-
SARS	Public entity	Taxation	12,161	-	-	-
SA POST OFFICE	Public entity	Service provider	-	9	-	-
SABC	Public entity	Service provider	3	-	1	-
SAQA	Public entity	Discretionary grant	167	-	257	-
SAA	Public entity	Service provider	6,941	-	5,397	-
THE AUDITOR - GENERAL	Public entity	Service provider	1,529	67	1,206	246
TELKOM SA	Public entity	Service provider	1,362	-	875	184

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 differs 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 (continued)
For the year ended 31 March 2013

24. PRIOR PERIOD ERROR

	2012/13	2011/12
	R'000	R'000

During the financial year ended 31 March 2013 an error was discovered in the application of the total cost to company concept of salary payment relating to UIF deductions. Employer contributions were deducted from salary packages in error. The error covered a period of five years. 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:

Reserves

Opening balance	259,209	245,398
Administration expenses	-578	-450
Restated balances per Statement of Changes in Net Assets	258,631	244,948

Accounts Payable

Accounts Payable from non exchange transactions	0	578
Increase in Accounts Payable	0	578

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.

	2012/13	2012/13	2012/13	2012/13
	Initial Budget	Final Budget	Actual	Variance
	R'000	R'000	R'000	R'000
REVENUE				
Skills Development Levy : income	379,400	379,400	384,601	-5,201
Investment income	14,000	14,000	16,100	-2,100
Other income	-	-	452	-452
Total revenue	393,400	393,400	401,153	-7,753
EXPENSES				
Administration expenses	-119,986	-119,986	-101,913	-18,073
Employer grants	-124,089	-124,089	-138,741	14,652
Discretionary grants	-149,325	-149,325	-100,816	-48,509
Total expenses	-393,400	-393,400	-341,470	-51,930
Net surplus for the year	-	-	59,683	-59,683

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

Administration expenses	2012/13 Initial Budget R'000	2012/13 Adjustments R'000	2012/13 Final Budget R'000	2012/13 Actual R'000	2012/13 Variance R'000
Advertising and promotions	6,726	-60	6,666	4,698	1,968
Audit fees	2,488	-	2,488	1,867	620
Bank charges	252	-	252	188	64
Board and meeting fees	4,354	-2,300	2,054	1,102	952
Cellphone	437	-	437	303	134
Consulting fees	1,341	1,200	2,541	1,670	871
Consumables	781	-	781	260	521
Depreciation / amortisation	2,911	-	2,911	456	2,455
Doubtful receivables	-	-	-	377	-377
Electricity and water	1,977	-100	1,877	1,419	459
Finance charges	398	-	398	-	398
Legal fees	2,328	700	3,028	1,858	1,170
Hire of equipment	1,284	300	1,584	1,556	28
Insurance	540	-	540	522	18
IT maintenance and licences	2,620	-	2,620	1,750	870
Motor vehicle expenses	72	100	172	124	48
Postage, printing and courier	1,959	-450	1,509	1,309	200
Records and data maintenance	800	-	800	184	616
Recruitment expenses	610	1,000	1,610	875	735
Relocation of staff	480	949	1,429	1,409	20
Repairs and maintenance	475	360	835	834	1
Refreshments and catering	1,539	-	1,539	1,271	268
Rent	9,150	-	9,150	9,124	26
Security and cleaning	1,572	-	1,572	1,218	354
Salaries and benefits	44,158	3,401	47,559	47,092	468
Seminars and conferences	5,387	2,000	7,387	6,478	909
Subscriptions	115	-	115	24	91
Staff training	2,266	-	2,266	1,498	768
Staff wellness	250	-100	150	52	98
Stationery	850	-400	450	299	151
Telephone and fax	2,280	-	2,280	1,319	961
Travel and accommodation	15,722	-3,000	12,722	10,619	2,103
Venue Hire	1,364	-1,100	264	155	109
Monitoring & Verification	2,500	-2,500	-	-	-
	119,986	-	119,986	101,913	18,074

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (continued)
For the year ended 31 March 2013

Explanation of material variances between actual results and approved budget

Levies

Skills development levy income is 1% above budget. There is no material variance in levy income.

Investment income

Investment income is at 15% of above budget due to higher than expected cash balances throughout the financial year.

Other income

This is represented by proceeds from sale of vehicle, NSF returns, unbudgeted insurance claims and income from mandatory grant accruals, none of which were budgeted.

Administration expenses

Advertising and Promotions underspending is due to cancelled provincial office launches and the SETA Conference whose budget was not fully spent as 50% of delegates confirmed attendance than budgeted.

Depreciation underspending was due to a requirement to recalculate useful lives of assets.

Legal fees underspending is attributable to the SETA now having a full time legal manager who has taken over the legal work previously done by external consultants.

Travel and accommodation was underspent due to the timing of the rollout of projects in the financial year, reduction in governance meetings and provincial offices not being functional for the entire year.

Mandatory grants

Grants paid are 12% above budget, due to higher levy income received and greater participation by member organisations.

Discretionary grants

Discretionary spending is at 68% 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.

26. FRUITLESS AND WASTEFUL EXPENDITURE

Incident	Decision	2012/13	2011/12
		R'000	R'000
Storage costs were incurred unnecessarily.	The decision to store goods was made under pressure and it was only determined at a later date that this cost could have been avoided, had things been done differently.	50	-

Province	Name and Surname	Address	Contact details
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