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Sector Education and Training Authorities (SETAs) play a vital role in upskilling the nation. Acting as the vehicle which delivers skills development across the country, South Africa’s SETAs facilitate skills development for industries, sectors, and economies at large. The overarching goal is to build an employable nation, a capable labour force, fostering the development of critical skills in the areas where they are most needed – and most likely to make an impact for the individual and for the organisation they will work for.

The SETA landscape has been faced with some turmoil over the last few years. Despite these uncertainties, the South African SETAs have shown their mettle. In 2016, the Minister of Higher Education and Training issued two notices in the Government Gazette, namely: the re-establishment of the SETA landscape until 31 March 2020; and the extension of the National Skills Development Strategy III (NSDS III) until 31 March 2020.

This re-establishment of the SETA landscape is an important step – but one of many in the journey that began in 1998. In this year, the Skills Development Act defined a new Sector Education and Training Authority (SETA) system, with a view to improving on the existing training boards which were not delivering the required results. This marked the first step to developing sector skills plans within a clearly defined framework of the National Skills Development Strategy (NSDS).

Fast-forward to December 2017, and the landscape continued to show growth and development. The Minister of Higher Education and Training gazetted the proposed National Skills Development Plan (NSDP) 2030. This NSDP was developed to respond to the policy goals of the White Paper on Post School Education and Training (PSET) to improve both the integration of post school training and developing a reliable interface between PSET institutions and the world of work.
Education and training is an area that plays host to immeasurable opportunities and daunting challenges – in equal parts. Yet, as the saying goes, with knowledge comes power. Understanding where challenges lie is essential to overcoming them. The ability to identify opportunities timeously is the key to leveraging these to their full potential. The NSDP addresses problems and opportunities in the skills landscape.

The authors of this research have now taken it upon themselves to report on the highlights and progress made by the SETAs across the country, since their inception. This is the culmination of the coming together of South Africa’s 21 SETAs, their goals, objectives and ambitions. With an honest view to the past one can only improve on the future; after all, this is at the heart of every SETA’s mandate.

Each SETA has reported on its highlights, valuable partnerships and strategies for the future in this uplifting document inspiring hope for the future. This does not, in any way, seek to trivialise the challenges faced throughout the country, but rather to inspire action despite these obstacles. Why? To ensure a focused, strategic approach that will deliver real skills development and achieve the key priorities for education, training and skills development in South Africa.

Long-term objectives have been set, the Minister has outlined five key focus areas for the next five years, and the SETAs are ready to deliver.

Yours in education, training and the upliftment of a nation.

Dr E.T. Confidence Moloko
Chairperson
INTER-SETA
Testimonial

I was honoured to be part of the Inseta internship programme. It prepared me for the work environment as well as earning me a qualification which makes me more marketable in the insurance industry. Eventually graduating was inspirational and gave me a sense of self-worth.”

– Kananelo Pooe
South Africa’s move to a democratic state in 1994 brought with it a period of wide-scale reform of public policies driven by three key influencers: the need to achieve economic competitiveness; racial redress through employment equity, black empowerment and an increase in skilled black professionals; as well as the need for technological change and upskilling.

Two of these public policies were the Skills Development Act (SDA No. 97 of 1998) and the Skills Development Levies Acts (SDLA No 9 of 1999). The passing of these acts brought with them the National Skills Development Strategy (NSDS), a new regime for skills formation in post-apartheid SA, and the SETA system to replace the old system of Industry Training Boards (ITBs) of which there were 33. At this time, the National Skills Fund (NSF) and National Skills Authority (NSA) were also established.

Initially the Department of Labour and then the Department of Higher Education and Training (DHET) assumed responsibility for the SETAs. At this time, there were negative perceptions about the performance, management and governance of SETAs, and there was inadequate alignment of industry needs relating to the provision of training and skills development, particularly in relation to artisans and technicians.

Against this backdrop, and in the face of numerous other challenges identified during the NSDS I and II periods, DHET set about establishing a revised SETA landscape and draft framework for a new National Skills Development Strategy.

NSDS III was implemented in March 2011. The new SETA landscape saw the recertification of 15 of the existing SETAs with minor changes and six new SETAs were formed as a result of the amalgamation of existing SETAs or sub-sectors of existing SETAs. The result was a reduction in the total number of SETAs from 23 to 21 as it is today.

According to DHET, significant work was done during the period of NSDS I and NSDS II and many important
building blocks were put in place. However, the economy remained constrained by a severe lack of skills and the skills development system as a whole had not yet achieved what was expected.

During the development of NSDS III, the policy architects drew on lessons learned from NSDS I and II, with the aim of ensuring improved access to quality learning programmes, increased relevance of skills development interventions and building strong partnerships between stakeholders and social partners. With this in mind, NSDS III identified eight strategic outcome oriented goals that have served as a guiding principle for SETAs since 2011.

Strategic Outcome Oriented Goals: NSDS III

Goal 1: Establishing a credible institutional mechanism for skills planning

Goal 2: Increasing access to occupationally-directed programmes

Goal 3: Promoting the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities

Goal 4: Addressing the low level of youth and adult language and numeracy skills to enable additional training

Goal 5: Encouraging better use of workplace-based skills development

Goal 6: Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives

Goal 7: Increasing public sector capacity for improved service delivery and supporting the building of a developmental state

Goal 8: Building career and vocational guidance

• Liaise with the National Skills Authority on: the national skills development policy; the national skills development strategy; and its sector skills plan;

• Submit to the Director-General any budgets, reports and financial statements on its income and expenditure that it is required to prepare in terms of the Public Finance Management Act; and strategic plans and reports on the implementation of its service level agreement;

• Liaise with the provincial offices and labour centres of the Department and any education body established under any law regulating education in the Republic to improve information about placement opportunities; and between education and skills development providers and the labour market;

• Liaise with the skills development forums established in each province in such manner and on such issues as may be prescribed;

• Appoint staff necessary for the performance of its functions;

• Liaise with the QCTO regarding occupational qualifications;

• And perform any other duties imposed by this Act or the Skills Development Levies Act or consistent with the purposes of this Act.
The National Skills Development Plan 2030 (NSDP) has been developed to respond to the policy goals of the White Paper on Post-School Education and Training to improve both the integration of the Post-School Education and Training system (PSET), and the interface between PSET institutions and the world of work. This is done in the context of the objectives of the Skills Development Act.

NSDS III saw SETAs licensed to 31 March 2016. During 2015, NSDS III was extended until March 2018 and then in 2016, NSDS III was further extended until 31 March 2020.

In December 2017, the Minister of Higher Education and Training gazetted the proposed National Skills Development Plan (NSDP) 2030 and in the introduction the following was stated:

The NSDP is grounded in the overarching policy objectives of the White Paper which are:

- A PSET system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa;
- A single, coordinated PSET system; expanded access, improved quality and increased diversity of provision;
- A stronger and more cooperative relationship between education and training institutions and the workplace; and
- A PSET system that is responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives.

The NSDP addresses problems and opportunities in the skills landscape that were identified and summarised in the White Paper.

It is at this juncture that South Africa’s 21 SETAs have joined forces to produce this document that highlights the impact that has been made by the SETAs, with a strong focus on NSDS III scheduled to conclude on 31 March 2020.
In as much as the landscape of SETAs remains an issue of much debate, their purpose however is deeply rooted in the need for skills development across industries, sectors, and economies at large. To this end, the position of SETAs in terms of the environment in which they operate remains a complex subject.

As a point of departure, and from a ‘research’ point of view, it is critical to mention that the primary purpose of a Sector Education and Training Authority (SETA) is to reconcile their efforts under the auspices of skills development. In this spirit, we play a pivotal role as one of the major vehicles driven towards the attainment of enriching the level of capabilities, knowledge, competencies and ‘nett-worth’ of the South African labour force.

Simply put, there is no better way of defining our existence, purpose, guiding faculties, principles, operations and aspirations as SETAs than through honouring and ensuring our contribution towards skills development – we serve no other definition in this context.

SETAs afford a multitude of prospective learners the opportunity to acquire relevant, up-to-date skills desired by the numerous industry sectors. SETAs establish a platform whereby the transfer of competencies, knowledge and practices take place as a prerequisite to the exploitation of opportunity and the redress of threats to successful business operations as defined by the natural discourse of sound economic activity.

Where there is demand for skills within industry, the SETA must formalise supply thereof by way of, but not limited to, learning programmes funded through learnerships, apprenticeships, bursaries, internships, and skills programmes. Such learning programmes not only deliver skills and expertise, but also afford learners the opportunity to become active role players within the realm of the South African economy.

The foreword to the NSDS III policy document, the former Minister of Higher Education and Training, Dr Blade Nzimande, highlighted some key objectives for NSDS III that sought to address challenges identified at the conclusion of NSDS II.

These included:

- During this new phase we will make some fundamental changes to the leadership, governance and strategy of the SETAs in order to meet the objectives of NSDS III and improve their functioning and performance. We also intend to set up a comprehensive performance monitoring, evaluation and support system for all our education, training and skills development institutions, with a particular focus on the SETAs and public TVET colleges.

- The real value added by SETAs is their understanding of labour market issues in their respective industrial and economic sectors. SETAs must ensure that they are backed by employers and workers, are acknowledged as a credible and authoritative voice on skills, create interventions and shape solutions that address skills needs within their sectors. SETAs must become recognised experts in relation to skills demand within their sector.

- This strategy intends to achieve significant increases in qualifications and skills to support priorities and initiatives such as the New Growth Path, the Industrial Policy Action Plan, the Human Resource Development Strategy and, in particular, sector development plans.

- Central to the objectives of the NSDS III is improved placement of both students and graduates, especially from the TVET colleges and universities of technology. In addition, NSDS will place particular emphasis on skills development to support government’s goals for rural development.

- For our country to achieve high levels of economic growth and address our social challenges of poverty and inequality, we must work together to invest in
education and training and skills development to achieve our vision of a skilled and capable workforce to support an inclusive growth path.

- NSDS III seeks to encourage and actively support the integration of workplace training with theoretical learning, and to facilitate the journey individuals make from school, college or university, or even from periods of unemployment, to sustained employment and in-work progression.

- Emphasis is placed on training to enable trainees to enter the formal workforce or create a livelihood for themselves. The emphasis is particularly on those who do not have relevant technical skills or adequate reading, writing and numeracy skills to enable them to access employment.

- NSDS III will seek to promote a skills development system and architecture that effectively responds to the needs of the labour market and social equity. The strategy seeks to establish and promote closer links between employers and training institutions and between both of these and the SETAs.

Having highlighted these points as key to the success of NSDS III, South Africa’s 21 SETAs can stand proud in their achievements against these key objectives of NSDS III.

Testimonial

“Being an intern at Indwe Risk Services was both exciting and challenging. I was exposed to different departments and industry relevant processes. In twelve short months I have obtained a Regulatory Examination qualification, as well as 150 credits towards a short-term insurance qualification. It wasn’t an easy journey, but I have been guided by individuals who assisted me with facing the challenges of this journey” – Tebogo Raphathelo
Prior to 2000, 33 industry training boards represented the skills development needs of various sectors in the country. These training boards focused mainly on apprenticeships and were not successfully meeting the country’s needs for skills development.

Skills Development Act ratified that defined a new Sector Education and Training Authority (SETA) system. The plan was to develop a series of sector skills plans within a clearly defined framework of the National Skills Development Strategy (NSDS).

1998

- SETAs were re-established and recertified for a period of five years.

Department of Higher Education and Training assumed responsibility for the SETAs.

2000

2001

2005

2009

2010

2011

2013

2014

2015

2016

President formally introduces the NDP during SONA address

Release of White Paper for Post-School Education and Training: Building an expanded, effective and integrated post-school system

Minister of Higher Education and Training issued two notices in the Government Gazette, namely:
- The re-establishment of the SETA landscape until 31 March 2020
- Extension of the NSDSII until 31 March 2020

2018 – 2020
Review of the SETA landscape post 2020
THE SETA FUNDING MODEL

The Skills Development Levy (SDL) Act established a compulsory levy scheme for the purpose of funding education and training as envisaged in the Skills Development Act, No 97 of 1998. The levy came into operation on 1 September 1999 and from 1 April 2000, the levy became payable by employers on a monthly basis if their total annual salary bill exceeded R500 000.

The Minister of Higher Education and Training in conjunction with the various SETAs is responsible for the administration of the Skills Development Act No. 97 of 1998. The Commissioner for the South African Revenue Service (SARS) is responsible for administrating the SDL Act in so far as it relates to the collection and the payment of such levy by employers to the Commissioner.

FUNDING STRUCTURE

- **Government Department SDL (30% of 1% SDL)**
- **Employer SDL 100%**
- **SETA 80%**
- **NSF 20%**
- **Mandatory Grants 20%**
- **Discretionary Funding 49.5%**
- **SETA Administration and QCTO 10.5%**
- **Discretionary Programmes 20% of 49.5%**
- **PIVOTAL Programmes 80% of 49.5%**

Testimonial

During his third year of study towards a BSc Agric degree at the University of Fort Hare, Dr Asanda Mditleshwa received AgriSETA financial support through Citrus Academy. He went on to complete his MSc at the University of KwaZulu-Natal and his PhD from Stellenbosch University.

Dr Mditleshwa has been the recipient of various AgriSETA awards, including among others, ‘Best Performing Learner: Graduate Placement’ in which he got the second prize. In 2016, Dr Mditleshwa was recognised by AgriSETA for his continued excellence and contribution to the agricultural sector. He is currently training and mentoring young agriculturists at the University of KwaZulu-Natal. His work is largely focused on reducing food losses and promoting food security amongst poor households.
Skills development is a critical enabler of economic growth and development. Of great importance to this endeavour is the role of research in continuously providing solutions throughout the process and the generation of knowledge to enhance innovation and creativity in skills development delivery.

Core to this research is the importance of planning, design and support interventions, measuring performance and impact of various interventions, as well as to assess and evaluate progresses, successes, and failures in the skills development process.

This task requires cooperation, partnerships and collaboration by both the public and private sector as key role players with the likes of SETAs and beneficiaries of skills development on a broad scale.

The NSDS III identified eight outcome oriented goals of which one is ‘establishing a credible institutional mechanism for skills planning’.

At that time, insufficient credible information and analysis in regards to the supply and demand for skills existed. Whilst a number of disparate information databases and research initiative outcomes existed, there was no standardised framework for determining skills supply, shortages and vacancies, and there was no integrated information system for skills supply and demand across government.

SETAs have come to play an important role in gathering statistics and other relevant information on labour market skills needs and training provisions. Their close contact with industry places them in a good position to document and communicate recent and emerging trends, as well as to develop solid baseline indicators. Such information is essential in planning to meet the country’s skills needs and guiding investment in education and training provisions.

Many of the SETAs have been successful in establishing fully-fledged research, information, monitoring and evaluation divisions in house that have contributed extensively to the body of skills development knowledge that exists currently in South Africa.

What has however contributed extensively to the body of knowledge in regards to skills development is the requirement by DHET that each SETA submit an annual Sector Skills Plan (SSP). The production of SSPs has ensured that the skills development activities implemented by a SETA are in line with the needs and priorities of the sector/s served.

The purpose of the SSP, among others, is to:

- Inform skills planning supply and demand;
- Enable skills forecasting to determine future needs per economic sector;
- Determine funding priorities via the SETA levy grant system;
- Analyse Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs) for companies to determine priority focus areas;
- Guide the SETA’s strategy planning and execution;
- Inform the curricula development processes on industry needs.

Testimonial - BankSETA

Nhlanhla Mahlangu relocated from KwaZulu-Natal to Johannesburg to enrol for a BCom Accounting at the University of Johannesburg. Obtaining his degree required a lot of hard work, and sacrifices, and it took him four years to obtain the qualification.

“I was very excited after getting my degree and returned home to seek employment. My excitement soon changed to frustration as I tried all avenues to find employment using every possible means, yet the response was always negative. One day I saw an advertisement for the BANKSETA funded Virtual Banking Work-readiness programme which is administered by Guarantee Trust and applied. Not only did this programme assist with much-needed workplace readiness training, but it assisted with kick-starting my career.” Nhlanhla Mahlangu
One of the strategic outcome oriented goals of NSDS III is to ‘increase access to occupationally-directed programmes’. A need had been identified for the continuous upgrade of skills in the workforce, to help ensure a measurable increase in the intermediate skills pool, especially in artisan, technician and related occupations.

The strategy sought to encourage and support large corporate employers and state-owned enterprises to cooperate with the relevant education and training institutions by providing the requisite training equipment and experienced staff to address specific needs.

Workplace learning was identified as an integral part of all vocational programmes and through establishing effective partnerships between education and training systems and employers to provide for workplace training would ensure that skills have real labour market relevance and that young people gain an early appreciation of and exposure to the world of work.

Skills development is not just about training people for employment, it should also empower people to create opportunities to make a living for themselves. Low levels of education and training, as well as the lack of standardised, appropriate and accredited training, are key constraints to enabling people to create their own opportunities.

