



There is an explicit acknowledgement that South Africa needs to join hands and minds to generate the solutions to our challenges. The slogan of the NDP emphasises this cooperative paradigm in 'Our Future - Make It Work'."

- Minister Naledi Pandor, 2019



CONTENTS

**THE SETA
Skills Journal**
A review and
celebration of SETA
operations for the
period 2017/18 to
2019/2020

SETA INDEXING	4
ABBREVIATIONS & ACRONYMS	5
CHAIRPERSON'S FOREWORD	6
CEO'S COMMENT	8
SECTION A	10
SETAs Explained	12
The SETA Funding Model	13
The Role of Research in Skills Planning	16
2001 to 2020 National Skills Development Strategy Creates a Solid Foundation	18
NSDSIII Strategic Outcome Oriented Goals	19
National Skills Development Plan 2030	20
A Timeline of SETA Development in South Africa	22
SETA Governance	26
Audit Outcomes	27
SA's 21 SETAs by Size	28
The Importance of Employers and Partnerships in SETA Activities	30
Expenditure on Learning Programmes	32
Key Focus on Artisan Growth	34
National Artisan Development Chief Directorate (INDLELA)	35
Centres of Specialisation Project Capacitates TVET Colleges to Deliver Artisan Training	36
Career Development Services: An Important Mandate for SETAs	38
SETA Response to COVID-19	42
SETAs and the Fourth Industrial Revolution (4IR)	44
SECTION B	64
SETA Profiles	66



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

SETA INDEXING

- Agriculture Sector Education and Training Authority
- Banking Sector Education and Training Authority
- Chemical Industries Education and Training Authority
- Construction Education and Training Authority
- Culture, Art, Tourism, Hospitality and Sports Sector Education and Training Authority
- Education, Training and Development Practices Sector Education and Training Authority
- Energy and Water Sector Education and Training Authority
- Food and Beverage Manufacturing Industry Sector Education and Training Authority
- Financial and Accounting Services Sector Education and Training Authority
- Fibre Processing and Manufacturing Sector Education and Training Authority
- Health and Welfare Sector Education and Training Authority
- Insurance Sector Education and Training Authority
- Local Government Sector Education and Training Authority
- Manufacturing, Engineering and Related Services Sector Education and Training Authority
- Media, Advertising, Information and Communication Technologies Sector Education and Training Authority
- Mining Qualifications Authority Sector Education and Training Authority
- Public Service Sector Education and Training Authority
- Safety and Security Sector Education and Training Authority
- Services Sector Education and Training Authority
- Transport Sector Education and Training Authority
- Wholesale and Retail Sector Education and Training Authority



ABBREVIATIONS & ACRONYMS

ACE	Advanced Certificate in Education
AET	Adult Education and Training
AGSA	Auditor-General South Africa
ANA	Annual National Assessment
ANC	African National Congress
APP	Annual Performance Plan
APPETD	Association of Private Providers of Education, Training and Development
AQP	Assessment Quality Partner
ATR	Annual Training Report
B Ed	Bachelor of Education
CAPS	Curriculum Assessment Policy Statements
CBO	Community-based Organisation
CEO	Chief Executive Officer
CDE	Centre for Development and Enterprise
CEPD	Centre for Education Policy Development
CFO	Chief Financial Officer
CDO	Career Development Officer
COO	Chief Operations Officer
COSATU	Congress of South African Trade Unions
CONSAWU	Confederation of South African Workers Union
CPUT	Cape Peninsula University of Technology
CS	Constituency Support
CWU	Communication Workers Union



CHAIRPERSON'S FOREWORD

Whereas 2020 will be remembered as the year where the world was brought to its knees as a result of the devastating impact of the COVID-19 pandemic, this was to some extent a watershed year in South Africa's skills development landscape. It marked two decades since the SETAs were launched in South Africa, the National Skills Development Strategy (NSDS) saw its conclusion on 31 March 2020 after nine years of the NSDSIII and the much-anticipated National Skills Development Plan (NSDP) 2030 launched on 1 April 2020.



In July 2019, the Honourable Minister of Higher Education, Science and Innovation, Dr Blade Nzimande, announced that the commencement of the NSDP2030 in April 2020, would mark the start of a ten-year tenure for SETAs. This announcement brought with it confirmation of the role of SETAs in the future and ended a period of uncertainty within the SETA landscape.

The final year of NSDSIII saw SETAs working hard to finish the NSDS period strong, but at the same time extensive work was put into the development of strategic plans that would define the skills development activities of each SETA for the first half of the NSDP 2030 to the end of March 2025.

With the commencement of the NSDP 2030, each SETA welcomed a new Accounting Authority whose tenure will run concurrently with the new Strategic Plan. The newly appointed Accounting Authorities are tasked with leading the SETA landscape as the SETAs individually work towards realising the goals detailed in their Strategic Plans.

The first edition of the SETA Skills Journal released in 2018 covered the 2012/13 to 2016/17 financial years and served to highlight the excellent work done by SETAs during the period of focus. This, the second SETA Skills Journal, covers the final three years of the NSDSIII from 2017/18 to 2019/20 and further highlights the collective successes by SETAs.

The impact of COVID-19 has further served to exacerbate South Africa's triple burden of poverty, inequality and unemployment. Whilst at this point no-one knows what is in store for South Africa, or the rest of the world in fact, now more than ever SETAs have their work cut out for them as South Africa seeks to find its way out of the financial destruction brought on by the pandemic and to address the many challenges that defined South Africa's ailing economy in the years leading up to the onset of the pandemic.

There exists an undeniable link between the role of skills development and addressing our triple burden. SETAs have an important role to play in ensuring that the skills needs of our country are met, but it cannot be done alone. We need solid partnerships to drive our skills development mandate forward, particularly with employers.

Employers need to be active role players in skills development – they should be participating in mandatory and discretionary grant processes, they should be opening up their workplaces as host employers for learning programmes and they also need to actively work with SETAs on research activities to ensure that sectors are anticipating and meeting the current and future skills needs of each sector.

In my role as Chairperson of the SETA Accounting Authorities Forum, I speak on behalf of the 21 SETA Accounting Authority Chairs when I express the optimism that we feel moving into the NSDP 2030 period, but also acknowledging the tremendous responsibility on Accounting Authorities to guide

and govern the activities of the SETAs as they navigate what is anticipated to be a challenging period, but at the same time an exciting one where SETAs are capacitated to deliver on their skills development mandate in the sectors they serve.

On behalf of my fellow Accounting Authority Chairs, I invite all stakeholders with a vested interest in driving South Africa's skills development mandate to work with our SETAs to place South Africa on a path to a brighter future.

Lynette Ntuli
Chairperson
SETA Chairperson's Forum



CEO'S COMMENT



I write this article as South Africa marks more than a year since the announcement of the National State of Disaster and accompanying lockdown measures introduced by the South African government in response to the COVID-19 pandemic. Whilst it is tempting to focus on the impact of the pandemic and lockdown measures on South Africa's 21 SETAs, not least of which was the 4-month skills development levy holiday for all employers that significantly impacted SETAs, I will focus my attention on the final three years of the NSDSIII.

Most significantly, the final two years of the NSDSIII period were marked by uncertainty around the SETA landscape post March 2020 and this impacted negatively on several SETAs. In July 2019 when the Minister announced that SETAs would remain in existence until March 2030, this served to assure SETAs of their role in the skills development landscape

and brought with it a renewed energy to finish the NSDSIII strong, but at the same time, establish a concrete way forward for the implementation of the NSDP2030.

Whilst South Africa's SETAs have since their inception in 2000 received negative media coverage and extensive criticism, by the conclusion of the NSDSIII, these perceptions were beginning to change. Vigorous governance structures, the introduction of fraud hotlines by SETAs, accountability for achievement targets, and very importantly, direct involvement by DHET, the SETA Executive Authority, has seen SETAs 'come into their own'. The successes and achievements made by SETAs in the last three years of the NSDSIII are highlighted in this publication.

In spite of the positive contribution made by SETAs to South Africa's skills development environment, South Africa's economic growth prospects and youth involvement in the mainstream job market remained a grave concern. This is a situation that has unfortunately been exacerbated by the COVID-19 pandemic.

This brings me to a subject that is top-of-mind for each of the SETA CEOs who make up the Association of SETA CEOs, that of partnerships. SETAs cannot possibly operate in a vacuum and if we are to address this country's skills needs and ultimately impact the economy in a positive manner, SETAs rely on partnerships with their many and varied stakeholders. Of particular

importance here are the partnerships with employers, but it remains an unfortunate reality though that not enough employers are engaging with their relevant SETAs and as we move forward, we would like to see this change.

We accept that the South African economy and the country's ambitious development imperatives and strategies present challenges for the 21 SETAs, but it is equally important to note that there also exist vast opportunities. Mutual collaboration, substantive effort, as well as holistic planning and organisation of skilled human resources will play

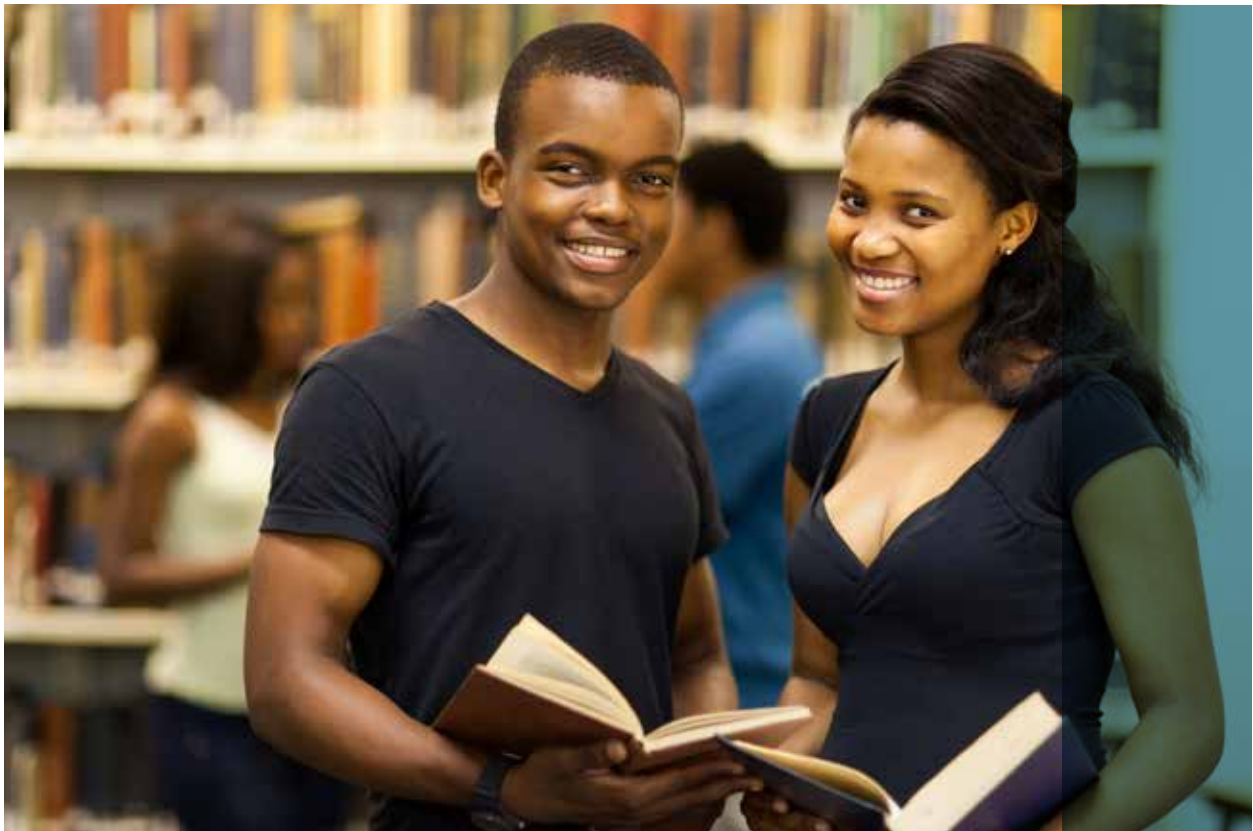
a pivotal role in the achievement of developmental opportunities driving the country toward an improved and sustainable future for all.



Felleng Yende

Chairperson

Association of SETA CEOs



SECTION A



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, acknowledged as credible and authoritative in skills development with the ability to create interventions and shape solutions that address skills needs. SETAs must become recognised experts in relation to skills demand within their sectors."

*- Dr Blade Nzimande,
Minister of Higher Education, Science and Innovation*

GENERAL INFORMATION

SETAs Explained	12
The SETA Funding Model	13
The Role of Research in Skills Planning	16
2001 to 2020 National Skills Development Strategy Creates a Solid Foundation	18
NSDSIII Strategic Outcome Oriented Goals	19
National Skills Development Plan 2030	20
A Timeline of SETA Development in South Africa	22
SETA Governance	26
Audit Outcomes	27
SA's 21 SETAs – Comparison at a Glance	28
The Importance of Employers and Partnerships in SETA Activities	30
Expenditure on Learning Programmes	32
Key Focus on Artisan Growth	34
National Artisan Development Chief Directorate (INDLELA)	35
Centres of Specialisation Project Capacitates TVET Colleges to Deliver Artisan Training	36
Career Development Services: An Important Mandate for SETAs	38
SETA Response to COVID-19	42
SETAs and the Fourth Industrial Revolution (4IR)	44



SETAs EXPLAINED

The purpose of South Africa's 21 SETAs 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, SETAs play a pivotal role as a major force to the attainment of enriching the level of capabilities, knowledge, competencies and 'nett worth' of the South African labour force.

SETAs afford a multitude of prospective learners the opportunity to acquire relevant, up-to-date skills desired by the numerous industry sectors. They 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 functions and responsibilities of SETAs are set out in Chapter 3, section 10 the Skills Development Act, 1998. Their main function is to contribute to the increase of skills, to bring skills to the employed or those wanting to be employed. They should do this by ensuring that people learn skills that are needed by employers and communities. There is no value in training people if they cannot use the skills they have learnt.

Whilst the training and skills development of young people starting their first jobs is very important, the skills of people already in jobs must also be enhanced. Training must be to agreed standards and within a national framework wherever possible. It is no good if someone is trained in one province and their qualifications are not recognised in another. It is not ideal for one employer to increase the skills of his or her staff if another employer does not recognise them. All training, wherever it is provided should be subject to quality control and where appropriate be compared to the best international standards.