Cooperatives have historically played and continue to play an important role in providing sustainable livelihoods for many South Africans. If properly supported with adequate skills, cooperatives can play an important role in the South African economy. With this in mind, the NSDS III identified the need to support the training and capacity building needs of cooperatives and SETAs were mandated to work with cooperatives operating in their sectors in order to maximise the economic role of these bodies.

Other areas of focus identified in the NSDS III has been small and micro-sized enterprises, Trade Unions, NGOs through credible and quality skills development, education and training programmes.

“Our Vision 2030 remains the blueprint for inclusive growth, social cohesion and prosperity for all. Under this plan we will continue to develop skills that can help our country realise its developmental goals and address labour market issues, … we need more skilled managers, professionals, technicians, engineers and artisans.”

– Cyril Ramaphosa, IOL, 24 December 2017.
We saw the need to provide owners of small enterprises and cooperatives in the transport sector with business management training. Our company, through support from Transport Education Training Authority (TETA), fulfilled this need by capacitating the owners of small enterprises and cooperatives; covering business management subjects relating to financial management, project management, customer relationship management, presentation skills, strategic thinking and innovation.

Furthermore, because there is a “jockey and horse” relationship between the business owner and their business, we included with this programme continuous one-on-one coaching and mentorship sessions with the entity owner, targeting both their personal and business needs. At the kick-off of our support programmes, not only are the business owners a team, but they also spontaneously connect and establish networking relationships amongst themselves. As a result of this evolution, we also take them through a strategic group team-building that is conducted in a fun way and incorporates the programme’s learnings. With TETA capacitating our organisation, a 100% black female owned business, the visionary and multiplier effect is achieved by the responsibility assigned to us, to further deliver programmes that empower target groups within the NSDS III imperatives. Subsequently, our programmes have benefitted small enterprise and cooperatives owners that are youth, women, black, physically challenged and are from rural areas.

TETA’s dedication to this national economic undertaking, has been summed up by all beneficiaries as an authentic expression of commitment to the growth and sustainability of Small Enterprises and Cooperatives in the Transport sector. For us, it is always humbling to hear the entity owners continuously verbalising their appreciation for TETA reaching out and supporting their businesses particularly in the rural areas. They are motivated by the measurable financial and operational growth of their businesses. Others have collaborated amongst themselves to target and obtain bigger contracts that they would not be eligible to attain as small individual companies. Some have through strategic application of the programme acquired new business contracts while on the programme.

Consequently, Heha Trading is equally proud of the reciprocal goal to contribute towards TETA’s strength – that of being a notable economic driver in South Africa’s Transport sector.

Testimonial - TETA
Lulama Dlamini of HEHA Trading
(TETA Business Support Beneficiary)
Successful skills development is reliant on numerous factors, however experience has revealed that partnerships between two or more stakeholders serves as a cornerstone to success.

South Africa’s 21 SETAs; tertiary education institutions; employers within the public and private sectors; industry bodies; as well as government structures at local, provincial and national levels all have a key role to play in driving the country’s skills development mandate forward.

Since the inception of the SETAs the call for stakeholders to join forces and work together has been consistent.

“...”

**THE POWER OF PARTNERSHIPS**

Successful skills development is reliant on numerous factors, however experience has revealed that partnerships between two or more stakeholders serves as a cornerstone to success.

South Africa’s 21 SETAs; tertiary education institutions; employers within the public and private sectors; industry bodies; as well as government structures at local, provincial and national levels all have a key role to play in driving the country’s skills development mandate forward.

Since the inception of the SETAs the call for stakeholders to join forces and work together has been consistent.

**THE ROLE OF TVET COLLEGES IN THE SOUTH AFRICAN SKILLS DEVELOPMENT LANDSCAPE**

The public TVET college system is central to the government’s programme of skilling and re-skilling the youth and adults. At the launch of NSDS III, transformation of the TVET College system was seen as key to the skills needs in our country. An important aspect of this transformation process was the role that SETAs could play in developing TVET Colleges as viable institutions of learning.

During the NSDS III period, SETAs have enjoyed traction in this regard through revised curricula; implementation of programmes to meet specific industry needs; increasing capacity of TVET Colleges to provide quality vocational training; upskilling of TVET College Lecturers; as well as extensive focus on work placement opportunities for TVET Learners.

**HWSETA**

A multilateral partnership between the Health and Welfare Sector Education and Training Authority (HWSETA), Netcare and several TVET (Technical and Vocational Education and Training) colleges resulted in 51 young TVET learners not only successfully completing the Basics of Stores and Stock Control (BSSC) certificate endorsed by the South African Production and Inventory Control Society (SAPICS), but also becoming permanently employed as pharmacy store assistants at various Netcare hospitals across the country.

“It was an amazing course. Doing both theoretical and practical work meant that you could take the theory you’ve learned in the classroom and apply it in the workplace. I am very grateful for the opportunity given to me by the HWSETA and Netcare, and to my line manager for coaching me throughout the course. I am inspired to continue growing my career.” Nompi Mbongo, who is now employed by Netcare Linksfield Hospital.
Successful skills development is dependent on numerous factors, not least of which is that of career guidance.

It is not uncommon for a young person to follow a career because it is a ‘known’ one or one that has been followed by a family member or some other influential person in the life of a young person. The result is that many young people pursue careers for which they may not have the aptitude and also importantly an interest.

The SETAs in collaboration with various stakeholders have placed intensive focus on career guidance activities, particularly in rural areas where young learners may have had little exposure to what career opportunities are available to them.

Furthermore, some of the SETAs have placed a strong focus on reaching young people at a Grade 8 and 9 level with a view to influencing their subject choices that may provide them access to a career for which they would be well suited. Life orientation teachers have also been an area of focus in terms of career guidance.
When the company Belinda Mokoena was working for closed down in 2010, she was not able to find another job despite working hard to achieve a good set of matric results and a Financial Management N6 qualification. She was not able to support her family and she felt that she had let them down.

Just when she had given up hope, her persistence and prayers paid off and the opportunity to be part of the accounting profession presented itself. In 2015, the Motheo Technical and Vocational Education and Training (TVET) College in Bloemfontein called and offered her a place on the BANKSETA Association of Accounting Technicians (AAT) programme. Belinda saw this as a chance to gain real-world knowledge and in-depth work experience. Today, Belinda is proud to be one of the graduates from the AAT Programme who is now employed by Motheo TVET College in the Finance Department.

Testimonial - FASSET

Bongi Mcikizeli completed the Fasset-funded TVET Workbased Experience (WBE) programme and is now flying high on KPMG wings as an intern being trained for great things. She is keenly focused on achieving her ambition to be a qualified Auditor, while leading by example and developing the passion for business management that her training awakened.

“Thanks to the TVET WBE programme, I present myself as a young, professional woman in the workplace who has confidence in dealings with clients and colleagues,” she says. “I have grown as an individual and identified what I want to achieve in my career.”

Testimonial - BANKSETA

When the company Belinda Mokoena was working for closed down in 2010, she was not able to find another job despite working hard to achieve a good set of matric results and a Financial Management N6 qualification. She was not able to support her family and she felt that she had let them down.

Just when she had given up hope, her persistence and prayers paid off and the opportunity to be part of the accounting profession presented itself. In 2015, the Motheo Technical and Vocational Education and Training (TVET) College in Bloemfontein called and offered her a place on the BANKSETA Association of Accounting Technicians (AAT) programme. Belinda saw this as a chance to gain real-world knowledge and in-depth work experience. Today, Belinda is proud to be one of the graduates from the AAT Programme who is now employed by Motheo TVET College in the Finance Department.
In terms of the Public Finance Management Act (1999) ("PFMA"), SETAs are classified as Schedule 3A public entities. In delivering their mandate, SETAs and their Accounting Authorities (Boards) are governed by the Skills Development Act ("SDA") as amended; the PFMA, the Skills Development Levies Act ("SDLA"), the standard SETA Constitution and any other relevant legislation.

Consequently Parliament, the Executive Authority (the Minister of Higher Education and Training) and the Board are responsible for the corporate governance of the SETA’s.

The Executive Authority exercises its powers and responsibilities in respect of the SETA Constitution, to ensure that the implementation of the objectives and execution of the functions of the SETA comply with the SDA, the National Skills Development Strategy ("NSDS") and the policies of the Executive Authority and government.

This is managed through a Service Level Agreement that outlines the minimum service levels required from the SETA in performing its statutory functions, meeting the NSDS III targets and implementing its strategic plan and annual performance plan.

Corporate governance is concerned with the balance of interests and powers between members, directors and stakeholders in order for the organisation to achieve its objectives in an open and transparent manner.

SETAs, as public entities, serve as a steward of public funds and are accountable to the SETA’s Executive Authority as well as stakeholders; and takes responsibility in the implementation of its mandate.

To this end, a SETA Board needs to ensure that good corporate governance practices are applied and that compliance with the PFMA and timeous implementation of its governance charter and standards is adhered to in order for a SETA to discharge its duties and responsibilities effectively.

The Role of the Accounting Authority

- The Board governs and manages a SETA in accordance with applicable legislation, ensuring that there is compliance with statutory requirements and those of the SETA’s Constitution.
- The Board provides strategic direction through effective leadership, thus, ensuring that the entity achieves its objectives and performs the functions as articulated in the SETA Constitution and captured in the standard SETA Governance Charter.
- The institutional risk and the performance of a SETA are managed and monitored by the Board.

The composition of a SETA’s Accounting Authority is outlined in the SDA, as well as the SETA’s Constitution. The constituencies represented on all SETA Boards comprise:

- Organised Labour
- Organised Employers
- Government Departments
- Professional Bodies
- Bargaining Councils with jurisdiction in the sector and;
- Sector specific community organisations

A SETA Board will comprise no more than 15 members, which includes the Ministerial appointed Chairperson.

Members of a SETA Board also serve on various Board sub-committees within the SETA’s identified as key to the effective and efficient operations of the SETA.

Risk Management

Risk management has been adopted as a critical governance requirement in order to address all factors that may hinder a SETA from achieving its goals and objectives. A SETA through its Board and Audit and Risk Committee is committed to the optimal management of risk in order to achieve its objectives and strategies as well as to protect its core values.
Implementation of risk management principles that are inseparable from a SETA’s strategic and business processes; and consideration of a systematic approach to risk underpins the success of a SETA. In order to achieve a SETA’s objectives and create stakeholder value, management assumes that risk management will be inherent in all activities.

**Minimising Conflict of Interest**

Any member of a SETA Board or Committee is required to complete a declaration of interest form, in so doing declare their interests in any of the matters on the agenda prior to commencement of any meeting.

Furthermore, in line with a SETA’s code of conduct, employees shall not use their positions, or knowledge gained through their employment with a SETA for private or personal advantage or in such a manner that a conflict or an appearance of conflict arises between a SETA’s interest and their personal interests.

**Code of Conduct**

All SETAs are committed to a policy of fair dealing and integrity in the conduct of its business. This commitment, which is endorsed by the Board of a SETA, is based on a fundamental belief that business should be conducted honestly, fairly and legally. A SETA expects all employees to share its commitment to high moral, ethical and legal standards.

All members of a SETA Board and any Committee established by the Board are subject to the organisation’s Code of Conduct and are required to comply with both the letter and the spirit of the Code.

**Internal and External Control**

A SETA’s internal audit function is either outsourced to an independent audit firm, or done in house. A SETA’s internal auditors report is compiled in accordance with an approved charter, which is in line with the Audit Committee Charter. The internal audit function at a SETA is seen to add value by strengthening the control environment through improvements in internal control. Details on internal audits conducted during a financial period are communicated in a SETA’s Annual Report.

The external audit function is the responsibility of the Auditor-General of South Africa, the outcome of which is communicated in the SETA’s Annual Report for any specific financial period.

**Audit Outcomes**

When the Department of Higher Education and Training (DHET) assumed responsibility for the SETAs in 2009 there were negative perceptions about the performance, management and governance of SETAs. Much work has been done by SETAs during the NSDS III period to address these negative perceptions and the result has been a steady improvement in the audit outcomes with steady growth in the number of clean and unqualified audits.

**DHET’s Monitoring and Evaluation Role**

The Department of Higher Education and Training (DHET) fulfils a key monitoring and evaluation function. All SETA’s are required to report to DHET on the following basis:

- Quarterly reporting of both financial and non-financial information;
- The annual sector skills plan;
- The annual budget and strategic plan;
- The annual performance plan for the following financial year.

The controls put in place by DHET serve to ensure that all SETA’s are operating effectively and carry out the mandate as required.

---

**Audit Outcome of SETAs Over the Last 5 Years to 2016-2017**

<table>
<thead>
<tr>
<th>Year</th>
<th>Qualified</th>
<th>Unqualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>2013-2014</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>2014-2015</td>
<td>19</td>
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</tr>
<tr>
<td>2015-2016</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>2016-2017</td>
<td>21</td>
<td>0</td>
</tr>
</tbody>
</table>

The results for W&R SETA, 2016-2017, were not published at the time of this report and therefore unaudited figures have been included.
Testimonial

*Marcelene Voigt*, an Economic Geologist at the Council for Geoscience, was supported by the Mining Qualifications Authority (MQA) through a Work Experience Programme. Currently registered for a PhD in Chemical Engineering at the University of Cape Town, Marcelene was placed for Work Experience by the MOA at the Council for Geoscience in 2009. The Council for Geoscience appointed her permanently in 2014 as an Economic Geologist.
Overview

This section summarises relevant financial information and showcases some of the significant common projects of the SETAs graphically and through descriptive statistics. Data taken into account includes the Skills Development Levies (SDL) of the SETAs, mandatory and discretionary grant expenditure and PIVOTAL programme expenditure, and the audit outcomes of the SETAs over the five-year period under review (2012-13 to 2016-17).

In accordance with the Skills Development Levies Act of 1999, employers with a salary bill of more than R500 000 per annum are liable to pay 1% of the total salary bill as a Skills Development Levy to SARS. These levies are distributed to SETAs through the Department of Higher Education and Training to fund skills development in 21 economic sectors of South Africa. Twenty percent (20%) of the levy is paid to the National Skills Fund (NSF), 10.5% finances the administration of SETAs, 20% is paid to employers qualifying for mandatory grants, and 49.5% funds discretionary grants, including PIVOTAL programmes. This is in accordance with the Skills Development Levies Act and the Grant Regulations.

NDP output priorities to achieve the Vision

By 2030, South Africa should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The education, training and innovation system should cater for different needs and produce highly skilled individuals. The graduates of South Africa’s universities and TVET Colleges should have the skills and knowledge to meet the present and future needs of the economy and society.

To achieve the above, the following outputs have been identified:

1. A credible institutional mechanism for labour market and skills planning;
2. Increase access and success in programmes leading to intermediate and high level learning;
3. Increase access to and efficiency of high-level occupationally directed programmes in needed areas; and
4. Increase access to occupationally directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills.

### Number of workers by skill level

#### 1994

- **Skilled**: 1.8 million
- **Semi-skilled**: 4.2 million
- **Low-skilled**: 2.9 million
- **Total**: 8.9 million

#### 2014

- **Skilled**: 3.8 million (↑108%)
- **Semi-skilled**: 7 million (↑66%)
- **Low-skilled**: 4.3 million (↑49%)
- **Total**: 15 million

The number of skilled workers increased from 1.8 to 3.6 million since 1994.
1. SKILLS DEVELOPMENT LEVY REVENUE

The Skills Development Levy received by SETAs from 2012-13 to 2016-17 amounted to R 55.179 billion. The levy received annually amounted to R 8,731 billion in 2012-13 and increased over the years to a peak of R 12,574 billion by 2015-16.

Figure 1: Total SETA Revenue Received from SDL from 2012-13 to 2016-2017

Variance in the SDL revenue received yearly from 2012-13 to 2016-17 ranged from -17% to 1%. The difference in revenue received in 2013-14 from that received in 2012-13 was 17%, which means there was a high increase of revenue received in 2013-14. The SDL revenue received in 2014-15 and 2015-16 increased only by 10% and 11% compared to the 17% increase in 2013-14. Figure 2 illustrates the year to year variances in levies received.

Figure 2: Percentage variance of revenue received year to year

The results for W&R SETA, 2016-2017, were not published at the time of this report and therefore unaudited figures have been included.

The results for W&R SETA, 2016-2017, were not published at the time of this report and therefore unaudited figures have been included.
The distribution of the SDL revenue received across SETAs over the period under review (2012-13 to 2016-17) had the lowest levy revenue of R94,351 million and the highest levy revenue of R6,496 billion. The average revenue received for all SETAs was R2,486 billion and the median levy revenue received was R2,129 billion. A majority of the SETA, eight SETAs, received levy revenue of less than R2 billion. Refer to figure 3 on the next page for the graphical presentation of the distribution of the SDL revenue.

Figure 3: SETA Revenue Received from the Skills Development Levy R’000

The results for W&R SETA, 2016-2017, were not published at the time of this report and therefore have not been included.
2. MANDATORY AND DISCRETIONARY
GRANT EXPENDITURE OF SETAS

Discretionary grants are aimed at encouraging stakeholders to contribute towards skills development in the sector, which is co-ordinated by the SETA's through research into the needs of the sector. The bulk of discretionary grant funding is directed at the provision of PIVOTAL or learning programmes, which comprise the following:

- Learnerships
- Work Integrated Learning
- Internships
- Bursaries
- Skills programmes

49.5% of the skills development levy is used for discretionary grant funding by a SETA.

Mandatory Grants are paid by the SETA if the Employer fulfils the requirements to receive the mandatory grants. A maximum of 20% of the skills development levies paid by the Employer can be received back in the form of this grant.

In order to qualify to receive the mandatory grant, the levy-paying Employer has to meet the following criteria:

- Be registered in terms of the Skills Development Levies Act. A levy number is issued by SARS.
- Be an up-to-date levy-payer that is registered in terms of the Skills Development Levies Act. The skills development levy is imposed to encourage learning and development in South Africa and is determined by the Employers’ salary bill. The levy is 1% of the salary bill. Companies with a wage bill of less than R500 000 do not have to pay this levy.
- Employ a skills development facilitator.
- The WSP and ATR are submitted by the required deadline date of 30 April each year.
- The WSP for the previous reporting period has been submitted and implemented according to the prescriptions for implementation by the particular SETA.
- Any Employer who has a recognition agreement with a trade union will have to provide proof that its WSP and ATR have been subject to consultation with the recognised trade unions and they have been signed off by the relevant union.

The results for W&R SETA, 2016-2017, were not published at the time of this report and therefore unaudited figures have been included.
The Old SETA Grant Regulations regulating monies received by SETAs and other related matters (Government Gazette 12 January 2012) stipulated that mandatory grants that must be paid back to Employers who qualify should be equivalent to 50% of the total levies paid. Discretionary grants should be funded from 20% of the total levies revenue received and other revenue sourced additionally to the SDL. The analysis of the mandatory grant expenditure for 2012-13 shows that 45% of the SDL levy was paid towards mandatory grants, and 32% was paid towards discretionary grants. To note that the participation rate in mandatory grants by Employers affects how much of the 50% is actually paid back to Employers. The actual payment of mandatory grants by SETAs to Employers will always be lower than the maximum mandatory grant allowed of 50%.

The New Grant regulations issued on 3 December 2012 stipulates that 20% of the total levies paid by Employers during each financial year will be paid back to Employers who submit, and have an approved Workplace Skills Plan and Annual Training Report (WSP/ATR) as a mandatory grant, and 49.5% of these levies should fund discretionary grants. This is evident in the mandatory grants paid from 2013-14 to 2016-17 (refer to figure 4), as the mandatory grant ranged from 17% to 22%. Discretionary grants ranged from 45% to 86%. It is important to note that discretionary grants are not only funded from the SDL but from other revenue such as Departmental Levy Contributions, interest etc. The graph below referenced, figure 4 illustrates the spending of the SDL through mandatory and discretionary grants over the period.

**Figure 4: Disbursement of Skills Development Levy through mandatory and discretionary grants**

The results for W&R SETA, 2016-2017, were not published at the time of this report and therefore unaudited figures have been included.

Skills Development Levies not spent on mandatory grants, money received from Government Departments for discretionary grants, and interest earned by a SETA on cash deposits, are deposited in the discretionary grant reserve. This discretionary grant reserve is then used for discretionary grant funding by a SETA. The SETA Grant Regulations regarding monies received by SETAs and other related matters (Government Gazette 3 December 2012) stipulates that SETAs are expected to spend or commit 95% of discretionary grant funds available by 31 March of each year. The SETAs together committed their funds available in the discretionary reserve, and thus by 31 March 2017 there was a small surplus of R47 million (refer to figure 5).
COMMITMENTS ON DISCRETIONARY RESERVES (R’000)

2016-17 Discretionary Reserve | 2016-17 Commitments | Surplus
--- | --- | ---
15 926 893 | 15 879 670 | 47 223


The results for W&R SETA, 2016-2017, were not published at the time of this report and therefore unaudited figures have been included.

3. PIVOTAL PROGRAMME EXPENDITURE

**PIVOTAL Programmes** is an acronym which means Professional, Vocational, Technical and Academic learning programmes that result in occupational qualifications or part qualifications on the National Qualifications Framework.

The SETA Grant Regulations regulate levy and other revenue received by SETAs and other related matters (Government Gazette 3 December 2012.) Discretionary grants must be funded from:

- 49.5% of the total levies paid by the Employer in terms of section 3(1) of the Skills Development Levies Act during each financial year must be reserved for discretionary grant funding;
- Surplus administration funds, i.e., underspending on administration of a SETA;
- Interest and penalties received in terms of sections 11 and 12 of the Skills Development Act. These revenues are swept into discretionary grant funding reserve;
- Interest earned on investments and cash reserves;
- Levy contributions received from public service Employers in the national or provincial spheres of government contemplated in section 30 (b) of the Act and in accordance with the Cabinet Circular; and
- Any other money received by the SETA in terms of section 14 (1) (f) of the Act.

Section 6 (12) then further stipulates that **80% of the discretionary grant** in any year must be allocated to PIVOTAL programmes. PIVOTAL programmes include internships, work integrated learning, apprenticeships, work experience placements that lead to a trade test or professional designation (candidacy), bridging course/examinations of qualifications that lead to a designation, learnerships, and bursaries. Expenditure on PIVOTAL programmes over the five year period under review calculated against the discretionary grant funding available amounted to 53% of the discretionary expenditure.

**Testimonial**

In 2015, **Consider Mkansi** was recruited by Hewlett Packard Enterprise to participate in an MICT SETA funded NQF Level 5 System Support Learnership. After successfully completing the learnership, in 2016 he was recruited into an HP Enterprise and MICT SETA funded internship programme. Consider is currently working for HP Enterprise as a full-time Field Customer Support Engineer.
An important mandate for the SETAs when established in 2000 was the management of learnerships that sought to address the high levels of unemployment, as well as skills shortages in the country.

Learnerships were introduced with the primary aim to address the gap between education and training provided and the needs of the labour market. In fact, learnerships were considered central to skills upliftment in South Africa.

Learnerships are a work-based learning programme that leads to an NQF registered qualification directly related to an occupation or field of work, and it combines a theoretical course as well as practical workplace based training in order to graduate. The workplace component of the qualification involves hands-on, practical learning under the guidance of a mentor, while the theoretical component is provided by an education and training provider. Together they form an integrated and comprehensive learning programme.

South Africa’s SETAs have enjoyed extensive success with its various learnership programmes that have resulted in addressing skills shortages and mismatches. 267 382 learners were trained under learnerships by the 21 SETA’s over the five year period of review.
Testimonial – W&R SETA

After completing her studies, Amogelang Setshed applied for the W&RSETA’s Operations Supervision NQF Level 4 Learnership with Edcon as an unemployed learner. She fell in love with the programme because it provided her an opportunity to practice what she had learned at school.

Amogelang completed the Learnership in 2015 and was appointed as a Store Admin Manager. She is responsible for making sure that all the store’s daily processes are in place and is also in charge of the service centre operations and the store’s finance and people management.

Testimonial – LGSETA

“LGSETA provided funding for a learnership where I worked as a career development officer at Elangeni College in the Student Support Unit. This golden opportunity allowed me to participate in a variety of projects and outreach programmes and I have gained valuable insight over the past twelve months. This learnership programme has increased my desire to work with students and the community at large and it has improved my knowledge and skills. My next challenge is to use this knowledge to develop others. I sincerely appreciate your generosity in making this programme successful.”  Mduduzi Ngcobo

Testimonial

Livhuwani Matshusa hails from a rural village where the community depends on rivers for drinking water. After successfully completing the Community Water Health and Sanitation NQF 4 Learnership funded by the EWSETA and implemented by the The Mvula Trust, she has been equipped with useful knowledge on water, health and sanitation.

“I have been imparting the knowledge I have gained through the EWSETA programme, by making sure that I work with community structures to change the behaviours of people, especially around health aspects, through washing of hands before and after using the toilets, before preparing meals and breastfeeding children. I am now trying to get sponsors from big companies so that I can start working with all the primary and secondary schools around the villages to promote Health and Hygiene Education.”  - Livhuwani Matshusa
Internships/Work Based Training/Work Experience

Whilst a learnership programme simultaneously combines theory and practical, that when completed, results in an NQF registered qualification, an internship attracts learners who have finished a course of study and are looking for work experience.

It is well recognised that an employer is more likely to hire a young person who has completed formal tertiary education if they are able to offer some form of work experience. This thinking has seen the growth in internships. All SETAs are mandated to identify and fund internships that seek to address skills needs within an economic sector.

An internship is a planned, structured, co-ordinated and managed programme that seeks to provide work experience to young graduates. It is undertaken with guidance from a designated mentor and will last for a pre-determined period.

The benefit to a learner is that they will learn more about their chosen field or industry; are provided an opportunity to apply knowledge learned in the classroom; gain valuable work experience; as well as develop and build on skills.

78 490 learners have completed internships with the SETA’s over the past five years.

NUMBER OF LEARNERS: INTERNSHIPS/WORKPLACE EXPERIENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of learners</th>
</tr>
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<tbody>
<tr>
<td>2012-2013</td>
<td>7,315</td>
</tr>
<tr>
<td>2013-2014</td>
<td>10,070</td>
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<tr>
<td>2014-2015</td>
<td>17,698</td>
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<tr>
<td>2015-2016</td>
<td>17,542</td>
</tr>
<tr>
<td>2016-2017</td>
<td>25,573</td>
</tr>
<tr>
<td>Total 5 year</td>
<td>78,490</td>
</tr>
</tbody>
</table>

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Testimonial - LGSETA

Gloria Rampedi acquired a National Diploma in Local Government Management in 2016 and went on to study further for a BTech in Public Management in 2017. After completing her studies, Gloria applied for the LGSETA funded internship programme and was delighted when she was selected. She started her internship in 2017 for a 12-month period.

“I will be able to apply the experience I have gained as an intern to future roles and I believe that the skills and knowledge I have acquired will benefit any future employer. I would like to thank everyone for the exposure within the work environment, I am grateful for the opportunity”
65 805 learners received bursaries from SETA's over the five year period under review.

The results for W&R SETA, 2016-2017, were not published at the time of this report and therefore unaudited figures have been included.
Testimonial - AGRISETA

Yolandi Kruger possesses a passion for agriculture, a sector that faces numerous challenges. Through AgriSETA funding Yolandi was able to enrol in and complete an MBA-degree and she believes that this opportunity has not only had a positive impact on her life, but the agricultural sector too that could benefit from her newly gained skills.

"Someone once said that our goal and ethical compass as young South Africans in agribusiness should be directed at making food more affordable and accessible for our people and this is a cause that I wish to dedicate my life to. I have pledged to stay informed of agricultural problems facing this country and wherever I go, I want to honour the commitment I have made. AgriSETA has enabled me to fuel that passion and commitment through funding provided, without which what I have achieved would not have been possible"  Yolandi Kruger

Testimonial - CHIETA

"I am studying Chemical Engineering (third year) at the University of Pretoria and it has been a very difficult time for me, as the course is not easy. After failing my first year, my friends and others advised me to change courses and try something else, but my passion for Chemical Engineering is what kept me going. With much difficulty along the way, I took the necessary steps to improve my grades and I have been excelling since. I now stand on the brink of success, I will be completing my studies next year and I am excited at what the future holds"

Lerato Morena heard about the CHIETA bursary opportunity from a friend and classmate and applied through the TšehoFentse Facilities and Engineering. Lerato received the bursary at an opportune time as she had no idea how she was going to fund her final year of study and her fortunes looked bleak. She was very concerned, but thanks to CHIETA and TšehoFentse Facilities and Engineering, Lerato was able to register and pay for her 2017 studies.

Upon completion of her degree, Lerato plans to join the chemical industry. A long-term goal is to find a need in society and find a way to fill it using her chemical engineering expertise.

Testimonial

Mike Chidi, a finance intern and a budding Chartered Accountant maintains that the Fasset Ithemba Bridging programme experience truly rocked his world. The skills taught helped prepare him to become a valuable asset in the business world. They also developed his self-confidence, optimism, patience, self-reliance and integrity - skills and values that will create powerful leaders of the future.

“Life is a journey and throughout my journey, I have gathered experiences and skills that will lead me to success. This could not have happened without the people I have met along the way. Hopefully, I have added some value to their journeys too.”
Artisan Development

The revival of artisan training is one of the stated priorities of the Department of Higher Education and Training. To this end, artisan training has become a key performance area for South Africa’s SETAs with each SETA having committed to a target figure of trained artisans.

The decline in the training of artisans started in the mid-1980s and by 2013 was identified as an urgent priority for the country. At this time, it was determined that unless South Africa ramps up its annual training of artisans to 30 000 a year by 2030, the country’s requirement for artisans in the construction, engineering and other relevant sectors will not be met and the impact will be felt in the sustainability of these industries and very importantly, economic growth.

The Decade of the Artisan

In 2014 DHET launched the ‘Decade of the Artisan’ – an advocacy programme aimed at high school learners from Grades 9 to 12 with a view to encouraging young people to pursue technical careers. This 10-year programme is scheduled to run until 2024 by which time DHET hopes it will have reached, or gone beyond, the target of producing 30 000 artisans annually. At that time, employers are also encouraged to open up their doors for experiential learning and afford learners opportunities to become future artisans.

The training of artisans became a core function for all of South Africa’s SETAs, irrespective of the sectors served by the SETA. The SETAs have enjoyed varying levels of success in this regard, but collectively, the SETAs have made an impact on the number of artisans being trained on an annual basis.

49 235 Artisans were trained by the 21 SETA’s funding during the five year period of review.

Testimonial

Mbuso Khoza, who works for Independent Media, participated in the FP&M SETA’s International Leadership Development Programme (ILDP), run in conjunction with the Gordon Institute of Business Science (GIBS). The timing of the ILDP was spot on as Mbuso at that time was involved in the redesign of Independent Media. His task required that he organise a team to evaluate and redesign policies and procedures. What he learned on the ILDP positively impacted Mbuso directly, as well as Independent Media.
**Testimonial - EWSETA**

Njabulo Mhlanga from Umkhanyakude District in northern KZN was a beneficiary of the eJozini Plumbing Artisan Development Project. The project is identified as one that would play an important role in providing youths with skills that would make them employable or able to start their own business.

Whilst Njabulo and his fellow project beneficiaries would benefit in their individual capacity, the rural Umkhanyakude Municipal District they come from would, through the skills obtained by these learners, benefit too.

"Thank you to MTL Training & Projects, Khanyisa Gavu and EWSETA for this opportunity that will enable us to support our families and rise above our poverty status" Njabulo Mhlanga

**DISABILITY PROGRAMMES**

According to the Census 2011 Report (the most up-to-date information available) persons with disabilities constitute 7,5% of the total population of South Africa. Whilst unemployment remains one of South Africa’s biggest challenges, unemployment disproportionately affects the majority of persons with disabilities in that an estimated eight in ten persons with a disability are unemployed.

It remains an unfortunate reality that persons with disabilities in South Africa experience high levels of unemployment, and often remain in low status jobs and earn lower than average remuneration.

South African employers across the board fall short of national targets for the employment of persons with disabilities and there is considerable scope to increase the employment of persons with disabilities.

Multiple barriers hinder the capacity of persons with disabilities to obtain employment and enjoy full and effective participation in the labour market on an equal basis with others.

South Africa’s National Skills Development Strategy makes particular provision for employers to take persons with disabilities into the workplace and to cater for their needs, whilst still meeting the objectives of the business. An integral aspect of the skills development mandate for South Africa’s SETAs is the promotion of employing persons with disability.
Michaela Mycroft, known to many as Chaeli, received bursary finding from INSETA that saw her completing a BSocSc in politics and social development in 2015. In 2016 Chaeli went on to receive an honours degree in Social Policy and Management and then in 2017, she changed faculties, reading for an MPhil in Human Rights Law. Chaeli completed her course work during 2017 and by the end of March 2018 her thesis that focuses on the Right to Education for Children with Disabilities will have been compiled. Her next move is a PhD.

At the young age of 23, Chaeli has achieved astounding academic success that may not have been possible without funding supplied by INSETA.

Chaeli’s successes are not only academic in nature. On 3 Sept 2015 she became the first female quadriplegic to summit Mt Kilimanjaro and; she became the first female adaptive wheelchair athlete to finish the Comrades Marathon. The Cape Town Cycle Tour was on the cards for early 2018.

**ADULT EDUCATION AND TRAINING**

Language, literacy and numeracy skills are fundamental to improved economic and social participation, productivity and social inclusion. A high proportion of young people who exit school before completing a senior secondary qualification stand little chance of participating productively in the economy.