In order to achieve these objectives the Skills Development Act states that the functions and duties of a SETA are to:

- Develop a Sector Skills Plan (SSP)
- Implement the SSP
- Facilitate the implementation of learning programmes
- Register agreements for learning programmes
- Perform functions delegated to it by the QCTO
- Disburse levies collected from employers within their designated sector/s

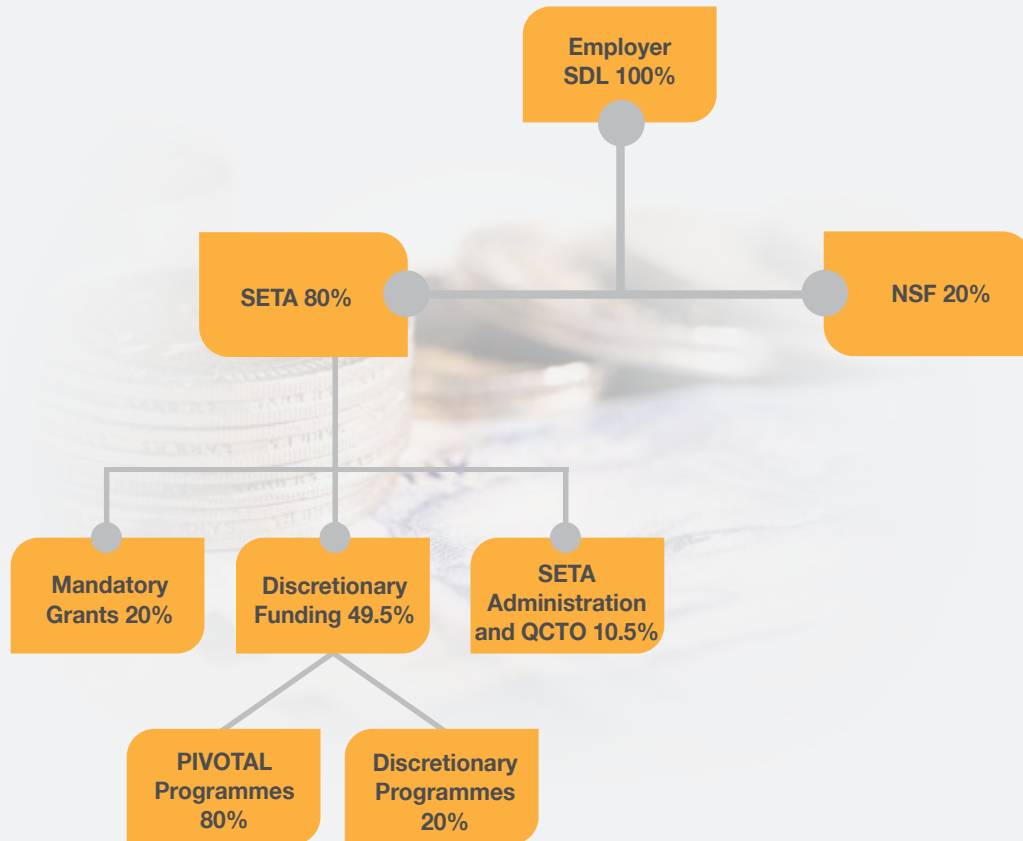


SETA Funding

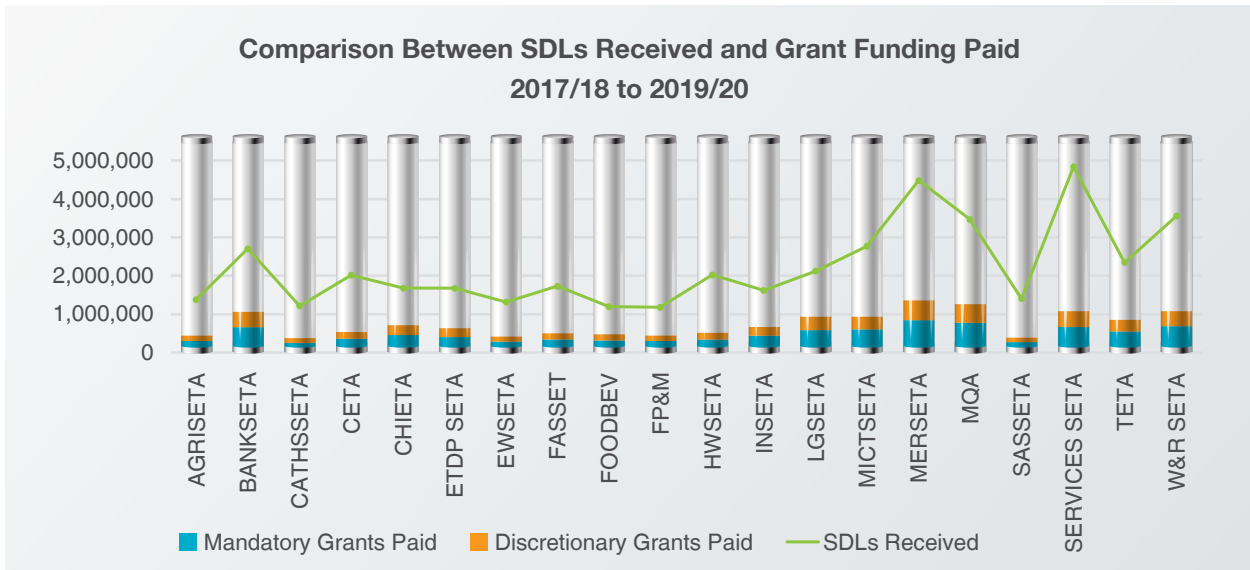
The Skills Development Levy (SDL) Act established a compulsory levy scheme for the purpose of funding education and training as envisaged in the Skills Development Act, No 97 of 1998. The levy came into operation on 1 September 1999 and from 1 April 2000, the levy became payable by employers on a monthly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



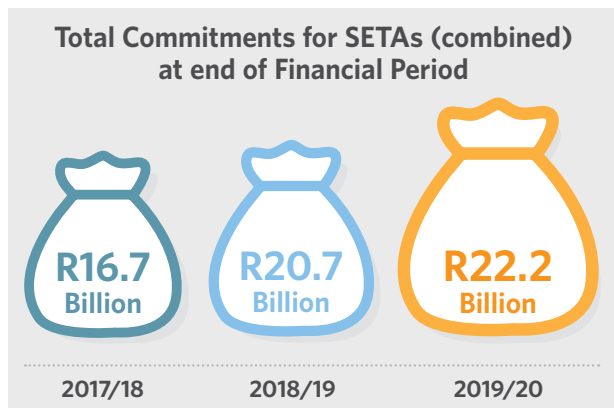
Income and Grant Expenditure Overview



PSETA Income and Grant Expenditure Summary

	2017/18	2018/19	2019/20
SDLs Received	9,883	10,702	7,970
Transfer from National Treasury	103,760	106,425	112,304
Mandatory Grant Expenditure	131	249	314
Discretionary Grant Expenditure	23,102	65,298	71,021

In addition to the Skills Development Levies received from levy-paying employers in the sector, PSETA on an annual basis receives funding from National Treasury that allows the PSETA to exercise its mandate.



A mistaken perception exists that SETAs do not use all the funding they receive and that they 'have excess funds in the bank'. It is important to note that this perceived 'excess funding' is ring-fenced as commitments to training that is approved in a particular financial year, yet the training will take place over two or more years. Take for instance, bursary funding or funding of artisans. On an annual basis, a SETA will commit to funding a learner for a specific programme and the full amount is allocated to that learner to enable them to complete their studies over two or more years.

The 'BIG 5' SETAs in terms of commitments are:



Artisan training, that takes three years to complete, is a key focus for each of these SETAs, except W&RSETA, hence the annual commitments. The commitments schedule for the W&RSETA is the result of funding provided to a series of strategic, high-level projects with TVET Colleges, other Higher Education Institutions, as well as a variety of employers in the wholesale and retail sector.

FASSET SUCCESS STORY: TVET WORKPLACE BASED PROGRAMME

HR Ignite Fosters Skills Development through Fasset TVET WBE

HR Ignite is driving its community development and transformation goals through partnership with Fasset's TVET WBE (workplace-based) programme. Co-owned by Seapei Makgoga and Amanda Earle, HR Ignite is an Exempted Micro Enterprise (EME) with its foundation firmly set in creating equality and ensuring skills development leads to sustainable practices.

To this end, HR Ignite is utilising the programme to find suitable candidates for their myriad of clients, ensuring that these TVET college learners obtain the relevant practical experience that put them on a path to career success.

"The Fasset TVET WBE has been an invaluable resource, enabling us to drive forward our transformation goal of providing TVET college learners with a conducive environment to solidify their learning and create an all-important

foundation for their future careers. Thank you Fasset for supporting us in these endeavours," comments Makgoga.

Makgoga's partner, Amanda Earle adds: "HR Ignite's intrinsic value is to be client centric. To us, this translates to creating programmes and solutions that our clients really need. The TVET WBE programme is enabling us to meet these needs. We are truly thankful to Fasset for this ongoing support."

The Fasset TVET WBE seeks to place learners from public TVET Colleges who have successfully completed the theory component (N4, N5 and N6 certificates) in relevant areas of specialisation, with employers from the Fasset sector. Employers are reimbursed for the various expenses incurred during the 18-month learnership periods.



Amanda Earle - HR Ignite



Seapei Makgoga - HR Ignite



Significant work was done during the period of NSDS I and NSDS II. Many important building blocks were put in place. However, the economy remains constrained by a severe lack of skills, and so the skills development system as a whole has not yet achieved what was expected. This strategy (NSDSIII) therefore draws on lessons learned from NSDS I and II, and is aimed at ensuring improved access to quality learning programmes, increased relevance of skills development interventions and building strong partnerships between stakeholders and social partners.

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. I am confident that NSDS III provides a unique opportunity for our country to achieve some of its goals towards an integrated education and training system, and that, working together, we can indeed achieve the skills revolution that our country so urgently requires."

– Dr Blade Nzimande, Foreword to NSDSIII



THE ROLE OF RESEARCH IN SKILLS PLANNING

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 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 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.

Annual Sector Skills Planning

What has contributed extensively to the body of knowledge in regards 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.

A **Sector Skills Plan (SSP)** serves as a comprehensive document that outlines the skills demand and supply resulting in the skills gaps that exist in a sector. This skills gap, defined previously as scarce or critical skills, and more recently as hard to fill vacancies (HTFVs), informs the development of **PIVOTAL**, now referred to as **PIVOTAL**, interventions aimed at addressing skills needs in the sector.

The key objective of the SSP is to identify the skills priority focus areas by investigating the economic and labour market performance of the Sector and the extent of skills mismatches to identify scarce occupations and critical skills required in a sector. These in turn inform the **PIVOTAL** programmes that the SETA allocates discretionary grants to in an attempt to address and reduce the skills gap.

Skills planning underpinned by relevant research is imperative for the analysis and development of appropriate and relevant interventions to address identified skills priorities. The SSP provides the foundational information for decision-making and informs the development of the **Strategic Plan (SP)** and **Annual Performance Plan (APP)** to ensure that interventions addressing the needs as defined through an interrogation of national priorities and drivers of change are met.

THE IMPORTANCE OF WSPs AND ATRs IN SETA RESEARCH

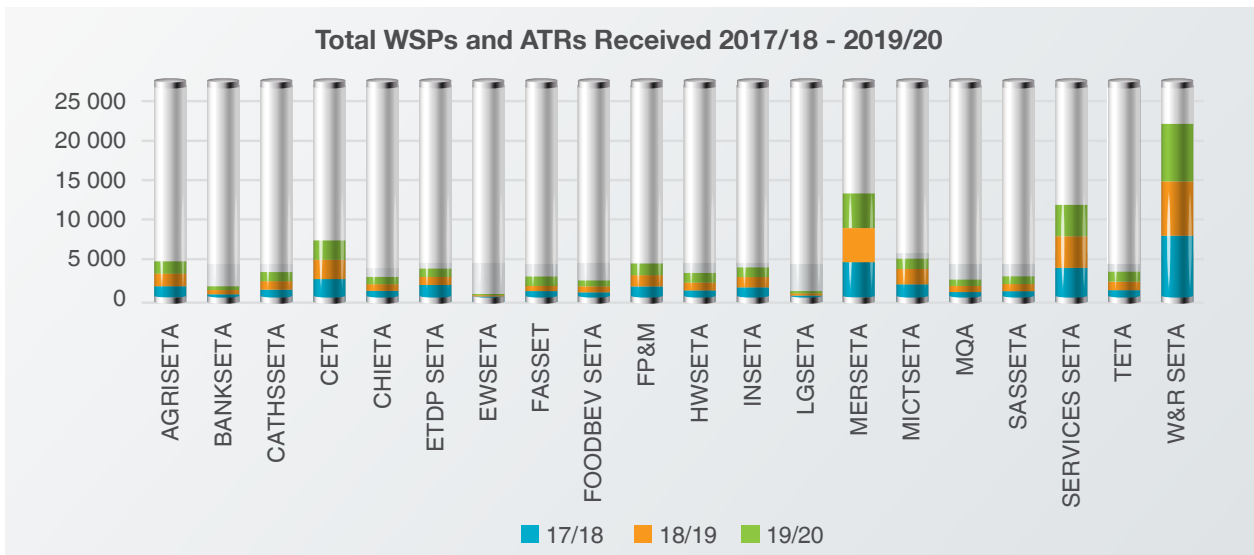
By 30 April on an annual basis, levy-paying employers are required to submit a Workplace Skills Plan (WSP) that reflects an organisation’s training plans for the forthcoming year, as well as an Annual Training Report that serves as a reflection of the training undertaken in the previous year.

Organisations that receive approval for their submissions are then eligible for mandatory grant funding, as well as discretionary grant funding.

One of the key challenges facing all SETAs is low submission of WSPs and ATRs. The result of this is that the non-participating organisations are not actively participating in SETA-driven skills development activities and they are also not contributing to the research information that is gathered from WSPs and ATRs. This is evidenced by the information provided that details the number of levy paying employers for SETAs as recorded in the 2019/20 financial period and the number of WSPs and ATRs approved during this same period.