To illustrate the severity of the problem, there are approximately 3 million youths, aged between 18 and 24 years, who are not in employment, education or training, have a poor educational foundation and are poorly prepared to undertake further learning. If the age group is expanded to take into account the 16 to 18 year-olds who have dropped out of school and are not in training or employment as well as the 25 to 35 year-olds who have remained unemployed since leaving full time education, the number is much higher.

The country cannot afford to overlook this challenge and urgent and focused attention is needed to address this problem.

The need to address the low level of youth and adult language and numeracy skills to enable additional training was identified as a key objective of the NSDS III.

**Testimonial**

After completing an N6 certificate in Marketing Management at Northern Cape Urban TVET College from in 2015, Tshegofatso Primrose Sebalo required workplace experience to gain her diploma. She applied to ETDP SETA for an internship and was successfully placed at Kimberley Diamond and Jewellery Academy (KIDJA), a diamond cutting, sorting and polishing academy. During her tenure as an intern, Tshegofatso gained a wealth of knowledge of the diamond industry.

“I was able to do what I love, which included managing exhibitions, information sessions and presentations to communities, planning of events and other marketing activities. I am very pleased to say that I will soon be appointed by KIDJA as a Marketing and Special Projects Officer, which has been made possible by the assistance I received from the ETDP SETA. I am still looking to grow, learn more and study further. I will forever be grateful to the ETDP SETA for the opportunity granted.”
In response to the high rates of youth unemployment, crime, substance abuse, poverty and teenage pregnancies plaguing the Mitchells Plain community, the FP&M SETA and its stakeholders, intervened by supplying the community with the Mitchells Plain Skills Centre. The FP&M SETA funded the construction of the centre and invested in the furniture and other operating necessities for the centre.

Since its inception, the Mitchells Plain Skills Centre has been functioning as a training provider for the local community and the surrounding areas, offering a variety of learning programmes within the FP&M sectors.

During the 2014/15 financial year, about 60 learners were awarded with furniture making learnerships and at the end of the programme, 55 learners had completed learning programmes in upholstery, cabinet making, and wood finishing, at National Qualification Framework (NQF) level two.

“I treasure the knowledge that I have gained through training at the Mitchells Plain Skills Centre. After the training, I can now do a lot of things by myself – I have gained the courage and confidence to take risks.

This was a great opportunity, especially for the youth in Mitchells Plain. Some of us did not have the means to study further so coming to the Mitchells Plain Skills Centre was a great opportunity to learn. Further to receiving the training, I was also given a stipend which helped me a lot.

I get overcome with emotion when I think of how my life used to be. I feel like I was stuck in my life. After losing my previous job, I did not know where to go or which industry to enter. It hurts to see yourself lagging behind while your counterparts are progressing. It is painful to see them achieve the things that you wish for such as buying cars and houses.

Being a 35-year-old married man with a family to look after, studying was not an option for me. I needed a job to sustain my family.

After getting an opportunity to develop my skills at the Mitchells Plain Skills Centre, I grabbed it and committed myself to it. Now as a facilitator and a graduate, I am always available to assist. I cherish my job and I always ensure that I communicate and support my team.

I want to ensure that people see our skills centre as relevant and ideal like other skills centres. I am very thankful to our staff at the skills centre – despite their own challenges, they still gave us their full attention.”

Mongezi Dangazele, Graduate and Facilitator at the Mitchells Plain Skills Centre

Conclusion:

Whilst much has been achieved over the past five years with significant impact, there are some areas that require more focused attention in order to ensure that key priorities for education, training and skills development are addressed in South Africa. The Minister of Higher Education and Training has outlined the five outcomes-oriented goals the DHET has identified for the next five years, with the objective of providing a sound post school and training legislative framework, together with the Sector Education Training Authorities (SETAs), to build capacity and work with strong stakeholders to ensure continuing service delivery excellence.
I started aviation training in August 2011 but a month later I was told I was untrainable and couldn’t fly. This crushed me. I had never failed at anything in my life but now I was told I couldn’t cut it in the one thing I wanted to do all my life. So I lost my sponsorship and went back home with no job.

It took a while to get another sponsor but I was determined. A friend later encouraged me to apply for a TETA pilot training bursary. My application was successful. I commenced my TETA sponsored PPL training in June 2013 and by October I received my PPL. My confidence was restored. I was back to turning my dream into reality. I worked very hard and it paid off. This journey on its own taught me to never give up and to always be stubborn in my pursuit of achieving my dreams.

TETA then sponsored my CPL training to build hours which I completed in 2016. I’m currently doing my instructors rating and will be instructing until I get my ideal job in an airline. Nonetheless, the journey has been worth it and I’m living my dream.

Testimonial - TETA
Cindy Malaza – TETA Pilot Training beneficiary
Testimonial - FP&M SETA

Taking into account the international business leadership trends and the need for South African businesses to keep abreast of them, the FP&M SETA partnered with the University of Pretoria’s leading school of business, the Gordon Institute of Business Science (GIBS) to provide the 25 selected young leaders with global strategic leadership skills, through the International Leadership Development Programme (ILDP).

The 12-month long programme was designed by GIBS to develop high-level, strategic and innovative management and leadership skills, and to ultimately expose the learners to the World-Class Manufacturing (WMC) model – enabling them to move towards the efficient production of high quality products.

As part of the curriculum, delegates from the FP&M sectors were kept up-to-speed with international markets, exposed to the different cultures and approaches in the relevant business contexts, and introduced to innovative businesses around the globe.

To complement the content and the practical aspect of the programme, the learners undertook international trips to countries that have the best tried and tested practice models in World-Class Manufacturing. The young leaders visited the various manufacturing plants, interacted with experts and management and brought home practical, innovative methods for business management and leadership that they can apply in a local context.

*The FP&M SETA and the Gordon Institute of Business Science (GIBS) gave us a unique learning experience through their International Leadership Development Programme (ILDP). I am very passionate about strategy and I can be very meticulous when creating it - from developing a concept, to successfully implementing and evaluating its impact.

The ILDP came at a perfect time for my career and my employer. At the time of joining my Independent Media, I was tasked with redesigning the business altogether. I had to organise a team and redesign the existing policies and strategies.

Independent Media is led by very entrepreneurial people, and that gave me an advantage; I could easily learn new business strategies or models from the ILDP and implement them in the business without any constraints or unnecessary resistance. This made the course more practical and enjoyable for me.

In terms of difficulties encountered during the programme, I found that working with a bigger team was a challenge on its own. I did not mind dealing with people from various environments who also had different values, personalities and perspectives, but communication was an impediment. Despite this, we were proactively given training on personal mastery, a course that helped us to communicate more effectively and better understand ourselves and our team members.

Working while studying is a challenge, so time management was important, and I always dreaded falling behind. Besides the heaps of work to get through, I could cope because I can function better when I am under extreme pressure.

The interesting thing about my career is that I joined Independent Media 18 months ago – with solid experience in the Fast-Moving Consumer Goods (FMCG) industry. My knowledge about the media industry was very little, I was taking up a leadership position and my team was more experienced in the field than I was. Notwithstanding my situation at the time, I possessed an advanced strategic experience and although it was intimidating, I still had more than what it took for me to be a leader. Since then, I have recognised my own personal growth. Following the ILDP, my employer now wants more from me as a leader and I am more confident to provide it.

From a Human Resource (HR) perspective, I have been able to apply a lot of what I have learned. Working with a
vibrant team of 32 people, consisting of 23 millennials, we are very dynamic and unconventional.

As a usual characteristic in groups, my team members differ in personalities. Taking this into consideration, I could apply my leadership experience and new learnings into how I manage my team. On one of the ILDP HR focused modules, the content focused on more than just keeping the order in the workplace, following processes, and thinking beyond recruitment and performance reviews. It gave me a competitive edge as a leader, as I now have an advanced understanding of how to motivate my employees.

Amongst other key things that I learned was the classification of employees. For example, one of the two employee types identified were the ‘problem child’ and ‘dark wood’. The problem child is an employee who constantly complains and gets very little done, yet these types of employees know their work very well and can deliver exceedingly well if motivated properly. Employers are usually prejudiced towards hiring or promoting the dark wood types of workers, who are typically older employees who are nearing or are past their retirement age. The beauty of dark wood employees is that you can learn a lot from them as their leader, and in most cases, they are eager to learn.

Our international trip to China in particular, was very disruptive to our traditional way of doing things in the South African leadership context. The Chinese people are proud of their identity and work, they are very focused on the end goal and are very results-oriented. I think we can learn a lot from them by taking pride in our country, cultures and abilities, and stop trying to be who we are not.

I would like to thank the FP&M SETA and GIBS for this phenomenal opportunity, I would never trade it for anything. I will now transfer my learnings to my team and the entire Independent Media.

Mbuso Khoza, Independent Media

Testimonial - ETDP SETA

“My name is Florah Tema and it gives me great pleasure to write to you. I am one of the beneficiaries of an ETDP SETA bursary.

In 2014, when I was about to start my first year at the University of Pretoria, my family and I were under so much stress because I had passed my A-levels (equivalent to matric) and I was accepted but I had no sponsor and at that time it seemed as if my dreams of studying BCom Investment Management would remain just a dream.

My mother was a cleaner and my father a security guard so it was impossible for them to even get a loan to assist me with the fees towards my studies. It was a very difficult time for us and there was a time when I felt like giving up. Fortunately for me the ETDP SETA came to my rescue! I was offered financial assistance by them to study at one of the best universities in South Africa. I grabbed that opportunity with both hands and promised myself that I would give this degree everything I had because this was a once-in-a-lifetime opportunity and I had to use it wisely. I promised myself to graduate in record time and not waste the SETA’s resources.

Three years later, I am here saying that indeed I finished my degree in record time. Had it not been for the ETDP SETA, I don’t know where I would be right now. I really appreciate the goodness that the SETA showed me by funding me throughout my undergrad degree. I am now doing my postgrad degree in Economics and I see a great future ahead. The ETDP SETA should continue helping diligent students like myself. I will be eternally grateful for being chosen as one of the bursary beneficiaries.”

Testimonial

Lufuno Maboho started with Dynamic Visual Technologies (DVT) as a learner on the Systems Development NQF level 5 learnership programme funded by MICT SETA in 2015. She progressed onto an MICT SETA funded DVT internship in 2016 and was subsequently employed permanently by DVT. Lufuno has become a reliable and knowledgeable DVT Intermediate Software Developer servicing one of DVT’s top clients.
Testimonial - SERVICES SETA

“After matriculation in 2012, I was offered a bursary by Services SETA through Nyandeni Local Municipality in the Eastern Cape. I started on the bursary in 2013 at Mangosuthu University of Technology where my tuition, books, meals and accommodation was fully covered.

I experienced a bit of a struggle with registration in 2014 but I managed to register just after the SSETA letter confirming my 2014 funding was received. The assistance and guidance that was provided by SSETA employees whenever anyone of us required assistance, was marvellous. Services SETA later formed a partnership with NSFAS and again all my debt was paid in full. I still received better options via NSFAS just because I was a Services SETA student, unlike the direct NSFAS students who would have to wait in long queues.

In 2015, I registered easily due to the partnership between the two institutions and all my debt was again covered. Even though my Dad passed away in April, I never struggled as SSETA assisted me to complete my qualification on record time with a peace of mind. This also assisted me to fully commit into doing well on all my subjects. In 2016 I entered into a contract with Richmond Farm in KZN so that I could gain practical learning to complete my qualification and in May 2017, I graduated my Agricultural Science Qualification and I was very happy and proud of my achievement. Thank you Services SETA for the bright future that you have provided to me. Without the funding that I received, I do not even want to think of what my status would be as I hail from the deep rural area where my family makes a living through ploughing in the fields farming of livestock.”

Odwa Nondudule, KZN, 2017

Testimonial - HWSETA

During the 2014/15 financial year, the QuadPara Association of South Africa (QASA) applied for discretionary grant funding to host ten learners with disabilities at QASA offices across the country. Anda Mthulu is one of the ten interns placed at QASA’s offices in the Western Cape.

Anda is still employed by the QuadPara Association of the Western Cape (QAWC) where he continues to grow and develop both as an employee and a person. He is a very important member of the QASA team and a valued employee. He manages their Digital Village where he is responsible for the training and administration of the Digital Village.

In addition to this, he is a key member of their awareness team that visits schools to raise awareness about disability. During these school visits he shares his story and experiences with learners and his powerful message has an impact on all who hear his presentation. He is often deployed to represent QASA at events and he has become very adept at making presentations where he informs his audience about QASA, its services and the programmes it offers.

Away from the office, he continues to improve and impress as a wheelchair dancer and participates in various categories and genres and is in fact a South African champion in more than one of these categories. He has also started to participate in athletics and has ambitions to progress in wheelchair racing in particular. He led a team of wheelchair users from the community in which he lives to the annual OCC wheelchair race which takes place in George in February every year.

Anda is also involved in and plays a leadership role in a forum for people with disabilities in Khayalitsha where he lives. He uses the skills learnt at QASA on this forum and is quietly determined to improve the lives of people with disabilities in his community.
The Chemical Industries Education and Training Authority (CHIETA) funded and rolled out a skills training programme to prepare 100 disabled people in the Eastern Cape for employment. This two-month programme implemented through Media Works Interactive Tutor ran at four sites, namely Jansenville, Middleburg, Graaff-Reinett and Queenstown. As part of their curriculum, the learners were taught AET Maths and Communication (Level 3 and 4.)

Christo Vuyani Hesini from Cape Town who suffers from memory lapses after an operation to remove a brain tumour was introduced into the programme by Little Lamb, a union for disabled people. Hesini said he had learnt how to start and run his own business and handle finances. He also gained life skills and his memory is improving. Besides the business skills he has gained, Hesini said being on the programme had helped him to stay away from alcohol and drugs. He believes that his community has also benefited a lot from the programme because it keeps them occupied and away from dangerous vices.

Steven Bongani Grootbroom is another beneficiary who believes that the CHIETA programme is the best thing to ever happen to his community. Grootbroom, who has a disabled left arm, could not read or write when he enrolled for the programme. He lost his job because of his illiteracy and used to struggle to sign for anything, using an X as his signature. He has been learning how to read and write as well as handle finances. The programme has helped them to keep fit as they do physical exercises every Friday. They are also taught about HIV and Aids. To prepare learners for life after the programme and sustainability, Grootbroom said projects like poultry farming could be introduced and the beneficiaries assisted in forming cooperatives.

Pumi Mkhize and Ashley Jacobs are graduates and beneficiaries of the SAP Skills for Africa programme which has placed 418 consultants including those funded by the MICT SETA.

FoodBev SETA has since 2012, injected over R16 million into bursaries for both Higher Education and TVET College students. Students face very difficult situations in their quest to gain post school qualifications. Some students find themselves without accommodation, books and food as they only manage to register. Siziwe Mbanjwa a BSc: Chemical Engineering student at Wits University was one such student one who was faced with such dire circumstances until she became one of FoodBev SETA's 1,200 bursary recipients.

"When I got the news that FoodBev SETA was giving me bursary that was my last day of hunger and sleeping in lecture rooms. FoodBev SETA thank you affording me the opportunity to attain a tertiary education" - Siziwe Mbanjwa, 2nd year BSc: Chemical Engineering Student.
CATHSSETA is playing a MASSIVE role in the lives of over 100 people at Drama for Life. All these young people come from places of extreme darkness, but they have hope and they have the drive and the passion to change their lives and the lives of others through arts and culture education, development and therapies. Please know that what you and your staff do is extremely valuable and worthy to many lives!

On that note, we would like to come and perform for you and your staff and to share a truly great story of what CATHSSETA has achieved with Drama for Life. I am wondering if we can book ourselves an hour with you all? It is our way of saying thank you and celebrating all of you.

We do hope that you and your staff will continue to value the truly meaningful education we have here at Drama for Life. Lives are being changed; hope is living! Please do consider our 2018 applications and know that every opportunity you give a student makes a huge difference.

– Warren Nebe
HIGHLIGHTS

- Track and tracer studies conducted between 2014 and 2017 show a steady increase in the employment rate of students who obtained qualifications from training funded by the HWSETA. The rate of employment has grown from 47% in 2014 to 65% in 2017.

- 413 Masters and PhD students were funded between 2013 and 2017 in ground-breaking research, one of which led to the registration of an indigenous medicinal plant as intellectual property of a community in the Northern Cape.

- Assisted Tsolo Agricultural College in the Eastern Cape with Accreditation at the South African Veterinary Council. Furthermore, funded the first batch of Animal Health Technicians at Tsolo Agricultural College. These graduates will make a significant contribution to food security in the country. Further cohorts have been identified to be funded subsequent to this.

- Funded learners in the Northern Cape for bursaries to attend university, to attend Community Colleges and to become ECD practitioners. These were ground-breaking initiatives for this province.

- We expanded our footprint from 5 to all 9 provinces.