Name of SETA	Levy Paying Employers 2019/20	WSP and ATR submissions approved
Agriseta	7,463	1,528
Cathsseta	7,454	1,136
Chieta	2,705	902
EWSETA	1,026	180
Fasset	8,426	917
FoodBev SETA	4,165	745
HWSETA	10,981	1,216
LGSETA	634	286
merSETA	15,694	4,391
MICTSETA	8,192	1,874
Services SETA	27,181	3,958
W&RSETA	19,005	7,232

All SETAs, on an annual basis, conduct capacitation workshops to assist organisations with the submission of these important documents as a means to increase participation in this critically important activity for SETAs.



Over the three year period under review, the LGSETA received **100% of WSP and ATR** submissions from South Africa’s eight metros, as well as the country’s 205 local and 44 district municipalities.



2001 to 2020

NATIONAL SKILLS DEVELOPMENT STRATEGY CREATES A SOLID FOUNDATION

Launched in 2001 as a framework for the SETAs to pursue their sector-specific skills development mandates, the three phases of the National Skills Development Strategy (NSDS) each emphasised specific aspects of our country's skills development journey.

The NSDS I (2001-2005) focused on a drive towards quality education and the need to cultivate lifelong learning in the workplace, while the implementation of the NSDS II (2005-2010) targeted equity, quality training and skills development in the workplace. The concepts of learnerships and recognition of prior learning to give workers confidence in their competencies originated during this phase.

The NSDS III, announced in 2011 for a five-year period, and extended to 31 March 2020, emphasised the assimilation of skills development and higher education, specifically institutional learning linked to occupationally-directed programmes. The focus was on the growth of TVET colleges to address national skills needs and increasing the use of workplace skills programmes, worker-initiated training initiatives and improved public sector service delivery.

The primary goal of the NSDS III, as the final phase of the implementation of this strategy, was to contribute to the building of a capable and developmental state by addressing:

- The need of businesses to equip their workforce with the required skills
- An emphasis on short courses with limited value to career or academic progression
- The systemic blockages to skills development and the absence of planning at sectoral level
- Closer cooperation between public colleges, universities and the workplace
- The exclusion of small and micro businesses, cooperatives and community-based organisations from skills development
- The capacity of government departments to lead policy development and drive transformation leaders in their assigned sectors.

As the primary drivers of implementing the NSDS III, South Africa's 21 SETAs, were mandated to develop Sector Skills Plans for the entire economy by promoting and funding learnerships, apprenticeships, skills programmes, bursaries and internships. A ministerial review team supported the SETAs to improve the quality of their strategic plans to reflect national priorities adequately and assess their impact on giving effect to those priorities.

Although effective in shifting the focus and direction of skills development, the implementation of the NSDS was not effective uniformly across all its goals. The National Skills Authority is positive that the envisaged National Skills Development Plan (NSDP) will simplify and address the challenges that still impede skills development today.

The key driving force of the NSDSIII was to improve the effectiveness and efficiency of the skills development system. This strategy represented an explicit commitment to encouraging the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression.

NSDS III sought 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 was placed on training to enable trainees to enter the formal workforce or create a livelihood for themselves, particularly for those without relevant technical skills or adequate reading, writing and numeracy skills to enable them to access employment.

In addition, the NSDSIII set out to promote a skills development system and architecture that effectively responds to the needs of the labour market and social equity, as well as to establish and promote closer links between employers and training institutions and between both of these and the SETAs.

NSDSIII Strategic Outcome Oriented Goals:

**GOAL 1****Establishing**

a credible institutional mechanism for skills planning

**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 5****Encouraging**

better use of workplace-based skills development

**GOAL 7****Increasing**

public sector capacity for improved service delivery and supporting the building of a developmental state

**GOAL 2****Increasing**

access to occupationally-directed programmes

**GOAL 4****Addressing**

the low level of youth and adult language and numeracy skills to enable additional training

**GOAL 6****Encouraging**

and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives

**GOAL 8****Building**

career and vocational guidance

The implementation of the National Skills Development Strategies I, II and III served to establish a solid foundation for skills development in South Africa between 2001 and 2020, as well as to guide South Africa's SETAs in addressing the skills needs of the country.

NATIONAL SKILLS DEVELOPMENT PLAN 2030

South Africa's skills development sector is transitioning from the solid foundation of a levelled playing field laid by the NSDS to the implementation of the National Skills Development Plan (NSDP) in which a capacitated workforce can consume, as well as create job opportunities and, therefore, contribute meaningfully to economic growth.

In a country faced by the triple burden of unemployment, poverty and inequality, it is imperative that our focus remains steadfast, on training initiatives that transcend skills development for employment to developing entrepreneurs who can create small, medium and micro enterprises (SMMEs). With this in mind, whilst the development of the NSDP 2030 focuses on the creation of a capacitated workforce, extensive focus on the role that entrepreneurs can play in economic growth.

As a country it is imperative that we progress from developing skills for employment to developing entrepreneurs who can create employment to deal with our socio-economic challenges.



VISION OF THE NSDP

'An Educated, Skilled and Capable Workforce for South Africa'



MISSION OF THE NSDP

To improve access to occupations in high demand and priority skills aligned to supporting economic growth, employment creation and social development whilst also seeking to address systemic considerations.



PURPOSE OF THE NSDP

The NSDP seeks to ensure that South Africa has adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development. The Organisation for Economic Cooperation and Development (OECD) (2017) Report: Getting Skills Right in South Africa has acknowledged that, notwithstanding the efforts of the South African Government and a range of private sector stakeholders to tackle skills imbalances, some challenges remain. The report also suggests that the educational system could be improved, especially in terms of developing both basic skills and technical skills, with a specific focus on historically disadvantaged individuals. The report adds that more training options are needed for the employed and unemployed and that this training should be relevant for the improved employability and career progress of participants.



As distinct from the previous National Skills Development Strategies, the NSDP has been crafted in a policy context of the NDP and the White Paper on Post School Education and Training. There is an explicit acknowledgement that South Africa needs to join hands and minds to generate the solutions to our challenges."

– Mrs Grace Naledi Mandisa Pandor, Minister of Higher Education and Training at launch of NSDP2030.

Outcomes of the NSDP

- Identify and increase production of occupations in high demand
- Linking education and the workplace
- Improving the level of skills in the South African workforce
- Increase access to occupationally directed programmes
- Support the growth of the public college institutions as a key provider of skills required for socio-economic development
- Skills development support for entrepreneurship and cooperative development
- Encourage and support worker-initiated training
- Support career development services

NSDP Principles

- Locating the NSDP within an Integrated PSET System
- Contributing to the country's socio-economic development objectives
- Advancing an equitable and integrated system
- Greater inclusivity and collaboration will be promoted
- Focusing on support system for learners and employers
- Strong emphasis on accountability
- Understanding skills demand
- Steering Supply: Qualifications and Provision
- Steering Supply: Funding Mechanisms

EWSETA SUCCESS STORY: SMME CAPACITATION

SMMEs Supported by EWSETA at 22nd PEWA Exhibition

The 22nd Power and Electricity World Africa (PEWA) Exhibition was held in March 2019. The event provided the EWSETA the opportunity to lend a hand to SMMEs in the energy sector in two ways. Firstly, the EWSETA sponsored a workshop a day before the official PEWA event, which provided SMMEs an opportunity to find out how they can grow their organisations' skills base. Secondly, the workshop focused on funding information, learning programmes and skills priorities discussions, as well as the latest news on quality of training provision. All stakeholders that attended the workshop received a complimentary pass to attend the full PEWA conference.

Small businesses were also called on to exhibit at the EWSETA SMME Village and nine SMMEs met the requirements, creating a multifaceted gathering of young entrepreneurs focused on making it big in energy.

Themba Ntuli, CEO of TZAZ Renewable Energy Holdings, was impressed by the change in mindset on green technologies. "I have been involved in the energy sector since 2008 and green energy has traditionally been the domain of the 'elite'. Now, however, people seem more aware of the value of these technologies and are embracing them wholeheartedly," he comments.

Fellow EWSETA SMME Village exhibitor, Rudy Schniel from Matsoba Business Enterprises, demonstrated a thermo-electric generator that generates electricity using liquid paraffin. Not only does the device safely knock the flame off candle power, it charges small appliances such as cellphones. "I received phenomenal feedback from visitors to the show and greatly appreciate the opportunity afforded to me to participate in the EWSETA SMME Village," he says.

TZAZ and Matsoba were joined in the SMME Village by National African Wholesalers Association of South Africa (NAEWASA), Empower Electrical, Lilitha Solar Systems, DaRoots (specialising in the supply of oil, gas, power and renewable energy), Adzam Solar, Reogopotse Fuels (specialising in the wholesale supply of diesel, petrol, paraffin and other fuels), and Velepa Fuels (a supplier of petroleum products).



1996

Chronological Development of SETAs and the Policies/Acts Governing their Activities

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.

1996

The **Constitution of the Republic of South Africa** forms the basis of an education system that values human dignity, equality, human rights, freedom, non-racism and non-sexism. Section 29 (1) guarantees the right to a basic education (including adult basic education) for all and to continued education that the state must make progressively available and accessible. Section 22 enshrines the right of every citizen to choose their trade, occupation or profession freely.



1998

The Skills Development Levies Act, 9 of 1998 (as amended 9 of 1999) seeks to:

- Provide for the imposition of a skills development levy (National Qualifications Framework Act, 67 of 2008)
- Provide for the further development, organisation and governance of the National Qualifications Framework (NQF) and Further Education and Training Act, 98 of 1998
- Establish a national, coordinated, further education and training system that promotes co-operative governance and provides programme-based further education and training

The Skills Development Act No. 97 of 1998 defined a new Sector Education and Training Authority (SETA) system. The SETA system was established to:

- Develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Strategy (NSDS)
- Implement the SSP by:
 - establishing learning programmes
 - approving Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs)
 - allocating grants to

employers, education and skills development providers and workers according to prescribed standards and criteria

- monitoring the provision of education and skills development in the sector
- Promote learning programmes by:
 - identifying workplaces for practical work experience
 - supporting the development of learning materials
 - improving facilitated learning.
- Conclude and register learning programme agreements as required
- Perform functions delegated by Section 26 of the Quality Council for Trades and Occupations (QCTO)
- Collect EWSETA-allocated skills development levies
- Liaise with the National Skills Authority (NSA) on related policy, strategy and SPP

The Further Education and Training Act, 98 of 1998 was introduced to establish a national, coordinated, further education and training system that promotes co-operative governance and provides programme-based further education and training.



2020

1999

Public Finance Management Act, 1 of 1999 introduced to secure transparency, accountability and sound management of the revenue, expenditure, assets and liabilities of the institutions to which the Act applies.



2000

23 SETAs formally established by the Minister of Labour that to ensure that every industry and conceivable occupation would be covered. Unlike the old training boards, SETAs were to be concerned with learnerships, internships, unit-based skills programmes and apprenticeships. Moreover, SETAs were also given increased powers and responsibilities.

Preferential Procurement Policy Framework Act, 5 of 2000 to guide procurement in government where a preference point system must be followed.

Promotion of Access to Information Act, 2 of 2000 to give effect to the constitutional right of access to state-held information.

Promotion of Administrative Justice Act, 3 of 2000 to give effect to administrative action that is lawful, reasonable and procedurally fair.

2001

Implementation of NSDS I (2001 – 2005).

2002

The **Human Resource Development Strategy** was introduced in recognition of the need to provide South Africans with a solid educational foundation for social participation, and to also be empowered to develop relevant and marketable skills at further and higher education levels. At the same time, **employers were identified as key players** in the development of skills for the economy. The strategy was underpinned by a set of institutional arrangements, including Sector Education and Training Authorities, and the reshaping of Further and Higher Education.

2005

Implementation of NSDS II 2005 – 2010.

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



2007

Adoption of the **New Industrial Policy Framework (NIPF)** that outlined the vision to secure manufacturing-led growth and industrialisation in the domestic economy. The NIPF was identified as having a fundamental role to play in achieving the Accelerated and Shared Growth Initiative of South Africa's goals of accelerating GDP growth; reducing unemployment and poverty and intensification of industrialisation towards a knowledge economy.



2009

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



2010 >>>>

- SETA licenses were extended for a year to March 2011.
- A new SETA landscape and draft framework for a new National Skills Development Strategy was implemented between March 2011 and March 2016 was announced.
- The New Growth Path (NGP) Framework was introduced to enhance growth, employment and equity. This framework sought to demonstrate government's commitment to prioritising employment creation and identify strategies that would enable South Africa to grow in a more equitable and inclusive manner, whilst attaining South Africa's developmental agenda.

The NGP called for the need to improve skills in every job and target 1.2 million workers for certified on-the-job skills improvement programmes annually from 2013. Every SETA was required to facilitate and co-finance training for approximately 10% of the workforce annually.

The NGP also outlined government's commitment to improve SETA performance by strengthening governance, accountability and administrative systems. It emphasized that SETAs must prioritise the identification and funding of the main sector skills needs based on the NGP.



2010

The NGP emphasised the importance of skills development and, as indicated above, looked to the NSDP for guidance. Five main job drivers were identified:

1. Substantial public investment in infrastructure to create employment directly, in construction, operation and maintenance as well as the production of inputs, and indirectly by improving efficiency across the economy.
2. Targeting more labour-absorbing activities across the main economic sectors – the agricultural and mining value chains, manufacturing and tourism and high-level services.
3. Taking advantage of new opportunities in the knowledge and green economies.
4. Leveraging social capital in the social economy and the public services.
5. Fostering rural development and regional integration.

2011

Implementation of NSDS III (2011 – 2016).

2012 >>>>

The National Development Plan (NDP) was founded on six pillars that represent the broad objectives of the plan to eliminate poverty and reduce inequality. The plan was identified as an action plan to secure the future of South Africans as charted in the Constitution that states “we must build a united and democratic South Africa, able to take its rightful place as a sovereign state in the family of nations”

2012



When introduced in 2012, the NDP identified the following key actions and targets:

EXPAND

college system and improve quality

25% participation in college sector –

1.25 MILLION enrolments

1 MILLION

learning opportunities at CET Colleges

BY 2030

Improve throughput rate to **80%**

Produce **30 000** artisans annually

450 000 studying maths and science-based degrees

70% increase in university enrolments to

1.6 MILLION (950 000 in 2010)

Increase PhD qualified staff in higher education from

34% TO 75%

100 doctoral graduates/ million/year =

5000/YEAR (1420 in 2010)

EXPAND

science, technology and innovation outputs through research and development spending.



2012

The South African Government adopted a National Infrastructure Plan with the aim to transform the country's economic landscape, while simultaneously creating significant numbers of new jobs, and strengthening the delivery of basic services. The plan also supported the integration of African economies.

2015

- The lifespan of the NSDSIII and SETAs extended to 2018
- White paper for Post School Education and system by 2030 promulgated.
- 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 NSDSIII until 31 March 2020.

2019

- National Skills Development Plan (NSDP) 2030 promulgated in Parliament by Minister of Higher Education and Training
- Minister of Higher Education, Science and Innovation announced the re-establishment of SETAs until 31 March 2030

2013

President formally introduces the NDP during SONA address.

2014 >>>>

Release of **White Paper for Post School Education and Training: Building an expanded, effective and integrated post school system**. The paper outlined DHET's vision is to create a transformed post-school education and training system, that is more equitable, expanded, diverse, and which includes a key role for employers in the provision of education and training opportunities.

“National economic development has been prioritised, and the role of education and training as a contributor to development has begun to receive much attention. This is not to devalue the intrinsic importance of education. Quality education is an important right, which plays a vital role in relation to a person's health, quality of life, self-esteem, and the ability of citizens to be actively engaged and empowered. However, few can argue with the need to improve the performance of the economy, to expand employment and to equip people to achieve sustainable livelihoods. This means improving partnerships, developing effective and well

2014

understood vocational learning and occupational pathways, and improving the quality of the learning and work experiences along those pathways” Extract from the White Paper.

The Medium Term Strategic Framework (MTSF) 2014

– 2019 was introduced by government and reflected the commitments made in the election manifesto of the governing party, including the commitment to implement the NDP. The MTSF defined seven priorities:

Priority 1: Building a capable, ethical and developmental state

Priority 2: Economic transformation and job creation

Priority 3: Education, skills and health

Priority 4: Consolidating the social wage through reliable and quality basic services

Priority 5: Spatial integration, human settlements and local government

Priority 6: Social cohesion and safe communities

Priority 7: A better Africa and world.

2020

National Skills Development Plan (NSDP) 2030 took effect on 1 April.



SETA GOVERNANCE

Corporate governance is concerned with the balance of interest 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 for the implementation of its mandate. To this end, a SETA Accounting Authority (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 are adhered to in order for a SETA to discharge its duties and responsibilities effectively.

In terms of the Public Finance Management Act (1999), 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 as amended; the PFMA, the Skills Development Levies Act, 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 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/ NSDP targets and implementing its strategic plan and annual performance plan.

As detailed in the Sector Education and Training Authority Governance Charter, the Minister, after consultation with the National Skills Authority, must appoint a person as Chairperson of the Accounting Authority of the SETA. The Chairperson has no voting rights, but in the case of equality of votes, the Chairperson has a casting vote. All other members of the Accounting Authority have full voting rights.

- Six persons nominated by organised labour
- Six persons nominated by organised employers, including small business or government departments that are employers
- Two persons nominated by:
 - Government departments that have an interest in the sector, but the departments are not an employer

- Any interested professional body
- Any bargaining council with jurisdiction in the sector
- Community organisation with an identifiable interest in skills development in the sector

Duties and Responsibilities of the Accounting Authority

- Govern the SETA in accordance with the Public Finance Management Act, National Treasury Regulations, the Skills Development Act and any other applicable legislation
- Ensure that the SETA achieves the objectives contemplated in item 5 of the Constitution and performs the functions contemplated in item 6 of the Constitution
- Provide effective leadership and ensure that the SETA implements the goals of the National Skills Development Strategy and the Performance Agreement with the Minister
- Provide strategic direction for the SETA
- Liaise with stakeholders
- Ensure that the SETA complies with the relevant statutory requirements and the requirements of the SETA Constitution
- Manage institutional risk
- Monitor the performance of the SETA



AUDIT OUTCOMES



When the Department of Higher Education and Training (DHET) assumed responsibility for the SETAs in 2009 there were negative perceptions around 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 growth in the number of clean and unqualified audits.

South Africa's Auditor-General conducts these audits and the reports generated are included in all SETA's Annual Reports produced and submitted to Parliament by the end of August annually.

Over the three years being reviewed in this publication 13 of South Africa's 21 SETAs achieved audit outcomes as detailed below.

	2017/18	2018/19	2019/20
Clean	2	4	2
Uqualified	12	9	12
Qualified	1	2	1

This information excludes audit outcome information for: Bankseta, CETA, INSETA, MQA, SASSETA, TETA

Clean Audit Outcome

The financial statements are free from material misstatements (in other words, a financially unqualified audit opinion) and there are no material findings on reporting on performance objectives or non-compliance with legislation.

Unqualified Audit Opinion

The financial statements contain no material misstatements. Unless we express a clean audit outcome, findings have been raised on either reporting on predetermined objectives or non-compliance with legislation, or both these aspects.

Qualified Audit Opinion

The financial statements contain material misstatements in specific amounts, or there is insufficient evidence for us to conclude that specific amounts included in the financial statements are not materially misstated.



AUDITOR - GENERAL
SOUTH AFRICA

Auditing to build public confidence

Source: Auditor-General SA - www.agsa.co.za

SA's 21 SETAs BY SIZE

The information provided on these pages indicates the relative size of the SETAs in relation to each other. The skills development levies received over the three year period being reviewed has been used to determine the size of each SETA and then represented as a percentage of a whole.

- Skills Development Levies Received across 3-year period 2017/19 – 2019/20 (R '000)
- Administration Expenditure for 19/20 Financial Period
- Number of employees during 19/20 Financial Period
- Number of levy-paying employers for 2019/20 Financial Period
- Number of non-levy paying employers for 2019/20 financial period



Agriseta

1 277 725	65 444	84	7 463	16 324
-----------	--------	----	-------	--------



Bankseta

2 608 799



Cathseta

1 107 781	95	7 454	33 404
-----------	----	-------	--------



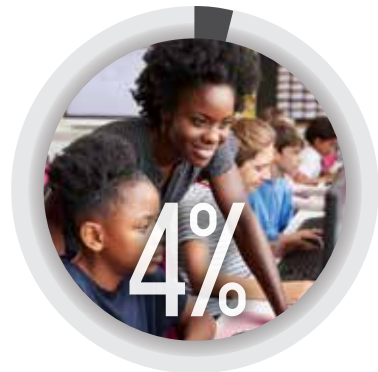
CETA

1 914 050



Chieta

1 586 140	68 720	108	2 705
-----------	--------	-----	-------



ETDP SETA

1 590 051	178 837	127
-----------	---------	-----



EWSETA

1 214 324*	71 392	70	1 026	1 513
------------	--------	----	-------	-------



Fasset

1 637 008	65 889	60	8 426
-----------	--------	----	-------



FoodBev SETA

1 098 466	43 993	47	4 165
-----------	--------	----	-------

*War-on-Leaks



FP&M SETA

1 072 985 42 996 68



HWSETA

1 928 365 145 920 143 10 981 305



INSETA

1 520 713



LGSETA

2 025 688 50 573 116 634 175



MERSETA

4 395 103 171 564 231 15 694 13 126



MICTSETA

2 671 249 96 228 97 8 192 21 074



MQA

3 387 732



PSETA

28 668 57 429



SASSETA

1 302 316



SERVICES SETA

4 749 978 277 27 181 149 612



TETA

2 232 428



W&RSETA

3 457 956 141 660 19 005 3 300

THE IMPORTANCE OF EMPLOYERS AND PARTNERSHIPS IN SETA ACTIVITIES

The skills development environment has borne witness to many changes since the inception of the SETAs two decades ago. However, one factor has remained consistent throughout this period, this being the importance of partnerships to effectively deliver on the skills development needs of every one of South Africa's sectors. To meet their mandate and contribute in a constructive manner to the vision of the NDP, SETAs are reliant on partners and partnerships with a variety of stakeholders.



Research and Development Partnerships improve the information and knowledge base in a sector on labour market trends and development, including supply and demand for skills. Higher Education partnerships often start with a research focus and then lead to developments in relation to curriculum, lecturer development and innovation projects that have a skills element. It is important that SETAs foster partnerships that have a research and theory focus, but at the same time are practically orientated and produce tangible benefits.



Qualification and Programme Development Partnerships encourage and facilitate the development of a range of qualifications and programmes aligned to 'hard to fill vacancies' in the sector. Development processes often lead to delivery and so partnerships with TVET colleges and universities aimed at building supply capacity in the sector can change over time and can transform into education and training partnerships. Ideally, higher education institutions that a SETA partners with will become centres of specialisation in the delivery of programmes that address occupational skills needs in a particular sector.



Transformation and Change Partnerships address priority transformational goals such as those related to race, gender and disability. Transformation and change also includes changes that will enable a sector to respond to the change drivers that exist in all sectors. Sectoral changes will not be achieved if market mechanisms are left to determine future resource management and so formal multi-stakeholder partnerships are required to drive national policy and economic transformation.



Employer Partnerships are key to South Africa's skills development success. Employers can offer quality skills training to learners who are entering the job market, and in so doing ensure that the learner, on completion of their learning programme, has the necessary theoretical and practical skills to be able to carry out their job duties and responsibilities.

Employers can ensure that the incoming (and existing) workforce can effectively and efficiently carry out their job duties and responsibilities so that they may contribute in a positive way to the company that employs them, to the industry at large through an increased skills pool, and the economy of the country too as a result of an increase in productive and skilled professionals.

A consistent message that has been communicated by DHET, is the need for employers to 'open up their places or work as places of training'. It is critically important that public and private employers assist young people intent on pursuing a specific career with much-needed practical exposure to not only add to the skills pool, but to also make the young learners more 'employable'.



SETAs need industries to open up their workplaces to learners so that they are able to complete their practical training and gain valuable work experience, hopefully leading to them being gainfully employed by those very same employers"

Employers can support the training and development of young people through participating in any one or more of a variety of 'learning programmes'.

Internship

An internship comprises a mixed mode of delivery in that the beneficiary, either during their course of study, or after completing studies will be placed in a practical work environment. An internship is career specific, and allows the intern to gain an understanding of the nature of the working world, to gain valuable practical experience, as well as the opportunity to make use of the theoretical skills acquired from the training provided at the place of study.

Learnership

A learnership is a structured learning programme that consists of a theoretical and practical component and that leads to a qualification registered on the National Qualifications Framework (NQF). A learnership provides a learner with an excellent opportunity to gain experience in the labour market while studying towards a qualification. Learnerships are regulated by a formal contract (learnership agreement) between an employer, a learner and a training provider.

Apprenticeship

An apprenticeship is a technical training system that includes theoretical and practical training, as well as workplace experience and requires successful completion of a trade test, after which the successful learner is recognised as an artisan. Apprenticeships are job-orientated in that they relate to a specific trade.

Work Integrated Learning

Work Integrated Learning (WIL) for University and University of Technology students relates to the placement of learners into workplace experience with an employer as a component of the qualification that they are studying towards. During the work experience period, learners integrate theoretical learning with its application in the workplace.

Informal training

Informal training can be either occupational or work-based. Occupationally-directed informal training programmes involve structured information sharing through workshops, seminars, conferences and short courses. Work-based informal training refers to training in the workplace that leads to an increased understanding of a specific job or work context and results in improved performance or skills.

How Does an Employer Participate?

Irrespective of the sector or industry, a levy-paying employer is required to submit a Workplace Skills Plan (WSP) and Annual Training Report (ATR) to the SETA with which they are registered by 30 April annually. Approved employers are then eligible to claim Mandatory Grant funding, as well as to apply for Discretionary Grant funding opportunities.

Herein lies one of the biggest challenges for many SETAs in that not enough levy-paying employers

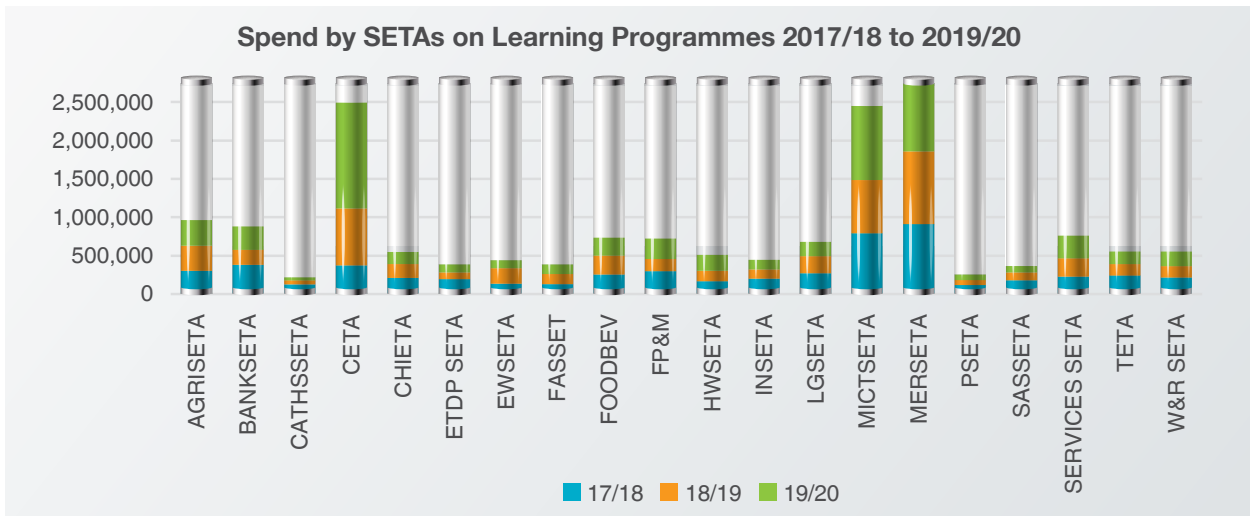
across all sectors submit a WSP and ATR. Not only does this preclude them from contributing to the country's skills development activities, but also robs the SETA of valuable research information in regards the skills development priorities of that sector.

Non-levy paying employers are not required to submit a WSP and ATR, but they too are eligible to apply for Discretionary Grant Funding opportunities.