PARTNERSHIPS

Faculty of Veterinary Science – University of Pretoria

The link between animal and human health, combined with the need for skills development and transformation within the animal health sector saw the HWSETA placing focus on programmes to meet these critical needs. During the 2016/17 financial year, the HWSETA joined forces with the Faculty of Veterinary Science at the University of Pretoria through the provision of R15 million in funding for eight projects including: 20 Undergraduate first year student bursaries; Work integrated learning for final year students; Undergraduate research bursaries; 42 postgraduate student bursaries; Skills laboratory equipment; Training of 20 learners in the manufacturing of teaching aids; Adopt-a-School pilot project; and articulation with agricultural colleges.
The Faculty of Veterinary Science at the University of Pretoria is the only veterinary faculty in the country. The faculty views this not only a great privilege, as the faculty influences an entire profession, but also a huge responsibility. We should not only excel in training and research, but ensure both are relevant to the country and the challenges it faces. The HWSETA support for the Faculty has made an invaluable contribution to these aspirations and to the impact the students and the work they do on the communities in which we operate. Through the HWSETA funding, the Faculty of Veterinary Science has been able to positively impact poor communities, train students to work in such communities and engage in research that makes a meaningful difference to animal and public health in South Africa” Professor Darrell Abernethy, Dean: Faculty of Veterinary Science.

Artistic Development Partnership: Swiss-South African Cooperation Initiative (SSACI)

In 2013, the HWSETA partnered with SSACI to train 100 out-of-school, unemployed young South Africans with artisan skills. The R16.8 million committed to the project funded the theoretical and practical training of the selected youngsters as boilermakers; electricians; fitters; fitters and turners; millwrights; as well as tool, jig and die makers.

As the SETA that operates within the health, social development and veterinary sectors, artisan training is not the HWSETA’s core business and therefore an area where the expertise of an organisation such as SSACI was required. Through SSACI’s involvement in this project, the HWSETA was assured that the funding committed to the training of these artisans would contribute to the country’s artisan requirements, as well as assist these young people with a viable future as a trained artisan.

Multilateral Partnership Contributes to SHEQ Skills

A market gap exists to finding and appointing professional Black Youth Owned (BYO) companies in the field of Safety, Health, Environment, Risk management and Quality (SHERQ). With this in mind, the Health and Welfare Sector Education and Training Authority (HWSETA), Eskom and Siemens have partnered to provide 15 black South African youth from the Nkangala District of Mpumalanga with comprehensive, accredited, academic, and work-based practical training in the professional field of SHERQ.

Ten of the 15 youth have become equal partners in Kusile Leroo Consulting (Pty) Ltd., a for profit company that has been established through a Memorandum Of Understanding between Eskom Holdings Ltd., the HWSETA and Siemens (Pty) Ltd. This project will serve as the vehicle to train the BYO shareholders in Eskom and Siemens SHERQ methodologies, as well as afford the company opportunities to conduct reviews and audits on Eskom and Siemens permanent and project sites.

The remaining five learners selected to participate in this project will receive funding to cover their studies in SHERQ, and they too will receive work-based practical training in the professional field of SHERQ.

This unique partnership provides the HWSETA with a pilot SHERQ project and the project is viewed as an important first step towards the support of Black Youth Owned companies in the professional subcontracting environment, of health and occupational safety.

LOOKING TO THE FUTURE

- Venture into and open up opportunities in the following areas:
  - Traditional healing services
  - Manufacture of medical precision and surgical equipment and orthopaedic appliances
  - Optical and optometric services
  - Specialist pharmaceutical and drug clinical trials
- Support implementation of National Health Insurance scheme by funding production of needed professionals and specialists.
- Campaign for proper incorporation of Work Integrated Learning into academic syllabi to eliminate the need for internships after graduating.
- Conduct research on skills needed by the mooted power stations and fund health and safety professionals and paraprofessionals suited for these environments.

413 Masters and PhD students were funded between 2013 and 2017
EWSETA has successfully positioned itself as a “thought-leader” within the sector

HIGHLIGHTS

- Critical partnerships have been concluded with key stakeholders internationally and locally. These include Government Departments, Industry, Research and Development Agencies, Institutions of Higher Learning, Civil Society and SETA’s – thus enabling EWSETA to respond innovatively to our national mandate.

- Our WSP and ATR submissions have increased annually owing to a rigorous stakeholder engagement strategy.

- EWSETA has successfully positioned itself as a “thought-leader” within the sector by robustly participating at major events that allow us to engage political and business leaders and other experts on matters of capacity building and knowledge transfer within the sector. We have been instrumental in various Conference programmes including Africa Energy Indaba, WISA, South African Energy Efficiency Convention, Africa Utilities Week, Windaba and more.

- We have with a number of South African and international partners, established the Green Action Platform South Africa, a collaborative water resource management initiative to advance green technologies through academic-scientific participation, pilot projects and partnerships with local and international industry and research leaders.

- EWSETA launched the energyDRIVE Mobile Renewable Energy Truck in February 2017 a first of its kind in the world, in collaboration with DUT. The intention is to use the mobile truck to educate deep rural communities and youth on the benefits and opportunities of alternative energy sources.

PARTNERSHIPS

Institute of Plumbers of South Africa (IoPSA)

The EWSETA is proud to have signed a collaborative agreement with IoPSA that seeks to promote entrepreneurship as a core component of skills development and training.
To date, in consultation with the Institute of Plumbers of South Africa (IOPSA), the EWSETA identified entrepreneurship as a compulsory training module in the War on Leaks training programme. This important intervention will enable graduates from the programme to establish their own businesses, independently or in partnership with others. It will also assist the 80% of their approximately 600 membership base who are one-man businesses to become more confident in expanding their companies. The entrepreneurship module will also form the core of IoPSA’s continued professional development (CPD) programme, which is included in our Memorandum of Understanding with the Institute.

South African International Maritime Institute (SAIMI)

The EWSETA’s partnership with SAIMI aims to support each other in promoting a coherent and effective working relationship on matters of education, training and skills development in the blue economy sector.

SAIMI is a non-profit organisation, facilitating the development of the skills and knowledge base required to ensure the success of “Blue Economy” maritime economic development initiatives such as Operation Phakisa and the African Union’s African Integrated Maritime Strategy. SAIMI serves South Africa and the African continent by promoting skills development, education, training and research that supports growth of the blue economy. EWSETA’s interest in the blue economy is primarily in the sub-sectors under EWSETA’s scope which is Oil & Gas.

Under the leadership of SAIMI, EWSETA co-partnered with CHIETA and TETA to establish a Research Chair in Petroleum Geoscience and Engineering Research as part of the Operation Phakisa Oil & Gas Working Groups 3-Foot Plan. The National Research Foundation (NRF) will oversee the establishment ensuring that it is aligned to the best practice model.

Water Research Commission (WRC)

The purpose of this partnership is to collaboratively and synergistically build a water sector skills pipeline which addresses skills shortage and drives innovation, through research, skills development, knowledge exchange and career guidance.

Chapter 14 of the National Water Resource Strategy (NWRS) II addresses Research and Development (R&D) and Innovation needs of water sector. It is clear that current solutions, technologies, approaches and associated skills sets are not likely to respond to future industrial, domestic and rural water needs. This speaks directly to securing water for future needs and R&D and Innovation is crucial in preparing SA for the water needs of the future. Chapter 15 focuses on the water sector skills capacity development.

The partnership between EWSETA and WRC will seek to conceptualise and implement innovative interventions that proactively addresses these challenges.

**LOOKING TO THE FUTURE**

- Increasing revenue remains critical to achieving our Strategic Plan and APP targets, thus, EWSETA will continue to place focus on strategic stakeholder engagement and partnerships, particularly with Industry whilst addressing the challenge of incorrect classification of EWSETA employers.
- Greater emphasis will be placed on our Strategic Planning, Implementation and Monitoring and Evaluation value chain to drive organisational performance as a whole.
- Creating continuous opportunities for driving dialogue on skills development training in the energy and water sector at key sector relevant events.
- To relocate to our new head office in Marshalltown, Johannesburg.
- To ensure that each and every EWSETA staff member is living our values and the Batho Pele principles.

EWSETA launched the energyDRIVE Mobile Renewable Energy Truck in February 2017
In response to the national “#FeesMustFall” campaign experienced at Higher Education Institutions across the country during 2015, the Local Government Sector Education and Training Authority (LGSETA) embarked on a bursary scheme to assist 700 students by funding their studies.

- Appointed a highly effective Board in August 2015 and the Board has played a key role in aligning the LGSETA work with proper systems and governance in line with the LGSETA constitution.
- The LGSETA has successfully established nine Provincial Offices throughout South Africa servicing the Local Government sector.
- Funded the first Traditional Leaders programme where 197 traditional leaders were certificated in “Visionary Leadership and Emotional Intelligence Programme”.
- Signed 25 Memoranda of Understanding with various institutions to assist with research interventions. The LGSETA has also hosted Research Seminars to unpack the research conducted.

In response to the National Development Plan 2030 requirements, the LGSETA has prioritised building the political leaders skills and professionalising the managerial echelon in local government sphere through the provision of long-term training to enhance service delivery and optimise performance at a local level.
The LGSETA will implement initiatives focusing on the following:

- Enhancing a systematic approach on the alignment between the Skills Audit/Gap Skill system and Workplace Skills Plans system.
- Funding initiatives to support the implementation of the Integrated Urban Development Framework (IUDF).
- Assessment of Management Capability and Competency Programme – with specific focus on Municipal Finance division, Infrastructure/Technical division in a Municipality and Municipal/City Manager divisions for municipalities.

Partnership with Cooperative Governance Traditional Affairs (COGTA)

Programme for Traditional Leaders and School of Government on Management competency.

The Department of Traditional Affairs together with the LGSETA has partnered to implement a Traditional Leadership Programme that will provide capacity building to the Traditional Leadership within all nine provinces. The Traditional leadership programme will include an induction which focuses on CIP initiative; assistance and support in the reconstitution of traditional leader election process and capacity building for the Traditional Leaders post the election process in terms of their leadership role in the 21st century.

Councillor Development and Training in Partnership with the South African Local Government Association (SALGA)

LGSETA has allocated funding for the Councillor Induction Programme (CIP) which is inclusive of the Traditional Leaders. This programme was implemented by SALGA on behalf of the sector. The programme includes conducting skills audits in order to determine and design appropriate training interventions for each municipality across the country.

It is anticipated that most of the pivotal programmes will only take place once the skills audits have been completed at the Councillor/Traditional level. Councillor Training will become a multi-year programme of the LGSETA. It is the view of the LGSETA that a five-year programme for Municipal Councillors needs to be put in place, this will allow Councillors to at least complete some sort of formal qualifications.

**LOOKING TO THE FUTURE**

- Work with merged municipalities to facilitate skills development interventions.
- To strengthen Municipal Council’s oversight capacity for effective monitoring and decision making in the local government sector.
- Work with and leveraging off SMMES who provide services to the municipalities.
- Invest in the Maritime Industry and Environmental Practice and Management.
- Establish relations with the local/provincial Business Chambers to address the support and placement of young people.
The hosting of 200 graduate learners for workplace experience by the Kwazulu-Natal Agricultural Union (KWANULU).

The Annual Excellence Awards that has grown year-on-year as companies compete with each other to earn recognition for excellence in skills development with the agricultural sector.

NSF Project - A Land Reform and Rural Development training project in partnership with the Commission on Restitution of Land Rights. This was a programme which trained 4 750 learners within Governance, Management and Technical Skills.

The Extended Public Works Programme which identified 120 learnerships and 2 473 skills programmes.

Unemployment Insurance Fund (UIF) – A co-funded project which trained the unemployed with the Labour Activation Programme of which 2 700 learners were trained in Mixed Farming Learnerships and Skills programmes.

Trained 2 700 learners in Mixed Farming Learnerships and Skills programmes
PARTNERSHIPS

Association of Principal Agricultural Colleges (APAC)

Through its partnership with the Association of Principal Agricultural Colleges (APAC), the AgriSETA is funding 11 public colleges of agriculture, as well as the University of Mpumalanga with: enabling education and training practitioners to further their studies in line with their faculties as development of staff is crucial to meeting and maintaining the norms and standards for agricultural training; to assist colleges to improve their tutorials for compliance with accreditation compliance; and work integrated learning assistance.

Creation of an RPL System In The Agricultural Sector

Partnerships have been created with six Colleges of Agriculture to build the RPL System for the agricultural sector. These colleges are: Glen College of Agriculture (Free State); Tsolo College of Agriculture (Eastern Cape); Tompi Seleka College of Agriculture (Mpumalanga); Owen Sithole College of Agriculture (KZN); Elsenburg Agricultural Training Institute (Western Cape) and Potchefstroom College of Agriculture (Free State).

Training of Small Hold Farmers

This partnership entered into with the Department of Agriculture in Limpopo seeks to train 50 small hold farmers so that they may graduate into commercial farmers through various mentorship programmes.

FUTURE PLANS

- Expansion of Rural Development support to subsistence farmers.
- Continuous support to the development of qualifications.
- Further expansion on PIVOTAL programmes in support of government growth plans.
- Increased footprint in provinces in support of Co-operatives.

The Extended Public Works Programme identified

120 learnerships and

2 473 skills programmes

AGRISETA hosted 200

graduate learners for workplace experience
The objective of the ISOEs is to promote, through research, education and sound professional practice of ergonomics and safety, the creation of safer, healthier and more productive working environments around the world.

The ETDPSETA created small companies through the implementation of the New Ventures Programme. Many small companies were registered and trained on how to run the ventures.

The placement and training of 313 unemployed graduates as career development officers in 50 TVET colleges and their campuses between 2012/13 and 2016/17. The project has elevated career guidance provisioning within the TVET colleges.

Approximately 1 226 unemployed Grade 12 learners were placed as school administration assistants in under-performing schools to strengthen their administration and trained in End-User Computing between 2013/4 and 2016/17.

The second chance matric rewrite partnership has been in place since the 2011/12 financial year and over 10 000 young people, who failed at least four gateway subjects (Maths, Physical Science, Accounting and Natural Science), have benefited through the programme.
PARTNERSHIPS

Organisation of Economic Corporation and Development (OECD) Technical, Vocational Education and Training (TVET) Review Project

ETDP SETA collaborated with the Department of Higher Education and Training (DHET) to facilitate and coordinate the review of vocational education and training conducted by the OECD to strengthen the South African TVET college systems by providing the following:

- Leadership and development for TVET college senior management;
- Development of a curriculum framework for a TVET college lecturer qualification;
- TVET college lecturers supported to gain industry exposure through Work Integrated Learning;
- For this to happen, the ETDP SETA formed partnerships with the South African College Principal Organisation (SACPO) and with the various TVET colleges.

The ETDP SETA Research Chairs Project

ETDP SETA developed a centre for excellence by providing evidence-based intelligence through the recruitment and appointment of seven Research Chairs in public and higher education institutions namely: Wits, University of Pretoria, University of the North West, Cape Peninsula University of Technology, University of KwaZulu-Natal and Nelson Mandela Metropolitan University.

This is a multi-year project that started in 2014/15 focusing on strengthening the ETDP SETA’s internal research capacity by undertaking various research projects on behalf of the SETA.

The Work Integrated Learning (WIL) for TVET College Lecturers Project

In partnership with the Swiss-South African Cooperative Initiative (SACCI), the ETDP STA piloted a WIL model and framework for TVET college lecturers where 315 were exposed to industries.

LOOKING TO THE FUTURE

- Supporting the development of TVET Colleges lecturers by enrolling them on new full qualifications as per the MTSF.
- Ensuring that the Research Chairs provide the SETA with high quality research to inform skills planning.
- Expanding the rollout of RPL for ECD and Community Development Practitioners.
- Supporting DBE on Teacher Development.
- Supporting youth who are in post school institutions through bursaries (contribution to fees must fall campaign) and access to workplaces.
- Supporting Youth on accessing employment through internships and creating employment through entrepreneurial programmes.

Approximately 1,226 unemployed Grade 12 learners were placed as school administration assistants
HIGHLIGHTS

- Introduction of National Student Financial Aid Scheme (NSFAS) Loan Repayment Grant (NLRG). The purpose of NLRG was to address the termination of learnerships before completion. A SETA first, the NLRG sought to payback NSFAS study loans for eligible learners thereby increasing retention rates on learnerships within the Fasset sector, accelerating the development of a pool of accounting talent and adding impetus to Fasset’s quest to fast track transformation within the sector. To date, 872 learners have been assisted to repay their loans to NSFAS through the intervention.


- 4,738 learners funded on bursaries and 88,145 trained in skills programmes.

- A 41% increase of African Black Professionals in the finance and accounting services sector.

- Launched its career portal, which is the number on destination for career advice, career planning and employment opportunities in the sector.