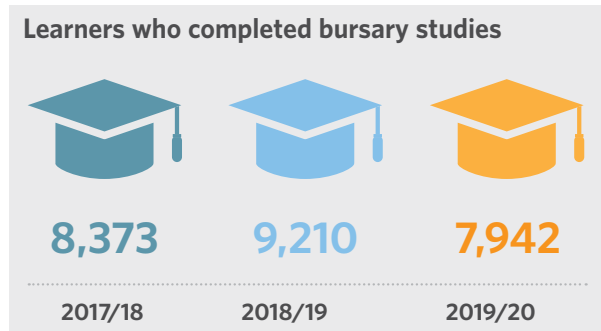
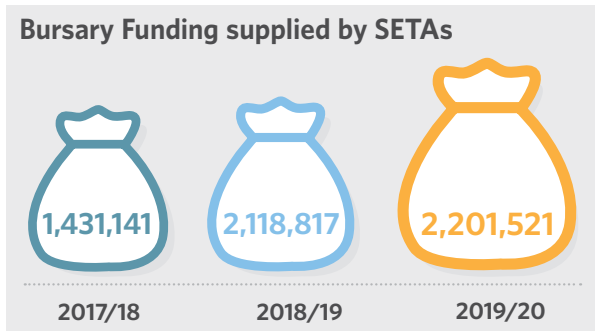
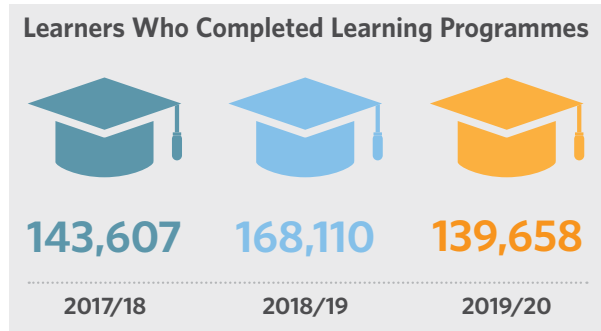
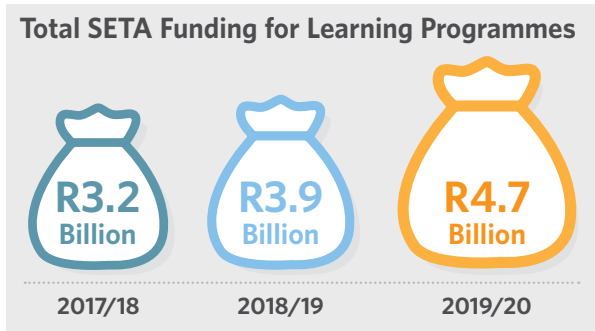


Partnerships between employers and training providers will ensure that young people are provided a 'well rounded' approach to developing their skills that covers theoretical, practical and work-based training"

EXPENDITURE ON LEARNING PROGRAMMES



MQA Information not included in above graph



LGSETA SUCCESS STORY: ENGINEERING

Civil Engineering Student Commends LGSETA Support

Performing work which one is contracted to provide is compulsory, but going the extra mile to ensure that the people to whom the employer's services are directed is not every employee's forte. This is an ability that the LGSETA officials have mastered with excellence.

This is according to Wayne Naidoo, a Civil Engineering student at the University of Pretoria, who says that not only was he offered a bursary from LGSETA, but the support the SETA afforded him throughout his studies was remarkable.

"I would like to extend my sincere appreciation to LGSETA for the opportunity to further my studies in a field I am passionate about. Words cannot describe the tremendous difference this has made in my life and the many opportunities it offers me. It would not have been possible to complete my study without this intervention and for this, I am eternally grateful," he says.

Naidoo explains that the support and assistance provided to him over the years has been great, and that the administration of the bursary went through without any hiccups, which made his study journey seamless and awesome.

FP&M SETA SUCCESS STORY: FP&MSETA FACILITATES JOB CREATION IN RURAL COMMUNITIES

FP&M SETA Partners in the Forefront of Job Creation in Rural Communities

A good Return on Investment for any funder is observing how impactful the funding provided is on recipients' livelihoods. Such is the outcome of a partnership between FP&M SETA and Enerhu Business Enterprise, and FP&M SETA and Alfred Duma Local Municipality.

Enerhu Business Enterprise trains young men and women in rural Phaphazela village, Malamulele, in clothing manufacturing processes. With the financial support from the FP&M SETA, Enerhu Business Enterprise heed the call to employ learners and through this, create sustainable jobs in the Malamulele community.

On one of the enterprise's most successful projects to date, they partnered with the Department of Health in a project to mend torn linen, as well as to sew new ones, for patients, staff and contractors at Malamulele Hospital.

The project has received much attention from the hospital executive, who continuously provide support to the learners, including sewing materials, masks, work area disinfectants, gloves and sanitisers.

This partnership aims to promote youth development in rural areas through the creation of skills and more sustainable jobs. Furthermore, the partnership will increase economic viability in rural areas, reduce urbanisation, increase trust in local SMME's and create an economic hub in rural

areas for rural dwellers by rural entrepreneurs – all with FP&M SETA as the catalyst.

Equally successful is the work of Alfred Duma Local Municipality. Due to the high level of unemployment in our country, especially in the rural communities, it is important to maximise the utilisation of resources.

Prompted by the abundance of communal hides and skins in the Alfred Duma Local Municipality, Siyaphambili Rural Tannery in Ladysmith – in partnership with the FP&M SETA, has trained several participants in hides and skins production.

The training, which is 90% practical and 10% theory, covers animal husbandry, rural slaughtering practices and preparation, and preservation and curing of hides and skins. It also cover materials, equipment and tools used in preparation of green hides and skins prior to curing.

Health, safety, and quality practices are also observed in the handling, curing, and storage of hides and skins. The training resulted in an impressive skills transfer for both practical and theoretical courses. The impact of the skills transfer was high in both the practical and theoretical courses offered.

From the training, the community attained the knowledge which enables them to demonstrate hides and skins management and to also identify, define, and explain any defects on them.



KEY FOCUS ON ARTISAN GROWTH

Average Cost to Train an Artisan = R165 000 over three years*

The National Development Plan (NDP) affirms that one of the nine challenges confronting South Africa is that “too few people work”. The production of mid-level skills such as artisans is seen as one of the avenues that will ensure that more South Africans access work opportunities.

It is the mission of the Department of Higher Education and Training (DHET) to develop capable, well-educated and skilled citizens who are able to compete in a sustainable, diversified and knowledge-intensive international economy, which meets the development goals of our country. It therefore follows that what South Africa needs is to ensure that more people are relevantly skilled to find employment. One of the avenues for making this a reality is through the re-skilling and up-skilling of its citizens through the acquisition of skills needed by the economy.

The South African government has through various strategies identified artisan training as being a key driver to the growth of the economy and ensuring that more South Africans find employment in the mid-level skills labour market. It is a recognised fact that the level of education

and training, and the duration spent learning does have an impact on the employability or graduation of citizens.

When South Africa adopted the National Development Plan (NDP 2030) in September 2012, the country was producing less than 15,000 artisans annually. The NDP highlighted the importance of a more efficient and effective artisan development system to meet the needs of the economy, to accelerate growth and to reduce unemployment. The NDP set an ambitious target of 30,000 artisans a year by 2030.

Since 2013 there has been a drive by government and a variety of players in the public and private sectors to pursue this target. The table below indicates how South Africa has performed in regards training of artisans over the three years being reviewed.

Whilst there is still a lot to be done to achieve the NDP target of 30,000 artisans a year, the growth in artisan training is encouraging and indicative of the support that the various stakeholders have demonstrated.

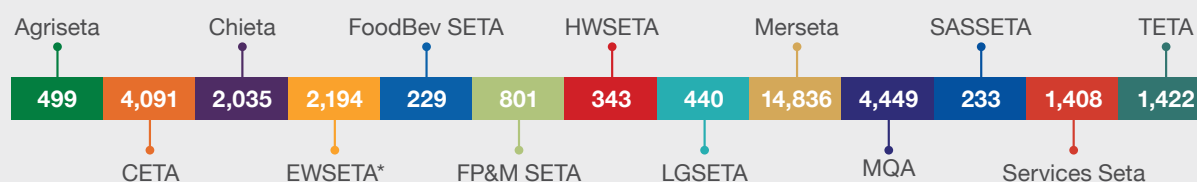
According to the Annual Reports published by the Department of Higher Education and Training (DHET) www.dhet.gov.za, in the years covered by this publication, South Africa achieved the following artisan training statistics:

	2017/18	2018/19	2019/20
Artisans Registered	32,330	29,982	16,692
Artisans who qualified (passed trade test)	21,151	19,627	24,049
Trade test pass rates	50%	58%	69%
% of artisans trained who become employed or self-employed	60%	77%	79%



According to the 2019/20 DHET Annual report, South Africa has 225 Trade Test Centres

SETA Artisan Training Performance over the 3-year Period Under Review



*This figure includes artisans trained through the Department of Water and Sanitation’s War-on-Leaks Programme

It needs to be noted here that not all SETAs are required to train artisans. The sectoral needs for each SETA will determine if a SETA is required to train artisans.

*This is a legislated figure

NATIONAL ARTISAN DEVELOPMENT CHIEF DIRECTORATE (INDLELA)



The Heartbeat of Artisan Development

The National Artisan Development (INDLELA) Chief Directorate is the primary functionary of the DHET responsible for artisan development in the country. The work of the Chief Directorate is derived from the Skills Development Act 97 of 1998 read with the subsequent amendments and falls under the control of the Minister of Higher Education, Science and Innovation. Chapter 6A Section 1 (b) states that the Director-General must provide the National Artisan Moderation Body with the personnel and financial resources that are necessary to coordinate artisan development in the Republic.

INDLELA Directorates

- Strategy Development and Stakeholder Management
- Career Guidance & TVET College Liaison
- Information Analysis and Management
- Occupational Qualification Delivery

7 Steps to becoming an artisan

1. Career Development

2. Learner Contracting

3. Knowledge, Practical and Workplace

4. ARPL

5. Trade Testing

6. Certification

7. Quality Assurance



VISION

To be a “one stop shop” support centre for artisan development in South Africa.



MISSION

- To provide support to the National Artisan Development program, by facilitating the placement of all artisan learners on learner ship program with industry partners.
- Providing support to learners to gain workplace experience and necessary skills for them to pass their trade test and become qualified artisans.
- Address the scarce skills shortage in the country by supporting the development of artisans, creating better employment opportunities.
- Address the scarce skills shortage in the country by developing artisans, creating better employment opportunities for the qualified artisans



OBJECTIVES

- Assist the National Development plan of producing 30,000 qualified artisans by year 2030
- Link SETAs with engineering graduates from TVET Colleges
- Link approved artisan workplaces with TVET Colleges
- Matching of supply and demand of artisan learners
- Operate and Manage a National Artisan Database of both supply and demand
- Recording and reporting on all artisan related data to remove the first HRDC artisan development blockage
- Track and trace artisan learners from registration, certification and employment

<https://nadsc.dhet.gov.za/home>

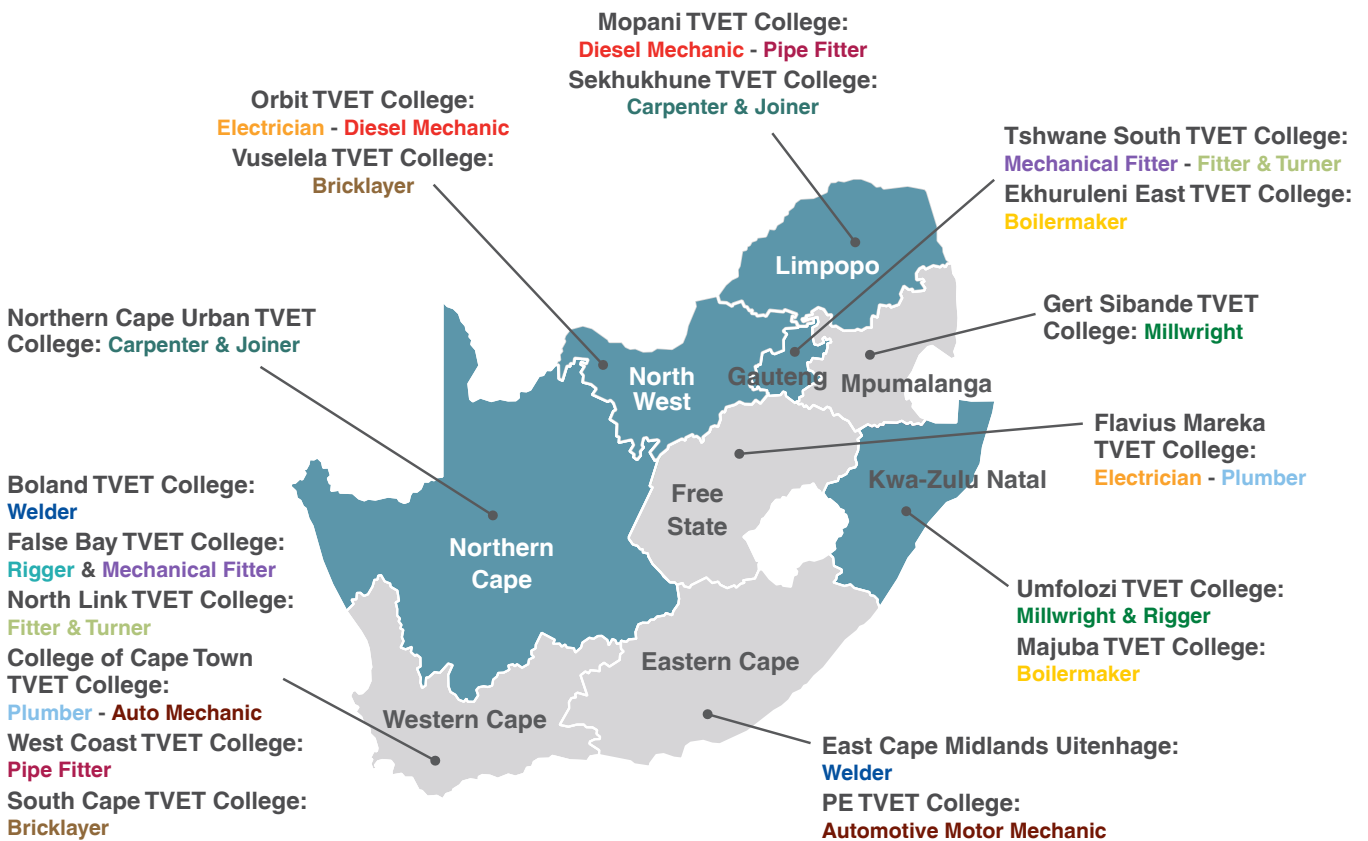
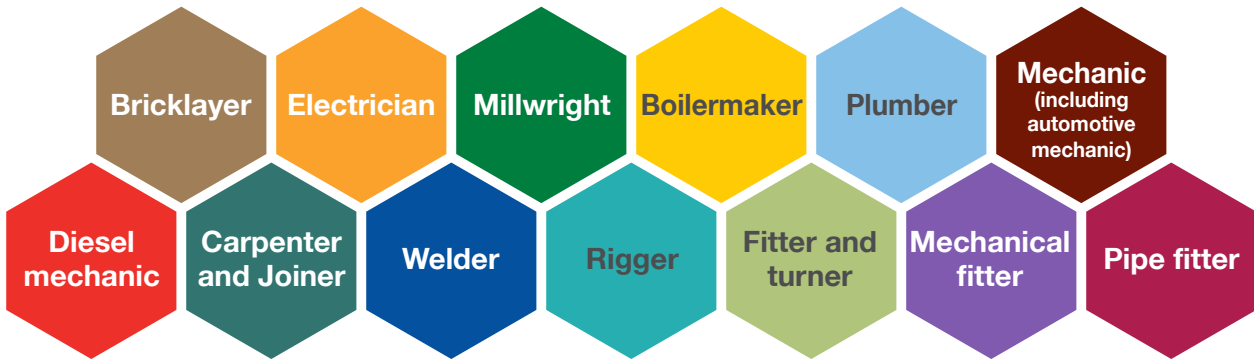
CENTRES OF SPECIALISATION PROJECT CAPACITATES TVET COLLEGES TO DELIVER ARTISAN TRAINING

The Department of Higher Education, Science and Technology has been a driving force behind the growth in artisan training. To this end, in March 2018, DHET launched the Centres of Specialisation (CoS) programme to further grow the numbers of artisans trained as the country inches closer and closer to the 30,000 target.

The CoS Programme aims to address the demand for priority trades needed for the implementation of the government’s National Development Plan, as well as its National Infrastructure Plan.

The thirteen priority trades identified have been developed by the Quality Council for Trades and Occupation’s (QCTO) and registered on the National Qualification Framework (NQF). These qualifications have been developed to overcome the historical spread of uneven SETA trade qualifications and to provide a single national standard, per trade, which can be easily understood in the labour market.

The 13 Trades



MERSETA SUCCESS STORY: ARTISANSHIP

A Car Needs More Than Fuel to Run

“I fix cars like I am the one who is going to drive them”. This statement exudes the passion that 24-year-old Mahlogonolo Mokgolo has for her work.

Mokgolo is a Motor Mechanics apprentice at Kgabo Cars Mechanical workshop in Soshanguve. Her hard work and resilience saw the owner of Kgabo Cars, Isaac Boshomane, register a business for her so that she can run her own workshop upon qualifying as an artisan.

“I was due to write a trade test earlier this year, but due to COVID-19, the test was postponed to January 2021. Although this may have been a demotivating factor for many, I took it in a positive light because I got to be thoroughly prepared for the test by my mentors, Aubrey Sepeng and Emmanuel Boshomane,” she explains.

In 2013, Mokgolo completed her matric at Ruabohlale Secondary School in Soshanguve. She went on to do Nated courses N1 to N3 in Motor Mechanics at Tshwane North College in 2015. She received an apprenticeship opportunity with Kgabo Cars in 2016, funded by the merSETA.

“My journey with Kgabo Cars has been more than I had bargained for. Not only am I going to leave as a qualified artisan, but as a young and aspiring entrepreneur,” she says.

Mokgolo plans to start running her workshop from home as soon as she is qualified, and later find premises in her neighbourhood. She has already received a start-up kit from the Gauteng Enterprise Propeller (GEP), which she says will go a long way in getting her business on its feet. “I want to be able to offer learnership and apprenticeship training opportunities to my community, particularly women, so that I can be able to contribute to growing my township’s economy,” she explains.

She continues: “I want to focus more on women because truth be told, the motor mechanics field is perceived as more of a challenge to women than to men. When I started, I found myself struggling with things that my male counterparts could easily fix. I did not let this deter my ambitions but instead, I learnt from them,” she explains.

Mokgolo says when one has their “eye on the ball” like she has through her career endeavours,

nothing becomes impossible. “There is a notion that working on cars is only suitable for men because it requires strength. I believe that it is not a question of strength, but working smart. One only needs to master correct techniques when working on cars and if we, as women, can understand that, we will be able to bridge the gender inequality gap that threatens development in our country,” she says.

She adds: “when I joined Kgabo Cars in 2016, I only had theoretical knowledge. Everything I know about cars today is owed to the patience and dedication my mentors invested in me. I want to give the same kind of investment back to my community,” says Mokgolo.

Mokgolo believes she is already fully equipped to run her own workshop, because she has learnt most of the valuable lessons through working at Kgabo Cars. “My mentors taught me to provide service to customers as if I was running my own business. Not only have I been taught to fix and service cars, I was also taught customer relations and administration skills, which are instrumental in running a successful business,” she explains.

Mokgolo plans on also pursuing the diesel mechanics trade in the future. “I want my workshop to be able to service and fix both petrol and diesel vehicles. That is how it will grow to its full potential,” she concludes.



CAREER DEVELOPMENT SERVICES: AN IMPORTANT MANDATE FOR SETAs

One of the most important milestones in someone's life is to make a career choice. The decision someone makes will have a significant impact on the rest of his or her personal and professional life. There has been limited emphasis, particularly at a school level, on career and vocational guidance for our youth. The result is that young people in particular may opt for a programme because it is marketed or there is financial aid. There is a lack of guidance to direct young people to programmes for which they have an aptitude, and which will provide training in areas needed in the economy.

The preamble to South Africa's Constitution notes the importance of 'freeing the potential of each person' whilst the NDP talks about the need for every individual to 'embrace their potential'. This is considered critical to the nations' socio-economic development. Career development services, therefore, do not just aim to provide quality career and study related information and counselling services, but also to contribute to the larger goal of assisting our people to 'embrace' and 'fulfil their potential'.

In line with this, the National Skills Development Strategy before and now the National Skills Development Plan highlight the importance of career development so that each and every person is able to embrace their full potential.

Ideally, South Africa's entire skills development system should dedicate the required resources to support career and vocational guidance as this has proved to be a critical component in successful skills development initiatives not only in South Africa, but worldwide too.

The Role of SETAs

Each of South Africa's 21 SETAs is mandated to provide not only general career guidance, but to also highlight the career opportunities that exist for young people within the sectors served by each SETA. For many years, the dominant approach to career guidance involved interaction with young people in high school at large-scale career guidance events. Whilst this approach is still used as a means to interact with young people, during the final three years of the NSDSIII, many SETAs

targeted schools directly in rural areas with career guidance activities. This approach has proved valuable in making much-needed career guidance information available to young people in rural areas who might not otherwise receive access to career guidance information.

Another activity that has been implemented by many SETAs in recent years is the hosting of capacitation sessions for Life Orientation educators in both urban and rural areas. This has resulted in more people being able to assist young people with career guidance advice and counselling.

The Role of DHET

DHET's Career Development Services (CDS) national initiative was established in 2010 and serves to bring free, quality career information, advice and counselling services to South Africans of all walks of life. Their services aim to provide information to learners, employed and unemployed persons, career development practitioners, students, parents, entrepreneurs and job seekers.

<https://www.careerhelp.org.za/>



INSETA SUCCESS STORY: ANIMATED CAREER GUIDANCE APPROACH YIELDS RESULTS

‘After School’ Series Brings Career Guidance to Vibrant Animated Life

Informed by the increasing number of mobile phones and increased internet access among the youth, the INSETA partnered with a non-profit organisation, CA Classes, to create an animated career guidance series called ‘After School’. The series that is broadcast on various social media platforms, consists of 28 episodes and is

set in a school environment, against a backdrop of Sandton, the financial hub of South Africa. The characters are from varying backgrounds, ranging from poor to wealthy families. The episodes cover a broad range of topics such as career options in the insurance sector and the importance of maths and science.



FASSET SUCCESS STORY: CAPACITATING LO TEACHERS WITH CAREER GUIDANCE KNOWLEDGE

LO Teacher Training Programme - a Solid partnership with DHET in Mobilising Educators

Life Orientation (LO) is a subject that has the potential to unlock the world of careers for learners once they finish school. It is important that the teachers who deliver this subject are adequately equipped and sufficiently knowledgeable, so as to be able to impart this knowledge to learners.

It is with this reason in mind that Fasset entered into a partnership with DHET, to drive an LO Teacher Training Program. Ditupa Fothane is with the Career Development Services and Open Learning team at DHET, and is also a facilitator for Fasset’s highly successful initiatives, aimed at capacitating LO teachers to guide pupils through the subject.

“Engagements with LO teachers has shown a lack of understanding of the post-school education and training system, which includes institutions of higher learning, SETAs, funding options and opportunities,” says Fothane.

According to Fothane, most have also never been trained to provide competent career advice. “The

Fasset workshops are therefore indispensable as they cover much ground, from career decision making, subject choice and theories of career development to tertiary education, finance, and learnerships, apprenticeships and other learning options. Educators receive career information and resources that they would ordinarily not have been able to access,” Fothane explains.

The DHET and Fasset partnership developed under the umbrella of the National Policy for an Integrated Career Development System for South Africa (DHET, 2017), which acknowledges that collaboration maximises impact, minimises gaps and addresses duplication. Feedback from educators indicates a real need for the Fasset intervention and an appreciation for the empowering information it provides. In conclusion, Fothane adds that educators indicate that they truly value the workshops, and wish they could be presented over a long period and frequently, with attendance from school principals so that they can be able to support the life orientation work happening in their schools.







SETA RESPONSE TO COVID-19

On 5 March 2020 when South Africa's Minister of Health, Dr Zweli Mkize, announced that the COVID-19 pandemic had reached South Africa, no-one could ever have imagined just how much the country was set to be impacted.

The National lockdown that commenced on 27 March 2020, brought with it a series of extreme, but necessary, measures to contain the spread of COVID-19, but in protecting lives, people's livelihoods and the economy were severely affected.

The SETA environment is highly service-driven, and in a short space of time the SETAs were faced with putting into place proactive strategies and measures to enable optimal functioning in the face of extreme disruption. Each of the SETAs sought to effectively and efficiently continue to serve their stakeholders.

On 21 April 2020, President Cyril Ramaphosa announced a financial stimulus package in response to the pandemic, and part of this package was a 4-month skills development levy contribution holiday that effectively meant that all SETAs were to lose one third of their expected income for the 2020/21 financial period. In light of this, SETAs were required to review budgets and plans, and many SETAs needed to revise Annual Performance Plan targets that were re-tabled in Parliament on August 2020.

Whilst SETAs enjoyed varying degrees of success in maintaining skills development momentum, all SETAs were impacted. But then so too were the majority of businesses in the country.

However, in the face of adversity, SETAs rose to the challenges presented by finding new and different ways of operating. Take for instance career guidance. Traditionally, SETAs interact with young people and provide career guidance in a face-to-face setting, but the extended closure of schools meant that SETAs needed to find new and different ways of reaching young people with career guidance information.

Taking into consideration the challenges associated with network coverage, technical requirements and lack of resources faced by high school learners in rural areas, AgriSETA launched its 'Learner Connect' campaign that was conceived to reach learners via social media and community radio stations. A total of 42 podcast radio interviews aired daily on Landbou Radio network community stations, with accompanying stories that were published during the campaign. Each interview was promoted with social media posts and a 'fill this space' image, that portrayed a cut out figure, allowing learners to visually place themselves in the space and see themselves in the future, in a specific profession.

TETA embarked on a nationwide campaign to help adopted schools comply with health and safety guidelines as set out by the Department of Basic Education. The TETA adopt-a-school programme encompassed 57 rural schools from disadvantaged areas across the nine South African provinces receiving assistance with with teacher capacitation, learning resources, career guidance and STEM subjects extra classes.

The EWSETA developed a series of career guidance audio-visuals that were loaded to their

YouTube channel and shared using its social media platforms.

The HWSETA responded quickly when the President declared a National State of disaster in March 2020. The Board of the HWSETA put aside a budget of R100 million for COVID-19 interventions. These projects expand over the sectors of health and social development and include skills development and upskilling, education, awareness, data collection, screening, health promotion, internships, all related to COVID-19.

These projects have had great impact in these highly affected sectors, and in some instances, still have continued impact. Many unemployed youth were used in these initiatives, as well as upskilling current occupational developed persons such as nurses, social workers, home based carers, HealthCare workers to mention some. The HWSETA further supported social workers and nurses through training – disaster management, psychosocial and trauma counselling.

FoodBev SETA also mobilised quickly to the challenges brought about by the pandemic and in response to the President's Economic Reconstruction and Recovery Plan. Through its 2020/21 Discretionary Grant and Special Projects the SETA committed R101.6 million to partnerships (special projects), R51 million to apprenticeships programmes, R3.3 million towards Masters and PhD bursaries to boost research and innovation, R3.4 million to TVET bursaries and R4 million to small business support. There is no doubt that this investment of R163.7 million will make a significant contribution to efforts to rebuild the country's economy.

Other initiatives undertaken by several SETAs included funding and support for organisations to manufacture and provide Personal Protective Equipment, as well as other requirements needed to fight the spread of the virus. Extensive

emphasis was also placed on providing funding and support for organisations to remain operational as well as to continue with their skills development activities.

From early on at the start of the pandemic, SETAs engaged in vigorous research to better assess and understand the impact of COVID-19 on the sectors the SETAs work with and to also establish means to curb its damage on skills development initiatives in the country.

Within a COVID-19 context, this research also sought to identify skills development priorities, sector-based and national priorities and funding intervention projects to address urgent areas of need. These included, relevant skills development, education, awareness, data collection and dissemination, screening, and health promotion projects.

Online interaction with stakeholders became the norm and most SETAs hosted online workshops, discussions, seminars and information sharing sessions. Whereas SETA AGMs are normally held in a physical location, restrictions on gatherings saw SETAs using a variety of online platforms to host AGMs where they reported on the 2019/20 financial period.

As this publication is being finalised, South Africa is fighting its third wave of the pandemic. In an online public lecture hosted by Higher Health on 18 May 2021, that focused on the COVID-19 pandemic and the PSET sector, highly esteemed Professor Salim Abdool Karim, stated the importance of recognising that 'we are bound by each other and therefore need to protect each other'. These words ring so true.