- The lifelong learning events have seen more than 22,000 delegates benefit from the technical training workshops.
PARTNERSHIPS

TVET Work-Based Experience Programme

The Fasset TVET Work Based Experience Programme, that aims to encourage employers in the finance and accounting sector to use their workplace as a training space, has provided 860 learners (Nated) TVET learners with 18 months of practical work experience, enabling them to complete their National Diploma. This initiative has not only capacitated the learners, it has also added value to Fasset employers, who now have an additional pool of learners from which to source skills. Having completed their practical work experience, these learners will be available to employers in the broader economy.

Partnerships with Professional Bodies

Fasset has also partnered extensively with Professional Bodies to register learners on learnerships, as well as monitor quality assurance of training of learners in the workplace. The goal is for learners to succeed in their board and other certification exams. Fasset’s partnership with Professional Bodies is to increase the number of learners who obtain professional designation through funding by assisting learners adequately prepare for their Board exams thereby attaining Professional designation.

University Partnerships

Through partnerships with universities aimed at increasing academic throughput rate, Fasset aims to assist learners to move on to the next level of their studies.

LOOKING TO THE FUTURE

- Fasset seeks to increase the employability of learners.
- To increase the placement of learners in employment.
- Funding of the missing middle learners.
- Facilitation of transformation in the finance and accounting sector.

872
Learners have been assisted to repay their loans to NSFAS through the intervention

88 145
trained in skills programmes

22 000
delegates benefit from the technical training workshops
HIGHLIGHTS

- Sophisticated and integrated strategic planning processes that are strongly stakeholder driven. This has resulted from CHIETA’s well consulted sector and sub-sector skills plans aligned, to clearly defined performance indicators and pre-determined targets; funding; performance frameworks; business deliverables; and staff performance contracts.
- Successful efforts to broaden the member company base. The expanding company base illustrates stakeholder confidence in CHIETA as a valuable business partner to industry.
- Strong management regime and governance oversight for ongoing monitoring, evaluation and reporting.
- System wide integrated Risk Management and Combined Assurance framework to proactively manage organisational risk and a functional control environment.
- Robust CHIETA drive towards the continuous improvement of core business processes in research, mandatory and discretionary grants, strategic projects, quality assurance and certification/accreditation. This ensures that company standards are met, combined with shorter turnaround times; high quality support; and service delivery to the chemical companies, learners and other stakeholders.

PARTNERSHIPS

Flavius Mareka, Gert Sibande and Coastal KZN TVET Colleges

Chemical industry companies entered into partnerships with CHIETA and the Flavius Mareka TVET College (Free State), the Gert Sibande College (Mpumalanga), and the Coastal (KwaZulu-Natal) TVET colleges to combine the institutional (knowledge) component of CHIETA learnerships with the current college programmes by re-packaging the curriculum, and to facilitate authentic workplace experience during training.

CHIETA again sponsored R700 000 towards the decade of the artisan programme in 2017
The aim of the partnership projects is to make the currently unemployed youth employable, by providing them with an industry related occupational qualification. This programme requires the TVET colleges take full responsibility for the institutional training of occupational learning programmes, allowing industry to focus on providing the work experience component.

**Decade of the Artisan Partnership**

Artisan training and development is a priority skills area for the Department of Higher Education and Training (DHET). In line with this, DHET launched the ‘Decade of the Artisan’ programme that seeks to: promote artisanship as a career of choice among the youth; further professionalise artisanship by upskilling existing artisans and give prominence to the recognition of prior learning (RPL) for artisans.

CHIETA again sponsored R700 000 towards the decade of the artisan programme in 2017. This event was hosted in March 2017 at Gert Sibande TVET College. The target audience was school learners from grades 9 to 12, teachers and TVET students.

**Free State Education Trust**

CHIETA has continued to partner with the Free State Education Trust to honour the top 100 matriculants from the top performing secondary schools in Free State province. The categories of awards are: top achievers on merit; top achievers from previously disadvantaged communities; and top achievers in home language.

**Linkages with other SETAs**

CHIETA’s partnership with the University of the Witwatersrand School of Education’s Centre for Researching and Labour (REAL) and MerSETA drew to a close in March 2017. This strategic SETA-university research partnership project was to implement new masters, doctoral and post-doctoral programme under the title of Sectors, Skills and Economic Evolution in South Africa.

This cross-sectoral collaboration was aimed at promoting partnerships for both sectoral and national interests. The REAL postgraduate education and training programme is developing a number of highly skilled people with skills in formulating industrial policy and defining skills development strategies for key industries in the economy.

**LOOKING TO THE FUTURE**

- Expanding and continuous business improvement of CHIETA’s credible institutional skills planning management framework, ensuring resources and strategic priorities are fully aligned and delivered on to contribute sustainable socio-economic growth for South Africa and the chemical manufacturing industry.
- Investing and supporting skills development for a sustainable energy sector for South Africa in support of new economic growth areas and development.
- Skills development investment in the presidential infrastructure development programme in the energy node, and also in the Waterberg and the maritime sector (ocean economy) are piloted to provide skills for unlocking mineral resources and supporting job creation, and addressing other key areas of the NDP.
- Accelerating and forging even stronger partnerships with industry and technical vocational education and training colleges where theory and workplace learning are integrated and curricula are revised and made appropriate for workplace requirements to promote confidence from industry.
- Forging closer collaboration with provinces and local government on institutional delivery models such as west coast corridor rural development models, supporting skills development to rejuvenate distressed communities, and support small business and co-operatives as a catalyst for job creation and improved quality of life.
Bursary programme that ensures uninterrupted learner funding until completion of studies

HIGHLIGHTS

- Successful establishment of the Performance Monitoring and Evaluation function, as well as the Research and Knowledge functions within TETA.
- Implementation of the multi-year bursary programme that ensures uninterrupted learner funding until completion of studies.
- Studies have confirmed the high impact of our programmes in the sector, manifested by gainful employment and upward mobility of our graduates.
- TETA has played a key role in the Ocean Economy’s Operation Phakisa through funding of artisan development, simulators and curriculum development.
PARTNERSHIPS

Dr. Langalibalele Dube Institute (DLDI)

The partnership with Dr. Langalibalele Dube Institute (DLDI) facilitates the World Maritime University (WMU) bridging programme for South African graduates to enable SAQA recognition. The DLDI is assisting TETA to address the challenge posed by lack of recognition by SAQA of qualifications issued by the WMU that has resulted in unemployment of graduates in some instances. TETA in partnership with the DLDI sought to identify and address deficiencies in the WMU qualification so that curriculum could be developed for a bridging intervention.

University of Venda (Univen)

TETA, in conjunction with Univen, has appointed a Research Chair in the area of Green Economy who will assist in the identification and execution of appropriate research projects that will have a bearing on the Transport sector and create a credible body of knowledge.

Unemployment Insurance Fund (Labour Activation)

This partnership aims to provide artisanal skills in support of economic revitalisation through development of motor mechanic, panel beater and spray painter skills utilising recognition of prior learning. The programme focuses on current small business to encourage skilled professionalism that will open door to mainstream business opportunities in the car repair industry.

LOOKING TO THE FUTURE

- Ensure high quality market research data that will ensure better planning;
- Improved levy income through increased stakeholder participation;
- Robust and supported pipeline for our Adopted School learners from matriculation through HET/TVET to gainful employment;
- Increase placement of graduates catalysed through our coaching and mentorship programme;
- Increase sector leadership quality achieved through enrolment on international leadership development programmes.

Studies have confirmed the high impact of our programmes in the sector, manifested by gainful employment and upward mobility of our graduates.
**HIGHLIGHTS**

- Funded the Skills Programmes for the unemployed youth delivered by TVET Colleges (all 9 provinces)
  - Bridging programmes to address a broad range of work readiness skills in order to enable youth to become employable and mobile.
- INSETA funded Dr Marinda Faasen’s PHD in curriculum studies entitled “A learning design framework for active learning using audience response systems”.
- Supporting Cooperatives and NGO’s on how to formalise this largely informal sector, presenting formal and providing structured programmes to them ranging from computer literacy, legal and regulatory environment in long term insurance.

**PARTNERSHIPS**

**South African Actuarial Development Programme (SAADP)**

The SAADP recruits learners who completed matric at 1-3 quintile schools to study Actuarial Science degree at the three public universities in South Africa and offers mentors to learners throughout the programme to ensure reduction in drop-out of learners and successful completion of the programme.

INSETA helps finance the SAADP and the result is university students receiving financial and motivational support to gain their actuarial science qualifications. The standards of entry to study actuarial science are incredibly high, and the work intense. Once accepted learners are suddenly left to their own devices, many cannot cope - especially those from disadvantaged backgrounds who are not used to the environment shift. This is where the SAADP comes in; they offer the exact support these students need. The organisation identifies needs, monitors and provides assistance, ensuring support to, and success of the learner.
Ekurhuleni West TVET College (EWC)
The EWC is a public TVET College to which INSETA has been allocated by the DHET as a lead SETA. This partnership ensures the placement of learners who completed the theoretical component of N6 and require work place experience to obtain their Diploma. Another focus is to develop lecturers to ensure successful implementation of pilot Insurance Specific occupational qualifications through the college.

The Insurance Apprentice
The Insurance Apprentice is an annual project that was launched in July 2014 by FA News. This project places a focus on skills development and portraying the insurance industry as an industry filled with limitless opportunities. INSETA has been a partner in this initiative since inception and would like to continue due to the value gained by the beneficiaries and the organisation.

The Insurance Apprentice invites young people working in the insurance industry to apply to be one of six participants being filmed while taking on a range of different insurance tasks. Ultimately, one of the participants is crowned as the Insurance Apprentice and walks away with the prize sponsored by Lloyds of London and a bursary from INSETA.

This is to give young people in the insurance industry the chance to showcase their skills through a variety of tasks within the market such as underwriting, broking and claims management, in order to test their industry knowledge, resourcefulness and determination judged by an expert panel. At the same time, this initiative aims to portray the industry as an exciting one with many career opportunities to pursue.

KZN Financial Literacy Speech Contest
The annual KZN Financial Literacy Speech Contest is a partnership between INSETA and the KwaZulu-Natal Financial Literacy Association to promote financial literacy among learners. This allows learners from all over KwaZulu-Natal get a chance to develop financial management skills and win an educational bursary. This initiative targets a large number of rural schools in KwaZulu Natal and has a dedicated focus on the promotion of insurance as a career of choice and financial planning in particular.

Looking to the Future
- Continue to support the Insurance Apprentice initiative.
- Skills Programme training opportunities in Short & Long Term Insurance. This Skills Programme aims to build knowledge and skills required in the insurance sector.
- Roll out and successful implementation of the occupational qualifications.
- Funded Centralised Learnership Programme targeting 400 unemployed youth (nationally).
HIGHLIGHTS

- International partnerships to contribute to future skills in manufacturing and engineering.
- International partnerships with the GIZ and other development agencies to promote sustainable green skills development.
- Continuous skills development in support of People with Disabilities.
- Dedicated efforts to provide job opportunities and/or self-employment possibilities for vulnerable groups through partnering with civil society organisations and the Department of Correctional Services.
- Promotion of support for co-operatives and skills development of co-operative members to ensure that these community-based forms of ownership are viable.
- Small business support and development through partnerships with the DSBD/SEDA towards socio-economic development.

Successfully supported 1 064 TVET learners to obtain trade-tested artisanal status.
PARTNERSHIPS

Public TVET Partnerships

Through 41 apprenticeship-focused TVET partnerships merSETA has successfully supported 1064 NCV(4) TVET learners to obtain trade-tested artisanal status through work-integrated learning experience post-NCV(4).

International Partnership - British Council / SA

This partnership focuses on Skills for Employability (SfE) where South African TVET Colleges were linked to United Kingdom (UK) Further Education (FE) Colleges for bench-marking purposes. The project included a senior management exchange programme between the UK and SA partners.

The partnership allowed sustainability of the initial programs at the UK FE colleges as well as the cascading of knowledge and skills acquired from the initial phase into the UK FE colleges. The other area of the partnership was to develop curricula, partnerships with industry, governance and renewable energy.

Black Female Management Empowerment in merSETA Companies

The merSETA partnered with the University of Pretoria’s Centre for Continuing Education and MANCOSA to promote black female management empowerment in the manufacturing and engineering industries. Since 2014/15 to date, this partnership has enabled the merSETA to support 77 black female employees from merSETA companies in higher education programmes towards future-focused management skills.

LOOKING TO THE FUTURE

- Future skills development in diverse contexts to promote manufacturing and engineering.
- Continue supporting skills development of persons with disabilities.
- Dedicated efforts to promote Green and Blue skills development towards greater economic and environmental sustainability.
- Skills development in rural areas, townships and in the informal economy contexts with a particular focus on vulnerable groups.

Supports 77 black female employees from merSETA companies in higher education programmes towards future-focused management skills.
HIGHLIGHTS

- The MQA has successfully produced 36 research reports in the last five years that informs strategic decisions within the Mining and Minerals Sector (MMS) and skills development. Furthermore, 1,196 learning programmes have been developed and reviewed.

- In trying to respond to the challenges experienced in the MMS, the MQA placed increased emphasis on portable skills training programmes which are aimed at assisting retrenched mining employees and unemployed mining communities to gain employment. A total of 5485 learners benefited from this project in the period under review.

- The Mine Health and Safety Tripartite Leadership Summit Agreement signed by stakeholders in the MMS outlines the need for training of 40,000 Occupational Health and Safety (OHS) representatives. Through MQA accredited training providers over a five-year period, the MQA has exceeded this target with 42,293 learners completing the OHS Programme.

- The MQA, together with its stakeholders, has contributed to improving literacy through the funding of AET and Foundational Learning Competence programmes. Furthermore the MQA has contributed to increasing awareness by funding and participating in the annual International Literacy day events.

- To encourage learners in rural schools to improve their maths and science results, extracurricular classes funded by the MQA were conducted in nine provinces. At least 5543 learners were assisted during the NSDS III period.
PARTNERSHIPS

University Partnerships

Official partnerships have been established through Memoranda of Understanding (MOUs), with the following universities: Rhodes University, the University of Cape Town, the University of Fort Hare, the University of Johannesburg, the University of Limpopo, the University of Pretoria, the University of South Africa, the University of Venda and the University of the Witwatersrand.

The objective of the partnerships with the Universities identified above is for these institutions to employ historically disadvantaged lecturers to lecture on mining-related disciplines. They begin as junior lecturers and are mentored by senior lecturers, and are encouraged to complete PhDs. The MQA funds the salaries of these lecturers. The aim is that they are eventually absorbed by the universities as permanent employees. Since the partnerships’ commencement in 2011, three lecturers have been successfully absorbed by the universities, while six have been absorbed by industry.

TVET College Partnerships

The MQA has established official partnerships, through Memoranda of Understanding (MOUs), with 22 TVET colleges around the country, where qualifications related to the MMS are offered. Since the majority of the qualifications at the TVET colleges are not yet accredited, one of the primary aims of these partnerships is to support and develop the colleges so that accreditation becomes a natural outcome in the medium to long term. The objectives of the partnerships with these 22 TVET colleges include to facilitate the offering of Learnerships, trades and other industry qualifications, as well as lecturer development, workplace learning, provision of bursaries, learner placements and to assist with the compliance of these colleges’ workshops to meet the standards for programme approval.

Collaboration with HEIs on Research into the MMS

The MQA as a skills development driven organisation, collaborates with Higher Education Institutions to enhance skills development research in the Mining and Minerals Sector (MMS) and also support post-graduate students who undertake mining and minerals sector related research. The partnership aims to produce relevant research outputs that contribute to skills development related issues in the MMS.

LOOKING TO THE FUTURE

- Through the Sector Skills Plan MQA has identified the need to continue supporting training programmes that are directed at transforming the Mining and Minerals sector.
- Core mining skills must continue to be developed through learning interventions. Comprehensive and regular engagement with experts from industry, labour, training providers and government, and shared insights that led to the development of Priority skills for the sector.
- The mining industry value chain has been prioritised as an economic growth node in the New Growth Path, which highlights a path for the MMS until 2020. The government is currently drafting the Mineral Beneficiation Action Plan (MBAP), which seeks to advance “local value-addition across five mineral value-chains, namely; iron-ore and steel, platinum-group metals, polymers, titanium and mining inputs. The MQA aims to monitor and develop the requisite skills for minerals beneficiation.
- Mining is an activity with inherent risks that can impact on the health and safety of employees. The government has put in place legislation and associated processes to ensure the safety of workers is paramount as a key feature of sustainability of the mining sector. Indeed, in this respect, one of the MQA’s legislative mandates is to improve the health and safety standards and it must continue to be a priority.