In the face of what is still an unsure future, SETAs will continue to work with their many and varied stakeholders to ensure that the skills development needs of the sectors they serve are met.



SETAs AND THE FOURTH INDUSTRIAL REVOLUTION (4IR)



South Africa's reality of high unemployment and a vast majority of the population employed in lower-skilled jobs is one of the factors that drives the SETA mandate. The growing digital economy, whilst exciting, brings with it concerns that opportunities for young people will be even more exclusionary than in the past.

Whereas the majority of employed people are improving their skills, there are unfortunately thousands of school leavers every year who have not been equipped with proper digital literacy.

An important step in addressing this challenge was the establishment of The Presidential Commission on the Fourth Industrial Revolution that sought to coordinate the development of South Africa's response to deal with the 4IR through identifying policies, strategies and plans that are needed to position South Africa as a leading country in the evolution and development of the 4IR that includes an investment in skills required to ensure a 'technologically enabled future'.

Most jobs currently require some level of digital skills, but it is predicted that 5.7 million jobs in South Africa will be digitally automated within the next ten years. In light of this, the National Development Plan (NDP) envisages that by 2030, South Africans should have access to education and training of the highest quality.

To achieve this, we need the correct competencies to transform our society and shape our future.

Globally, many employers who are already struggling to fill certain vacancies are concerned over how this situation will be impacted without the correct digital skills in place. Business owners, start-ups and even entrepreneurs all face the reality that their enterprises need to understand and effectively respond to digital disruption and rapid technological advances if they are to avoid obsolescence.

Addressing the challenge requires a multi-faceted approach and South Africa's SETAs have an important role to play.

SETAs have embraced 4IR with its Artificial Intelligence (AI), Internet of Things (IoT), robotics, genetic engineering, quantum computing and other technologies and to varying degrees, have factored 4IR specific projects, programmes and interventions into their skills development mix.

Over the past few years SETAs have actively engaged stakeholders on the impact of 4IR on skills development in the country, with each SETA focusing on their respective sectors. Subsequent to these discussions, many of the SETAs embarked on research projects to guide their strategies in identifying skills development interventions required and implementing 4IR changes into the education and training landscape.

Other focus areas of research included digitalisation, cyber-security, mapping of occupations, just transitioning, and other related topical issues affecting the different sectors served by the SETAs. The SETAs partnered with relevant institutions such as universities and universities of technology in undertaking these research initiatives.

Some of the interventions the SETAs employed include the implementation of Recognition of Prior Learning (RPL) impact assessments; monitoring and evaluation of interventions; responding to 4IR

requirements and support for improvements at the TVET college level.

In addition, sustainability and socioeconomic development research has been conducted to assess the state of readiness of sector companies for the adoption and integration of 4IR solutions by determining the skills requirement of the work force to reap the benefits of 4IR.

All the sector research undertaken serves to frame the discussions for sector wide engagements on 4IR and review the adoption of 4IR by the sectors from a global perspective. Responding to the emergence of skills demand such as e-Learning and e-Teaching, computer-related/ICT/digital skills, change management, and data management have also received extensive focus.

SETAs have initiated engagements with employers on post learnership absorption to address the challenges of a slow growing economy and the changes in jobs and business processes brought about by 4IR.

If South Africa aims to address its unemployment challenges and to prepare the country's youth for a digital future, it is imperative that gear the country with the right skills to respond to the 4IR.

FOODBEV SETA SUCCESS STORY: WORLD SKILLS COMPETITION 2019

Mechatronics Artisans Exhibit their Skills at the 45th WorldSkills International Competition

Mthokozisi Mabena and Thabang Modise put their technical skills on display when they partnered to contest in the mechatronics skills category at the 45th WorldSkills International Competition which took place in Kazan, Russia.

Mabena and Modise were among other students sponsored by FoodBev Manufacturing SETA to partake in the competition. Other skill categories the students participated in included Mobile Robotics and CNC Turning.

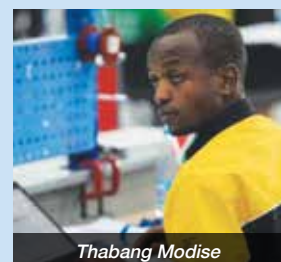
Although they acknowledge that they faced tough competition, the pair add that they are grateful to have been given an opportunity to participate in this once in a lifetime international event. "This competition requires meticulous practice and mental strength for one to become victorious. We are thankful for the support given by the FoodBev Manufacturing SETA throughout the

preparation period and during the competition itself. It was indeed an inspiring experience," they explain.

In the past years, FoodBev Manufacturing SETA in collaboration with the Department of Higher Education and Training and WorldSkills South Africa, supported students to participate at the WorldSkills International Competition. In 2017, various students participated in the competition held Abu Dhabi and in 2019, they participated in Kazan, Russia.



Mthokozisi Mabena



Thabang Modise

TETA SUCCESS STORY: CAPACITATION FOR LEARNERS WITH DISABILITIES

Intellectually-Impaired Learners Empowered with Skills

In 2019, Komicx Products (Pty) Ltd embarked on a training project funded by TETA, with a target of twenty learners with intellectual disabilities. All learners were deemed competent upon completion of their training and five were consequently employed by Komicx.

These learners were recruited in the Ocean View area, a township just outside Kommetjie, where Komicx factory is located. Outside of TETA, a tripartite collaboration involving Ocean View LSEN School of Skills as a recruiter, Milzet as a trainer and Komicx as a hosting employer saw this intervention to completion.

The learners were trained on Business Practice NQF 1 qualification that focused on literacy, numeracy, life and entrepreneurial skills. Whilst not in training, learners were hosted on the factory floor at Komicx. What the learners learnt in the classroom was put into practice while in their work environments.

Persons with disabilities do not often get the opportunity to enter the world of work. Only 1.1% of the 7.5% laid out as a target by the Employment Equity Act is achieved. Disability is considered a misnomer with companies often stating that they struggle to source persons with disabilities. This project is an example of the commitment of the project stakeholders, to assist and guide this cohort of learners with disabilities to success.

Besides the 'feel good' aspect of engaging learners with disabilities, Komicx was able to benefit from the funding granted by TETA, the Employee Tax Incentives, the tax deductible expenses and tax allowances.

The project demonstrates how funding from a developmental funding institution such as TETA can be utilised to effect transformation for a marginalised group such as persons with disabilities.

CATHSSETA SUCCESS STORY: WORK INTEGRATED LEARNING PROGRAMME

Skills Development is Key to a Productive Workforce

Human Capital is one the most important resources any organisation can invest in. CATHSSETA does not only advocate skills development, but skills development that will ensure employability.

Three learners who participated in a 12-month CATHSSETA-funded Work Integrated Learning (WIL) programme with Touvest Integrated Tourism Group in 2018 have not only become permanently employed by the company, they have also been enrolled on a Tourvest Management Development Programme.

Nokuphela Ngqu, Zandile Zonisele, and Robyn Van Dieman are watching puzzles that have the

potential to build-up their futures fall into place as they work hard in ensuring that they remain there.

Their peers, Zamabinda Jili, Snenhlanhla Mbatha and Anele Jili have joined forces to enter the world of entrepreneurs, as they are now proud owners of Banzi Catering and Decoration.

These students were on the CATHSSETA-China international Work Integrated Learning (WIL) programme. They gained the skills and work ethics that inspired them to open their own business and with the rate of unemployment in the country skyrocketing, theirs is a good story to tell. Their success story is one to inspire and encourage others to follow in their footsteps.



INSETA SUCCESS STORY: SMME CAPACITATION

Inseta 2020 Broker Development Programme beneficiary feature: TRP Financial Services' entrepreneurial journey

Success is different for everyone, but it is always interesting to learn how people arrived where they are. Their stories may point you in a new direction, give you an answer you have been looking for, or motivate you to push through the tough times. In this publication, we are profiling two young men, Lebo Tselanyane and Tshego Kanaoamang, who are now running a very successful Financial Planning business named TRP Financial Services located in Vereeniging, Gauteng.

Lebo and Tshego recall how nervous and excited they were on their first day in the business. They grew up seeing how their parents run the business from a distance. When they took over from them, they found themselves overwhelmed. Fortunately, growing up in that environment prepared them from afar.

Being millennials and attempting to transform and grow a traditional healthcare business is hard enough. As participants of the Inseta Broker Development Programme, they received assistance with exploring and conceptualizing their business ideas. Lebo is the strategic thinker and vision bearer while Tshego is the people person who enjoys creating quality relationships with clients. They complement each other with their skills set and it bodes very well for their business as each focuses on their area of comfort and they work well together. The programme helped them to zoom in on their passions and amplify that for optimal business performance. It also helped them understand their roles and fine-tune the strategies they had in mind.

Like any other business, they experienced challenges in identifying problem areas in the business. One such area was the underperformance of key staff, which they subsequently had to sack. It was one of the hardest decisions that the pair have ever had to make because it was emotional and tough to deliver the bad news. The mentorship programme



*Lebo Tselanyane and Tshego
Kanaoamang from TRP
Financial Services*

helped them to take this action with ease, within the ambit of the labour laws while protecting and managing the risk to the business.

Businesses around the globe are impacted by COVID19 and TRP is no exception. The programme helped them to navigate these uncharted waters and minimize the negative impact on their business. It gave them a sounding board and ideas on how to retain clients, keep their finger on the pulse of generating new business, and continue to enhance the client experience using digital means.

Participating in the programme also benefited their clients as the quality of their relationship with them improved. They managed to package their service offering in a way that clients could understand; they dedicate more time to them now and make them feel that their

needs are met with the solutions offered. The overall impact has been very positive.

Tshego and Lebo advise that new participants joining the programme must be open-minded, make time for it, engage with the mentors, despite the difference of opinion, and trust the process. If Tshego could sum it up in one word, he says IMPLEMENT the recommendations, and Lebo advises new participants to LEARN from the mentors. Their only regret is not making enough time to work ON the business instead of getting bogged down with working IN the business.



The TRP Financial Services team

BANKSETA SUCCESS STORY: LEARNERSHIPS

Being Employed is Great - being Permanently Employed is Even Better

Being permanently employed does not only provide job security, but employment benefits that many prospective employees seek.

Many employers offer permanent employment to BANKSETA learners after their training because the training is relevant to business needs. The BANKSETA learnerships are developed by the industry for industry, in consultation with all relevant stakeholders, so the learning programs and qualifications of the learners are relevant to specific occupations.

The learnerships also provide improved skills and work performance. A Learnership is a tool for multi-skilling, as it develops the competence of employees in every component of the work processes of an occupation. The learning route of these learnerships is also effective in promoting the practical application of learning in the workplace. Because our learners, as potential employees, will be acquiring new knowledge and skills and applying these in the workplace, companies will be raising the skills levels of employees while improving work performance.

Babalwa Mabusela is one of the 2018 Absa learners who was based in East London. She got permanently employed by Absa private bank. From her salary, Mabusela was able to buy a property in Mdantsane township.

The BANKSETA learnerships is good progress in meeting Employment Equity targets, since previously disadvantaged employees have opportunities to improve their work-related competence and obtain qualifications.

The learnerships provide an appropriately trained recruitment pool of potential employees. Employers will be able to select employees from a wider pool of appropriately qualified workers who have developed skills that are relevant to the company's specific work context.

This is an increased Return on Investment (ROI) in training for the SETA, such as investment in training, due to transfer of learning to the job. Additionally, the learners are able to develop the ability to perform a set of job-related tasks; understand what they are doing and why; learn from what they are doing; and to adapt to changes and unforeseen circumstances.

The learnerships also give learners the National Recognition of Competence, which has a wider application than in a single workplace of one employer; an opportunity to obtain nationally recognised qualifications that are portable in the industry across sectors (not limited to banks only but inclusive of the commercial sector and self-employment in their own businesses if necessary as well); and opportunities to obtain higher levels of competence and certification that will enhance his/her marketability.

W&RSETA SUCCESS STORY: LEARNERSHIP

From Trolley Packer to National General Manager

He grew up with 13 siblings living in a one-bedroom house under difficult circumstances but gathered the will to build himself up. Sihle Mkhwanazi is now a National General Manager at a Boxer Liquor Store.

Mkhize, who hails from Mtubatuba in KwaZulu Natal started his career as a Trolley Packer at Boxer Liquor Store in 2010, a position under which he served for four years. He was then promoted to Trainee Manager in 2012. Through the W&RSETA Retail Operations Supervision NQF Level 4 Learnership, he was in a better position to advance his career goals.

Within a year of completing the programme, Mkhize was appointed as an Assistant Manager at the retail store. Furthermore, he became the overall

winner under the Learner Category in the 2014 Good Practice Awards of the W&RSETA.

Mkhwanazi's achievements were further advanced when he became one of the beneficiaries of the W&RSETA's Retail Management Development Programme and International Leadership Development Programme.



Sihle Mkhwanazi

FP&MSETA SUCCESS STORY: LEARNERSHIP PROGRAMME

Shumisanani Dressmaking School Producing Creative and Passionate Dressmakers with a Good Eye for Detail

Shumisanani Dressmaking School has helped learners gain strong practical skills in sewing and dressmaking, courtesy of the FP&M SETA funding.

The dressmaking school has helped create sustainable business opportunities and jobs for young and old people who have a passion for fashion and are interested in a career in dressmaking, which involves creating bespoke clothing, including dresses, skirts and blouses.

“Shumisanani Dressmaking School also offers leadership, financial management and business management skills to help start-up businesses succeed in this competitive sector,” explains Agnes Mathivha, Principal and Founder of the school.

At the school, students learn about materials, taking measurements, pattern cutting, working out costings and sewing garments as well as making adjustments. The students need to have a keen interest in fashion and the textile

industry, a good eye for detail, creativity and a good imagination to envision how a completed garment should look like.

Most of the work is done on sewing machines but the detail and finishing touches, such as beading, are all done by hand.

Some of the graduates who emerged from the learnership programme have formed cooperatives, whose objective is to deliver and offer the latest fashion trends and open a factory shop that will produce A-class clothing.



ETDP SETA SUCCESS STORY: CAPACITATING LEARNERS LIVING WITH DISABILITIES

An Inclusive Approach to Skills Development

Learners living with various disabilities have been given an opportunity to gain skills in End-user Computing, which has made way for them to secure employment and start their own businesses. This was made possible through a partnership between the ETDP SETA, Office of the Premier and Maluti TVET College in the Free State Province.