5 485 learners benefited from this project
HIGHLIGHTS

- Implementation of the FP&M SETA Business Model developed by Ms Felleng Yende, CEO of the FP&M SETA to accelerate the SETA performance and service delivery.
- Introduction of a Research Chair Partnership with University of Witwatersrand’s Centre for Researching Education and Labour (WITS REAL), to guide credible research in the sector.
- Promotion of partnerships with public Technical and Vocational Education and Training (TVET) Colleges and Higher Education Institutions.
- Improvement of the overall FP&M SETA performance from 49% in the 2011/12 financial year to 89.5% in the 2016/17 financial year, including the achievement of two consecutive unqualified audit opinions from the Auditor-General of South Africa in the 2015/16 and 2016/17 financial years.
- Implementation of a number of high-level and innovative strategic projects, to promote economic growth and transformation of FP&M industrial sub-sectors.

PARTNERSHIPS

The Quality Council for Trades and Occupations (QCTO) Qualifications Development Project

This resulted in the re-alignment, updating and restructuring of all the SAQA registered occupationally-directed qualifications to the new QCTO format. The FP&M SETA Board partnered with key industry stakeholders from 11 industrial sub-sectors, to address the development of 54 occupational qualifications.

In terms of occupational qualifications development, the FP&M SETA is following a phased approach methodology:

- Phase 1: Development of occupational qualifications and trades curricula.
- Phase 2: Development of External Integrated Summative Assessments (EISA) and data bank of assessment questions and model answers.
- Phase 3: Development of learning materials to standardise across the sub-sectors.

In a report to the QCTO at a special meeting of SAQA’s Q&S Committee held on 27 June 2016, it was reported that the FP&M SETA Occupational Certificate in Footwear Bottomstock Production Machine Operator, NQF Level 2 was considered the best submission ever submitted by the QCTO.

Research Chair Partnership with University of Witwatersrand’s Centre for Researching Education and Labour (WITS REAL)

The FP&M SETA established a Research Chair at the School of Education, University of Witwatersrand, in the ‘Political Economy of Skills’.

The aim is to provide research support and increase capacity by implementing the FP&M SETA research agenda and strategy; and establish a university-based centre of research excellence.

WITS REAL continues to thrive in addressing a transformation output, creating a pool of researchers that would be capacitated with the requisite research skills and become industry sector experts.

Key Outcomes and Focus Areas of this Research Project

1. Production of PhD Graduates to conduct research on local and international companies of the FP&M SETA’s 13 sub-sectors, to identify the global and local skills ladder of learning and to establish best practices that
will inform successful, long-term and sustainable sector growth strategies.

ii. Profile the local FP&M industries.

**Partnership with Methodist Church of South Africa – Construction of the Richmond-Indaleni Community Skills Development Centre**

The FP&M SETA entered into a strategic partnership with the Methodist Church of Southern Africa and a Richmond community-based organisation - the Indaleni Missionary Institution Alumni (MIAP), to build the Richmond-Indaleni Community Skills Development Centre with a particular focus to contribute to the socio-economic upliftment of poor rural communities and address youth unemployment.

Prior to establishing the Richmond-Indaleni Skills Development Centre, the municipality of Richmond did not have a higher education and training institution to cater for educational and training needs of unemployed youth, which stood at 33.2%.

The project resulted in the full construction of an education and training campus comprised of two administration blocks, eight classrooms, a community hall which can be sectioned into two to serve as classrooms, five workshops with storerooms, a tuckshop with a canteen, eight toilet facilities and a guardhouse with boundary walls and an enclosed refuse area.

Additionally, equipment including machinery, hand tools and furniture was purchased for use in the administration block, classrooms and workshops. Further to this, the Skills Centre is equipped with a modern IT Centre, a sophisticated and technologically advanced garment production workshop built to clothing industry production standards, a well fitted-out woodwork and furniture making workshop. Currently, the Skills Centre houses a fully operational Leather and Footwear Centre of Excellence and is training learners on the latest techniques in footwear production.

It must be noted that to proactively contribute to the community, during the construction of the Richmond-Indaleni Community Skills Development Centre emphasis was placed on the employment of the local community. A community contract participation goal of 20% was set as the minimum target and the overall achievement of the project was 30%.

**FP&M SETA International Leadership Development Programme**

The International Leadership Development Programme (ILDP) is a high-level skills programme pitched at NQF level 7/8 in partnership with the Gordon Institute of Business Science (GIBS) and Regenesys Business school in South Africa.

The aim of the ILDP for the 2015/16 financial year, was to address technological advancements with a main goal to develop strategic, innovative management and leadership skills through exposing 26 learners to international benchmarks and best practices.

By partnering with the Massachusetts Institute of Technology (MIT) in Boston and engaging with organisations in the United States of America and South African companies like NAMPAK, MONDI, SAPPI, PASA and PAMSA, learners were provided with cutting-edge knowledge, best practices and trends in leadership, innovation, technology and entrepreneurship.

**National Skills Awards 2017**

On 23 March 2017, the National Skills Authority (NSA) together with the Department of Higher Education and Training held a successful National Skills Conference.

The aim of the NSA Awards ceremony was to celebrate excellence by recognising the best skills development practices across all skills development implementers in various categories. The FP&M SETA is proud to have scooped 12 awards, the highest number of awards received by any SETA. FP&M SETA companies, skills development providers and education and training institutions were recognised in the following categories:

- Best Artisan Development Program;
- Best TVET College;
- Best AET Programme;
- Best Skills Programme;
- Best Private College;
- Best University Placement Program; and
- Best Small Company.

The FP&M SETA was honoured by the NSA for its Clean Audit achievement in the 2015/16 financial year.

**LOOKING TO THE FUTURE**

- One of the key imperatives of the FP&M SETA is strengthening the TVET College and employer relationship within the FP&M sector, employment of unemployed learners is a priority.
- The FP&M SETA will continue to establish new partnerships and implement high-level and strategic projects to address economic growth of the FP&M industrial sub-sectors.
- Conduct more impact studies, Monitoring and Evaluation Research Impact Analysis
- Budget is very limited; the levy income is shrinking. A new funding strategy is critical for sustainability.
- Small and micro businesses need a range of support measures, including access to skills development funding.
Provision of 173 bursaries to qualifying students at TVET Colleges

HIGHLIGHTS

- FoodBev SETA injected R16 million into NSFAS to support deserving and qualifying students who wished to take up streams that addressed Food and Beverage manufacturing skills needs.
- FoodBev SETA opened offices at Ekurhuleni West College, Maluti TVET College and Tswane South Colleges.
- During the 2009/10 financial year 30 learners with disability secured employment with their host companies. A checklist to assess the employer’s readiness to accommodate learners with special needs was developed and distributed to employers.
- In preparation for the 2010 FIFA World Cup, 600 informal vendors were trained in food preparation and related skills in order for them to comply with FIFA stringent rules and enable them set up shop around stadia.
- South African Association of Food Science and Technology (SAAFoST) bursary recipients were funded to participate in the first ever World Congress of International Union of Food Science and Technology (IUFoST) to be hosted on African soil. The Congress explored issues such as food safety, genetically modified foods and product development.
- Rural NGOs/CBOs were supported with a R50,000 grant to build technical capacity in the agro-processing value chain.
- FoodBev SETA funded a project for work readiness for TVET Colleges students in Rural communities.
- In 2017/2018 FoodBev SETA participated for the first time in the World Skills Competition.

PARTNERSHIPS

Every Workplace A Training Space

The ministerial call to make every workplace a training space galvanized the SETAs into action to encourage employers to welcome a graduate on board for much need practical experience. The Food and Beverage
Manufacturing Sector entered into partnership with TVET colleges, universities and industry to complement each other in the provision of education and training to young people as the vehicle to facilitate participation of the youth in the mainstream economy.

**TVET Lecturer Capacity Building**

In an effort to build the capacity of college educators to deliver relevant programmes, FoodBev SETA piloted the TVET lecturer capacity-building project. The project developed 11 lecturers through placements in Food and Beverage SETA registered companies. Industry experts in turn delivered guest lectures at TVET Colleges. The main aim of the partnership was to: provide exposure to, and transfer of, industry knowledge to students and lecturers at public TVET Colleges; enhance delivery of education and training programmes of public TVET Colleges in an effort to contribute to the employability of learners through increased relevance of programmes; and to identify and place suitably qualified and experienced industry representatives at public TVET Colleges to offer guest lectures pertaining to programmes offered by the TVET Colleges.

Colleges that participated in the project were Ekurhuleni East College, Ekurhuleni West College, Westcol, Tshwane North College in Gauteng and Buffalo City College in the Eastern Cape.

The TVET Colleges partnered with Kees Beyers Chocolates; Simba/PepsiCo; Dynamic Brands; Bidvest Baking Solutions; and Rhodes Food Group.

**TVET Partnership Project GCRA**

The DHET has tasked the SETAs with developing the capacity of TVET Colleges to create graduates more suited to the world of work. FoodBev SETA collaborated with Gauteng City Region Academy (GCRA) which is part of the Government Department in rolling out the following Programmes:

- Placement of 749 TVET learners in companies and different government department in order to gain.
- Support for 200 unemployed youth, and women in the Food and Beverage related SMME programme to enable them to acquire skills and gain work experience to enhance employability and to develop sustainable cooperatives in the sector.
- Provision of 173 bursaries to qualifying student at TVET Colleges.

**Partnership with Nestle**

In 2016/2017 FoodBev SETA and Nestle entered into a 100 bursary and 100 internship project in celebration of the Nestle (Pty) Ltd centenary. These learners were funded over and above the discretionary grant allocation to Nestle. Currently all 100 learners have been registered on bursaries for their 3 year diplomas and degrees. It is unfortunate that 30 learners dropped out of the internship programme due to other opportunities, however Nestle mentored 70 through the programme and 20 of those learners have found full time employment with the business.

**LOOKING TO THE FUTURE**

- Improving education, innovation and training through diversified and accelerated skills development, funding assistance, improved TVET curricula, partnerships with universities of technology, development and registration of qualifications.
- Accelerate support of Masters and PhD studies in order to play a role in the production of highly skilled professionals and enhance innovation and to address sectoral scarce and critical skills.
- Place a special focus on in assisting SMEs participating in the sector to gain access to skills development in order for them to improve their product offering and thereby stimulating growth and employment.
- Alleviate poverty and hunger through creation of rural initiatives that will play multiple roles i.e., employment, training initiatives and supply of products for subsistence and economic reasons (bakeries, butcheries, peanut butter, atchaar and honey products and beverage such as water bottling, wine making and sorghum).
- Conduct research to identify and implement skills suited for people with differing disabilities.
- FoodBev SETA will partner with a TVET College to prepare for World Skills Competition Kazan 2019.

**Placement of 749 TVET learners in companies and different government departments**
HIGHLIGHTS

- Established Retail Simulation Centres at College of Cape Town, as well as Gert Sibande, Vuselela, Buffalo City, Motheo and Ekurhuleni West TVET Colleges.
- First e-Learning Retail Simulation Centre launched at Cape Peninsula University of Technology.
- 3775 TVET College and 4481 University students awarded bursaries.
- 17 MBA and 5 PhD bursaries awarded. First PhD beneficiary obtained qualification.
- 992 informal traders nationally provided with training and support through ITUP in collaboration with Department of Small Business Development.
Partnerships

International Leadership Development Programme

Partnerships with institutions of higher learning resulted in the launch of the International Leadership Development Programme (ILDP) in 2009. The programme currently boasts an Alumni of 290 Senior Managers. These leaders have been equipped with skills and knowledge from leading faculty, thought leaders both locally and internationally, and they are making significant contributions in the boardrooms of wholesale and retail companies.

There have been many success stories from the ILDP including promotions and added responsibilities. The number of promotions is recorded at over 70; from Directors, to CEOs, CFOs, EXCO Members and many other positions in executive management.

Establishment of Retail Leadership Chair

Through a partnership with Cape Peninsula University of Technology, the W&RSETA has successfully established the first Wholesale and Retail Leadership Chair with an objective to contribute towards research and the development of wholesale and qualifications from NQF Level 5 to 10 through collaboration between the Sector, labour and institutions of higher learning.

Retail Schools of Excellence

The W&RSETA broke new ground in 2014 with the launch of the first ever Retail Schools of Excellence in KwaZulu Natal. This project is a collaboration between stakeholder companies, Durban University of Technology (DUT), and all nine Technical, Vocational Education and Training (TVET) Colleges in the province which was launched by the former Minister of Higher Education and Training, Dr. BE Nzimande. Components of the project include infrastructure improvement in the colleges, development of qualifications from NQF levels 3 – 5, lecturer capacitation, and selection and recruitment of the students.

500 learners, comprising of 250 employed and 250 unemployed, were enrolled at the Majuba, Thekwini, Esayidi and Mthashana TVET Colleges and the Durban University of Technology for the pilot implementation of the Learnership programme at NQF level 2, and 403 of the learners successfully completed the Learnership and graduated in 2015. The partners in this project have also developed an NQF level 3 Learnership programme.

Looking to the Future

- Strengthen skills development and training to meet the needs of the wholesale and retail sector.
- Address Sector Skills Plan priorities that focus on SMME and Cooperative development, Youth unemployment, Scarce and Critical Skills, Stakeholder engagement, Training and employment of people with disabilities, Trade Union Capacity Building and Transformation.
- Strengthen strategic partnerships with the public and private sectors to better align programmes and resources and facilitate placement of learners.

17 MBA and 5 PhD bursaries awarded
First PhD beneficiary obtained qualification
HIGHLIGHTS

- The SETA has funded the training of a total 10 110 learners in learning programmes, 3 000 of whom entered learnership programmes and 60% (1800) were placed in permanent employment on completion, 2 525 learners were trained in skills programmes and 40% (1 010) were placed in permanent employment and 1 500 learners entered graduate internship programmes and 80% (1200) were placed in permanent employment in the 2016/17 financial year.
- In strengthening partnerships, the MICT SETA encouraged co-operation between levy-payers, non-levy payers and training providers in addressing the skills gaps within the MICT sector through skills development consultative forums.
- There has been a steady increase of mandatory grant expenditure from 2015-2017 due to an increase in the levy income received.
- There has also been a steady increase in discretionary grant expenditure over the past three years.
- The SETA expanded skills development to rural areas- by spreading training opportunities to more rural areas so as to integrate service provision to reach those not reached before by our programmes.

PARTNERSHIPS

The MICT SETA understands that collaboration with other industry leaders is key in pursuing its mission – to generate, facilitate and accelerate the processes of quality skills development at all levels in the sector. As a result we highlight a few SETA flagship programmes:

SAP Skills for Africa programme

In 2016, the MICT SETA partnered with SAP in the Skills for Africa programme, a skills development and job creation initiative, with the aim of transforming the lives of previously disadvantaged young South Africans throughout the country by accelerating critical and scarce skills development towards a globally competitive digital workforce.
The implementation of the internship programme saw a total of 70 interns complete a three-month SAP skills training programme and 9 Months of workplace training. The programme was structured to address the need for skills in the market, thus provided interns with the pre-requisite skills for placement and certification as SAP Consultants. All interns were placed successfully with Eskom, Zimele Technologies, T-Systems, Britehouse, EOH, Accenture, Bosch, Clariba, Cornastone, ICTWorx, City of Johannesburg and Consnet.

A key success factor to this programme is the partnership between the public and private sector. With the aid of the MICT SETA funding and SAP’s own drive towards strengthening its ecosystem with young talent and enriching Africa, this skills development partnership reflected one of hope – and a fierce determination to mine the potential of young people who would not have an opportunity otherwise.

**Digital Broadcast Hub**

In 2015 Digital Broadcast Hub (Digihub) implemented a MICT SETA film and television learnership. The theory component was successfully delivered by the National Broadcast Institute, a MICT SETA accredited training provider. Digihub recruited selected and oriented 44 unemployed youth in the project. The learnership focused on critical scarce skills as identified by the MICT SETA: Director, Technical Director, Programme Director, Media Producer, Film and Television Editor, Sound Technician, Film and Television Production Manager. These skills were addressed under the National Certificate: Film and Television Production, NQF Level 5.

**Workplacement within Digihub**

Interns were organised to form eight (8) film and television companies. These companies were encouraged to produce content to be distributed and shown on an online network that was launched by Digital Broadcast Hub. Each intern got an opportunity to research, write, produce, direct, record, picture and sound and edit, applying all the core and fundamental unit standards skills. The interns produced the following content: 39 television documentaries, 8 Arts and Culture short documentaries, 8 Arts and Culture company’s profiles, 8 Young Leaders short documentaries and 8 Social Enquiry short documentaries.

Out of the total 44 interns who were recruited, 31 successfully completed the learnership graduating with a National Certificate in Film and Television, NQF Level 5.

**University Collaboration Initiatives**

In an effort to bridge the skills gap in the MICT Sector and recognise the need to assist students who are academically worthy but financially disadvantaged, the MICT SETA from 2015 has successfully funded 624 students through bursaries to study towards MICT sector related qualifications through University collaboration initiatives. The funded students were enrolled at different academic institutions in South Africa which included amongst others, 72 learners studying with the Central University of Technology, 358 students with the University of Venda, 30 students at the University of Free State, 150 students at the University of Johannesburg, 6 students at the University of Limpopo, 4 students at the University of the Western Cape and 4 students at the University of Witwatersrand.

**Vodacom National skills development initiative in Technical Support**

The MICT SETA in partnership with Vodacom embarked on an initiative that sought to bridge the scarcity of skills and job creation within the MICT Sector. The learnership programme aimed to train unemployed youth in ICT technical skills and to further develop them into ICT entrepreneurs. The National Skills Development initiative in Technical Support has seen a total of 270 learners from both urban and rural communities benefiting nationally with the potential for beneficiaries to be offered practical experience.

**LOOKING TO THE FUTURE**

- The MICT SETA shall endeavour to be an important contributor in supporting the growth of SME’s through skills development, improving access to quality and occupationally directed programmes.
- Continue to expand skills development to rural areas- adopt a rural focus that in the medium term will spread training opportunities to more rural areas so as to integrate service provision to reach all deserving South Africans.
- Build cross-sectoral partnerships and projects in the delivery of learning programmes.
HIGHLIGHTS

- Technical Vocational Education and Training (TVET) colleges – across 55 campuses offering the National Certificate Vocational (NCV) in Hospitality and Tourism Level 2,3,4.
- CATHSSETA has partnered with five TVET colleges in order to establish regional offices that aim to increase stakeholder support.
- The partnership with the National Arts Festival resulted in most of the 20 unemployed learners – who completed the Music Industry Sound Technology being employed in full time positions.
- Partnership with the National Department of Tourism which focuses on the National Tourism Career Expo (NTCE).
- CATHSSETA partnered with the Ezemvelo KZN Wildlife – to provide training on customer care for 623 employees.

PARTNERSHIPS

National Tourism Careers Expo (NTCE)

The Annual NTCE is aligned to NSDS Goal 8 on building vocational career guidance in the sectors. The aim of the NTCE event is to stimulate the interest of learners, students, unemployed graduates and educators as well as other key stakeholders in the Tourism and Hospitality industry. The NTCE seeks to address some of the chronic challenges surrounding the supply of requisite skills and youth unemployment surrounding the Tourism and Hospitality industry.
CATHSSETA, by its virtue, caters for Tourism and Hospitality, and will thus provide skills development expertise to the NTCE Project. CATHSSETA will use the NTCE platform to further engage directly with its stakeholders, primarily those coming from the rural areas. The purpose of the NTCE is to create an interactive platform for learners at high school level, students at tertiary institutions, unemployed graduates, parents, education and training providers, government, employer organisations, employers and the general public in the tourism sector.

TVET Capacity Building

Training providers and lecturers at TVET colleges need to be exposed to workplace experience in order to stay current in the classroom thereby providing better quality training to students. CATHSSETA has been successful in meeting this need in TVET Colleges through capacity building and training of TVET lecturers on ETD programmes. In addition, CATHSSETA has been successful in the license of CATHSSETA programmes to the colleges, as well as training of and support for TVET lecturers in these programmes.

Decade of the Artisan Partnership

For the 6th leg of the Decade of the Artisan, CATHSSETA partnered with South Cape TVET College as a way of taking heed to the call made by the Department of Higher Education and Training to promote artisanship as a career of choice among the youth; further professionalise artisanship by upskilling existing artisans and give prominence to the recognition of prior learning (RPL) for artisans. This was one of the ways that CATHSSETA showed its commitment to supporting the department in increasing the number of artisans in South Africa.

CATHSSETA sponsored R500 000 towards the Decade of the Artisan programme themed ‘It’s cool to be a 21st Century Artisan!’ held in August 2015 at the South Cape TVET College (Mossel Bay Campus. About 700 Grade 9 – 12 learners from the Southern Cape region attended together with their teachers.

Increased Scope in Training Provision

There is a general lack of sufficient training providers in certain provinces within the Arts, Culture and Heritage and Sport, Recreation and Fitness sub-sectors. Training provision for Conservation qualifications happens at Higher Education Institution level; this is not offered at TVET college level. License agreements with various TVET College have been signed with aim of increasing the availability of training provision in the sector.

LOOKING TO THE FUTURE

- The Seta is exploring a partnership with the KwaZulu-Natal Department of Arts and Culture- this will focus on establishing an Arts and Culture Academy as well as National Higher Education Institute for Physical Education (NHEIPE).
- CATHSSETA will also provide bursaries to 20 learners from Lukenji municipality and internships for 18 unemployed learners from uMgungundlovu.
- SASCO and industry players have been identified to review the sport coaching qualification.
- The National Environmental Skills Summit in partnership with the following Lewis Foundation; SASCO; National Department of Tourism (NDT); Joy of Jazz.
- The partnership with NDT will see CATHSSETA collaborating on skills development initiative namely; Women Executive Management Training Programme and a Universal Accessibility Training Programme.

Provides training on customer care for 623 employees
The successful hosting of two PSETA Research Colloquiums in 2012 and 2015.

- **PSETA SIU French Embassy MoU 2017:** The PSETA expressed its interest to the European Union (EU) Dialogue Facility Programme call to eligible entities to submit project proposals of policy dialogue projects between South Africa and the European Union for funding by the Dialogue Facility Bridging Phase. The SIU expressed its interest in participating in such dialogues (under the PSETA banner) with European counterparts as a result of this partnership. The following dialogue partners from the EU dialogued with the SIU: The National Brigade for Combating Corruption and Financial Crime in France and the Magistrate in charge of financial affairs at the high court of Paris. In addition to these dialogue partners, the French Embassy expressed its interest in entering into a bilateral agreement with the SIU and to further engage the SIU on skills development matters of common interest. In order to formalise the implementation of the bilateral agreement, the PSETA, SIU and the French Embassy entered into a Memorandum of Understanding on 28 June 2017. One of the critical outcomes of the initiative has been that the French Embassy and the SIU identified the need to capacitate relevant SIU officials on a “Cyber Forensics 1st Responder” learning programme. Under auspices of the bilateral, the French Embassy and SIU are implementing the learning programme (fully funded by the French Embassy). The following commitments have been agreed to:
  - The placement/secondment of a French training facilitator at the SIU premises for the purpose of gaining an understanding of the SIU’s legislative framework and work environment so as to tailor-make the learning programme to meet the requirements of the SIU;
  - To develop, together with the SIU and under the guidance of the PSETA, a pre-assessment e-learning instrument to be administered prior to the rolling-out of the programme; and
  - To capacitate and transfer facilitation skills to 12 SIU officials in order to roll-out the programme in-house under the mentorship of the French Embassy Facilitator.

- **PSETA-DHET-Chinese Embassy Chinese Training Opportunities facilitated by the PSETA for the sector:** The Ministry of Commerce of the People’s Republic of China and the Department of Higher Education and Training (DHET) of the Republic
of South Africa have agreed on an Action Plan on Cooperation in Human Resource Development (HRD) with a view to further strengthen the cooperation in human resource development, promoting personnel exchanges, and enhancing mutual friendship within the context that both parties jointly believe that HRD is a priority area and one of the key elements of bilateral cooperation. Under this programme the Chinese side invites personnel from South Africa on short-term training programmes hosted in China and funded by the Chinese government. To this end, the PSETA has been tasked by the DHET to facilitate the implementation of the Action Plan in the public sector for the duration of this agreement.

**PARTNERSHIPS**

**Partnerships with Public TVET Colleges**

To encourage work integrated learning for TVET College graduates, the PSETA currently has partnerships with several TVET Colleges. A concerted effort to build lecturer capacity and accreditation of TVET Colleges is undertaken. Work Integrated Learning programmes are in place to assist colleges to make links with Public Service employers in order for learners to obtain the requisite workplace experience thereby equipping them for absorption into the labour market. Partnerships have been entered into with King Sabata Dalile, Mopani South East, Boland, Goldfields and College of Cape Town TVET Colleges.

The PSETA uses a public private partnership approach to artisan development in that partnerships are characterised by a partnership between the PSETA and the TVET College, as well as a partnership between the TVET College and a private company. To date, PSETA has entered into partnerships with Tshwane South, Umfolozi, King Hintsa and West Coast TVET Colleges.

**Partnerships with Public Higher Education Institutions (HEIs)**

The partnerships between the PSETA and HEIs are largely of a research nature. Recently some of their scopes have been extended to include occupationally directed and academic qualification bursaries for employees in the key departments with which the PSETA has strategic partnerships. The PSETA also covers funding of bursaries for unemployed learners through some of these partnership agreements.

The HEIs that PSETA has entered into partnerships with include: Wits School of Government, Public Affairs Research Institute, University of Johannesburg, Rhodes University, Mangosuthu University of Technology, Central University of Technology, Durban University of Technology and Fort Hare Trading Solution (Pty) Ltd.

PSETA has also partnered with the National School of Government and Sectoral Academies and the Provincial Legislature with a view of developing the sector occupationally based qualifications.

**PSETA Partnerships with Government Departments**

A need exists to develop comprehensive business cases that will be used by contracting parties as the blueprint for collaborations over the short, medium and long-term. PSETA is funding the design, development and delivery of agreed priority learning programs for building specific state capabilities such as financial management, planning, as well as monitoring and evaluation. An example is the National Treasury’s Theory of Change and Logical Framework for the capacity development interventions that seeks to map out existing competency frameworks for financial management and supply chain management for the public sector.

**LOOKING TO THE FUTURE**

- Future interventions should aim to reach larger numbers, more economically, efficiently and effectively.
- Interventions are required to ensure the pipeline (in particular Higher Education Institutions and TVETs) provide graduates who are more appropriately skilled for public service employment.
- PSETA aims to embed skills development within wider organisational development strategies, and to build departmental capabilities to plan and manage such skills development activities better.
- PSETA needs to improve the “bridging into work” taking place through internships, by sharing the good practices and resources in the sector with parts of the sector that are doing internships badly at the moment.
- PSETA in partnership with the Department of Public Service and Administration (DPSA) will be undertaking a review of the Public Service Human Resource Development Strategic Framework, and will be collaborating in developing a monitoring and evaluation framework and tools for HRD monitoring in the Public Service.
BANKSETA

HIGHLIGHTS

- A study tour to the Netherlands was undertaken to investigate global benchmarks relating to Recognition of Prior Learning (RPL)
- Centres of Excellence established at the University of Venda (Disabled Students Unit), University of Fort Hare (Financial Markets Programme), University of Zululand and University of North-West (SAICA – Thuthuka Chartered Accountant Programme)
- A memorandum of Understanding was signed with the International Academy of Retail Banking in the United Kingdom to present internationally accredited qualifications in South Africa
- BANKSETA has heeded the Department of Higher Education and Training’s call to Make Every Workplace a Training Space through recruiting interns in its offices and by encouraging employers from the banking and microfinance sectors to be involved in coaching, mentoring and supporting up-and-coming talent
- BANKSETA’s streamlining of its operations through insourcing Finance, Information Technology, Internal Audit and Supply Chain Management

PARTNERSHIPS

Partnership with the Cooperative Banks Development Agency (CBDA)
The BANKSETA’s has partnered with the CBDA on the Cooperative Financial Institutions (CFIs) Support Project. The CBDA registers and supervises cooperative banks, building capacity in the sector and promoting cooperative banking. The Agency’s research has revealed a lack of essential risk, accounting and management skills among CFIs, thus it seeks to facilitate programmes that will equip CFI management with the skills needed for institutional and financial sustainability.

The new programme is a move up from the University of Pretoria certificate course for CFIs and a step closer to the government’s vision of formalising cooperative.
Provision of Learnerships for Unemployed Matriculates and Post Graduate Students

The BANKSETA has joined forces with the banking sector through the Letsema and Kuyasa learnership programmes for the unemployed. The Letsema post-matric learnership is a BANKSETA funded youth development intervention aimed at recruiting unemployed matriculants in order for them to further their studies and exposing them to the world of work. The Kuyasa post-graduate learnership is a BANKSETA funded youth development intervention aimed at recruiting unemployed graduates in order for them to further their studies and exposing them to the world of work. The duration for both learnerships is a year. Whilst a learnership does not guarantee permanent employment, the track record of absorption of learners on the Letsema programme, into the sector, has been an impressive 75% – 85%.

Partnership with the Banking Association of South Africa

The BANKSETA, in partnership with The Banking Association South Africa and the National Industry Steering Committee consisting of banking and non-banking credit provider associations, identified a clear need to improve the level of consumer credit education in South Africa and to promote responsible lending. The Banking Association South Africa members have invested more than R200 million in financial literacy initiatives and BANKSETA has pledged R1, 875 million for the project.

The consumer education initiative set out to enable the credit industry to provide borrowing information as a generic standard message to the consumer at “teachable moments” in the credit life-cycle, including the pre-borrowing and borrowing stages. Thus, consumers are given the necessary knowledge and skills to make rational and informed decisions when they choose credit products and services. Consumer credit education material has been developed for the industry to use in its consumer engagement and education strategies to promote responsible borrowing behavior.

LOOKING TO THE FUTURE

- Exploring the application of the Geographic Information System (GIS) for data analysis and skills planning. The BANKSETA is forging partnerships with Statistics South Africa and other research bodies to develop a GIS empowered tool that can enable skills development in a spatially informed manner.
- To assist in the generation of an empirically sound skills pipeline and thereby empowering the youth to increase their probability of pursuing careers in the scarce and critical skills categories.
- To support the digitisation drive as a key driver of change in the sector and its impact on skills development.
- Promoting inclusive growth through strengthening the cooperative banking sector.
- To continue supporting transformation and skills development in accordance with the SETA’s mandate.
HIGHLIGHTS

The Services SETA has established 15 Skills Development Centres to facilitate skills training, especially in rural areas. The SDCs are in most instances owned and managed by a public TVET College or public universities.

The Services SETA along with CETA has established a joint partnership to address artisan training and development. The Services SETA is building an Artisan Development Academy in Mangaung, Free State, in partnership with Motheo TVET College to support the Government’s artisan training goal. The Services SETA is supporting the establishment of three trade test centres.

Services SETA has trained more than 2000 facilitators, assessors and moderators at no charge to strengthen supply-side of skills. The Services SETA is promoting provider capacitation by offering training materials to accredited training service providers at no cost for approximately 5 qualifications. Plans are afoot to provide free training material for all active qualifications.

The Services SETA is collaborating with tribal authorities in rural areas to address skills needs. Services offered include establishment of skills development centres, allocation of bursaries, Learnerships, skills programmes and artisan. The needs are addressed case-by-case taking into account the local needs. Two programmes are currently running in Limpopo and Mpumalanga provinces.

The Services SETA has purchased mobile offices in order to reach places where office infrastructure is inaccessible, such as rural villages. Offices are furnished and connected to internet in order to ensure connectivity with Head Office, as the need arises.

The Services SETA has established 15 Skills Development Centres to facilitate skills training, especially in rural areas.
PARTNERSHIPS

Inter-SETA partnership

The Services SETA has established a partnership with the Construction Education and Training Authority (CETA). The two SETAs have shared objectives and common approaches in the establishment of Skills Development Centres. The CETA is assisting the Services SETA to capitalise on the infrastructure development projects by utilising the infrastructure as practical workplaces for artisan development. The CETA is managing the implementation of the artisan development interventions and the Services SETA is implementing top-up learning interventions to strengthen supply pipeline. Joint project teams work hand-in-hand to initiate and monitor programme implementation. The plan is to open this partnership to other SETAs.

Partnership with the private sector

The Services SETA has entered into a partnership with EOH in the “EOH 702 Youth Jobs Initiative” aimed at impacting on the high youth unemployment rate by giving youth access to training or work opportunities. The initiative challenges corporate South Africa’s CEO’s to commit to ensuring that at least 3% of their workforce is constituted by youth who are either in employment or learning through internships and Learnerships.

Partnership with the public sector

In driving partnership with public sector, the Services SETA has established the following initiatives:
- A Partnership with the University of Cape Town to fund research and lab equipment in the hair and cosmetic space.
- A Partnership with the University of Limpopo to develop qualifications in the funeral and medical waste management sub-sectors.
- Services SETA has established a research chair with the University of Mpumalanga to strengthen labour market research.
- The Services SETA has established partnerships with 8 TVET colleges and municipalities to promote workplace learning through Learnerships. The majority of TVET Colleges and Municipalities are based in rural areas.

LOOKING TO THE FUTURE

The Services SETA is setting up an Enterprise Development and Cooperatives Institute to support the development of SMMEs through training, seed funding and advisory service.

The Services SETA is supporting the establishment of a centre for Recognition Prior Learning promote the pipeline of skills supply, especially through workplace learning.

The Services SETA plans to open satellite office in TVET Colleges that are located in rural areas in order to expand access to SETA services in such places.

Additional Skills Development Centres will be established in rural areas to expand access to training in these areas.

The Services SETA plans to train in access of 4000 assessors and moderators in order to strengthen the supply of skills pipeline. In addition, a service provider has been appointed to support skills development providers with accreditation process at the Services SETA.

Services SETA has trained more than 2 000 facilitators, assessors and moderators at no charge