The resounding success of this programme was evident through the graduation of all learners, with the ceremony held in September 2017. With the many challenges faced by persons living with disabilities, such as equal access to education, employment and business opportunities, this was a welcomed achievement.

The ETDP SETA further supported the learners with assistive devices, such as software programmes for those with visual difficulties, while the TVET Colleges sign language interpreters assisted lecturers during lessons.

At the graduation ceremony, the importance of creating equal opportunities and promoting social inclusivity for persons living with disabilities was reiterated. The ETDP SETA aims to ensure that persons living with disabilities are treated with the dignity they deserve, and that they have equal access to resources in the country. This was one of the many successes achieved by the SETA in this aspect.



BANKSETA SUCCESS STORY: LEARNERSHIP PROGRAMME

Skills for Employability

The BANKSETA Letsema and Kuyasa learnerships have helped learners to not only gain skills, but those that will ensure they become employable. The learners have become more goal orientated as they now view themselves as having the potential to change their lives for the better and enjoy a successful life in the future.

Nhlanhla Gxekwa is a Letsema learner who started his training with First National Bank (FNB) in 2019. Upon completion of his learnership, he got retained by FNB and placed at the Germiston branch. Gxekwa says that the learnership has changed his life and opened a world of possibilities for his career. "I regard myself one of the most fortunate young people, having been given an opportunity to work in one of the biggest banks in the country. I was able to start building a house for my family following my employment and for this, I am grateful to BANKSETA," he explains.

One of the many reasons employers offer the BANKSETA learners employment once they complete their training is that our learnerships are developed by the industry, for the industry. The learnerships are developed in consultation with all relevant stakeholders, so the learning programmes and qualifications are relevant to specific occupations.

Other reasons include the fact that the outcomes of the learning programme meet the standards for the Banking industry, there's greater credibility of qualifications as employers have the assurance that the learners can demonstrate the competence reflected in their qualifications and the programme offers an opportunity to collaborate with training providers in customising learning programmes to meet specific workplace needs.

When they complete their training, the learners feel more confident to lead a brighter and productive life. Giving meaning to this statement are the success stories of Khayakazi Zikeyi and Papi Morakalla. Both are recipients of Kuyasa learnerships, offered to them in 2019.

Zikeyi started his learnerhip training at Milpark, where he was enrolled to study a Higher Certificate in Management. He completed the training in February 2020. "I learnt a lot from the classes I attended. The facilitators were professional and thoroughly understood the modules they presented. How can I forget the support we were offered, both academically and personally," he says.

He further received training at FNB and comments: "everyone was welcoming and friendly, such that I looked forward to going to the office every day. The team was worked together to help me learn, grow and become a better person," he adds.

In October Zikeyi received news that he was going to be permanently employed by the bank. "I am a permanent employee now and will forever be grateful to opportunities provided by BANKSETA.

His peer, Papi Morakalla was trained by Nedbank, and later offered employment, in November 2018. He describes the opportunity as life changing, as it gave him an opportunity to purchase a car, which he drove on his day of graduation.

The Letsema and Kuyasa Learnership definitely contributed to reducing the rate of unemployment in the country. The learners received adequate training, motivation and problem solving skills to create their own branding and go out into the industry and market themselves as potential employees.



CATHSSETA SUCCESS STORY: BURSARY SUPPORT

Their Success is Our Pride



Keitumetse Molea

Just as any parent would celebrate their children's academic achievements, as CATHSSETA, an upholder of skills development in the country, we are proud of the achievements of our bursary recipients. After all, nothing is as exciting and satisfying as seeing the fruits of your labour!

Worth celebrating in particular, is the story of three outstanding individuals whose rise to the top started with a bursary CATHSSETA provided to them to further their studies.

Keitumetse Molea flew the South African flag high upon completing her studies, she got employed by Disney Theatricals Company as a Singer and Actress in the popular and most celebrated movie, 'The Lion King' - in Shanghai (China) and London (United Kingdom).

"The CATHSSETA bursary served as a stepping stone towards the launching of my career in the Arts and Entertainment Industry. No words can adequately describe the gratitude I feel to have been afforded the opportunity," explains Molea, who is now a great ally of the Arts and a youth ambassador in the field.

Equally celebratory is the story of Mthokozisi Zondo, whose career highlights include working at South African Airways, where he gained a variety of skills, such as customer service. Zondo received a bursary to study Tourism Management, which he completed on record time.

"The bursary I was offered by CATHSSETA was more than a chance to further my studies. It gave me an opportunity to gain work experience in the biggest airline in the country and for that, I am eternally grateful, says Zondo.

A simple task of opening a bank account may seem insignificant to many, but for Limpopo based Thabang Letsoalo, it was a success defining moment. Letsoalo explained to stakeholders at the CATHSSETA Annual General Meeting in 2019 how he was compelled to open a bank account after being offered a Work Integrated Learning (WIL) with Sondela Academy in Limpopo, funded by CATHSSETA.

"I had to receive my first allowance from the WIL, and that was the first time I ever had to own a bank account. With the money I received, I was not only able to cater for my needs, but those of my family," he says.

Upon completion of the WIL, Letsoalo was offered a permanent position as a Training Manager by Sondela Academy.



The NDP calls for an improvement in the quality of education and training to enhance the capabilities of our people so that they are active participants in developing the potential of the country. The vision implicit in this is that by growing the economy faster, more people will be drawn into and will create work; thereby raising living standards for all, but particularly of the poor. The NSDP is informed by this vision and proposes that an understanding and determination of the demands of the labour market and of national priorities must be interpreted into appropriate interventions from education and training institutions.

– Mrs Grace Naledi Mandisa Pandor (Foreword to NSDP 2030)

HWSETA SUCCESS STORY: INTERNSHIP TRAINING

Not Only for Medical Health Professionals



Thirty-one young people have been privileged to be offered employment in a Medical Health Institution, Netcare in Sunninghill – not as Medical Health Professionals, but as Debtors Controllers. Of the 31, nine have been employed permanently, with two taken aboard on fixed term contracts.

This follows the completion of their 12-month internship training programme given by Netcare, in a joint venture with HWSETA. These are youths with a Diploma/Degree in Financial Accounting/Management, who were trained to gain workplace experience in the Health Sector in 2018. The internship was fully funded by HWSETA.

With the rate of unemployment in the country continuously on the rise year-in and year-out, the internship was a welcomed opportunity for the young professionals, providing much needed skills to enable them to transition effectively into the world of work.

“Investing in the youth through enhancing their employability is a direct investment in the future of the country, as this is a vehicle for stimulating inclusive economic growth and advancing socioeconomic transformation,” says Dr Richard Friedland, Chief Executive Officer of Netcare.



Sanjay Khoosal, Head of People Development and Employment Equity at Netcare explains that before the interns’ intake, the institution identified a need for more employees in the Financial Shared Services Department. “The interns were responsible for ensuring the achievement of collection targets, essential to the profitability of Netcare Hospitals. The incumbents had an overall responsibility to manage, control and collect all outstanding monies due to the Hospital, in line with the Netcare strategic themes,” he explains.

Furthermore, Netcare offered an opportunity for 1000 South African youths to launch a career in the Healthcare Sector, through a five-year commitment from the institution, one of the five flagship companies participating in the Youth Employment Service (YES) initiative that was launched by President Cyril Ramaphosa.

Netcare aims to upskill these young people in different fields. These include Pharmacist Assistants (170), Pharmacist Stock Assistants (100), Human Resources Personnel (110), Personnel in Technical and Engineering fields (30), Learnerships in various fields for disabled youths (90), as well as Registered Nurses (500).

MERSETA SUCCESS STORY: LEARNERSHIP

Business Venture Blossomed Under the Sun



Rachel Matlamela

No amount of heat could stop a highly motivated woman from following her dream of becoming an entrepreneur. This, despite her working from a pavement, under the blazing hot sun of Thohoyandou in Venda, Limpopo!

Rachel Matlamela began her career journey in 2007 at Skills College in Eersterust, east of Pretoria, studying boiler-making. In 2009, she was offered a Metal Engineering learnership opportunity by WISPECO Aluminium, funded by the merSETA. "The stipend I received was only enough to cover transport and food. Because I had plans of creating a better life for myself through the experience, I soldiered on," she says.

Matlamela had planned on becoming an entrepreneur upon completion of her learnership. Due to lack of funds and having stayed home for a year without an income, with three kids to support, she had to search for a job.

"WISPECO Aluminium always reiterated that they were not training us to become employees but employers, but I realised that I needed capital to start a business," says Matlamela. She managed to secure employment at Raymond Glass in Louis Tritchard, a small town north of Polokwane. This is when she began putting her entrepreneurial aspirations in motion.

"I worked very hard and gained the trust of my clients. It came as no surprise that when I started marketing my business, even with no place to

operate, I received an order within a week. The client gave me a deposit, with which I bought material and started working on the street, with no shade," explains Matlamela.

Proud of having successfully completed work for one client, Matlamela contacted WISPECO and informed them of her achievement. "They were very proud and sponsored me with a container workshop, fully equipped for me to continue my work," she explains.

As if this wasn't enough, Matlamela says WISPECO ran a competition where she won R55 000 worth of equipment, and they gave her a brand new bakkie branded with her business name, which made her prosper.

"It was from this moment that my life changed for the better. I lived in an RDP house which I was able to extend and renovate with the profit from my business," explains Matlamela.

She adds: "This was one of the greatest moments in my life and I can never thank the merSETA and WISPECO enough. I started getting more customers and knew that my business had taken off and there was no time to look back."

Matlamela now runs a successful Spazal in Senwabarwana, Northwest of Polokwane, providing aluminium glass, windows and doors service to the local community. She has now employed five people at her spazal.

"As my business started growing, I realised I needed to get assistance. I had to start teaching my staff how to do the work and so far, everything is running like a well-oiled machine," she explains.

Matlamela adds: "my biggest challenge at the moment is that I am renting the land from which I operate my business. My plan is to purchase a piece of land so that my business can expand further."

Her advice to aspiring entrepreneurs is to never give up on their dreams and to explore every opportunity at their disposal. "I made it this far as an orphan, having lost both parents at a very young age. So I can confidently say that nothing in life is impossible if one is determined enough," she concludes.

W&RSETA SUCCESS STORY: BURSARY

Second W&RSETA PhD Beneficiary Graduates



Dr Nicole Cunningham

'Investigating middle-class consumers' luxury apparel behavioural intention: the role of culture' - this was the topic of Dr. Nocole Cunningham's PhD thesis. Dr. Cunningham is the second PhD beneficiary of the W&RSETA to graduate. She graduated from the University of Pretoria's Gordon Institute of Business Science in 2019.

The topic focused on understanding how the middle-class in South Africa purchase luxury apparel and how luxury apparel retailers could positively influence consumers' behavioral intention towards luxury apparel. Currently, luxury apparel retailers are basing their marketing strategies on the theory of conspicuous consumption and on the assumption that middle-class consumers are materialistic and brand-conscious towards luxury apparel.

"I would like to acknowledge and thank the W&RSETA for recognising the value of this study and for its support throughout this journey," says Dr. Cunningham.

As part of the Retail Chair initiative, the W&RSETA provides bursaries for post-graduate studies and supports students to complete their Masters and Doctoral studies with a specific focus on retail.

Since 2011, the W&RSETA has awarded over 15 000 bursaries to university, university of technology and TVET college students. These include bursaries that are awarded by companies through the SETA's PIVOTAL Grants.

ETDP SETA SUCCESS STORY: INTERNSHIP OPPORTUNITY

A Clear Perspective on Skills Development

Terrence Mavuso has been given an opportunity to gain insights on skills development, and to also appreciate the impact it has on development in the country. This was made possible through the internship opportunity offered to him by ETDP SETA in 2019, through Constituency Support.

"I joined the ETDP SETA as an Intern, responsible for the administration of skills development projects of political parties and unions. This has provided me with valuable learnings and I am grateful to the SETA for the opportunity," he says.

Mavuso holds a Bachelor of Arts and honours degree in Public Governance, with a background in public governance and administration. He previously worked in the office of the then Deputy President of the country, Cyril Ramaphosa in 2017, focussing on research and administration and later joined the German Development Agency as a research

Intern under a Governance Support Program, where he worked with local municipalities in the Eastern Cape and Mpumalanga in improving local governance and service delivery.

"I was also a member of the Student Representative Council at North West University and former member of the Gauteng Youth Parliament," he adds.

According to Mavuso, joining the ETDP SETA was a step in the right direction, as it gave him a clear perspective on skills development and training in South Africa. "My stay at the ETDP SETA, specifically Constituency Support, offered me the opportunity to be a part of projects that dealt with skills development, youth empowerment through internships and capacity building programmes. I have gained competencies in project management, effective administration, strategic planning and stakeholder management," he concludes.

CHIETA SUCCESS STORY: BURSARY

Let Passion Guide Your Career Path

Ntombifuthi Bingo discovered her mathematical skills and passion for chemistry at a young age and decided to use them to her career advantage. Although she was not entirely sure of what she wanted to study, one thing remained certain – whatever it turned out to be, it had to involve mathematics and chemistry. “I enrolled for a BSc Degree in Chemistry at North West University, and it was during this period that I knew I wanted to pursue a career in engineering,” Bingo explains.

After moving to the University of Cape Town to study Chemical Engineering, she realised that she would prefer to study in an environment that provided more practical exposure and on-the-job training and moved her studies to Cape Peninsula University of Technology (CPUT), where she completed a diploma in Chemical Engineering.

With bursary funding from Chieta and the opportunity to complete in-service training at Chevron, Bingo graduated with a BTech degree in Chemical Engineering and is now a Laboratory Technician in the Chemical Engineering Department at Cape Peninsula University of Technology (CPUT). She is currently pursuing a MEng in Chemical Engineering with CPUT.

Bingo says that although engineering is traditionally regarded as a male dominated field, it was her mother who encouraged her to pursue it as a career. “She once took me out for lunch

with her male friend who tried to convince me that engineering is not for women, but his advice fell on deaf ears. On the contrary, I decided that I was going to prove him wrong, and I did,” she explains.

In the face of numerous challenges, Bingo has gone on to rack up a series of achievements. She delivered her first conference paper at the 16th Johannesburg International Conference on Science, Engineering, Technology and Waste Management (SETWM-19). This was followed by attending a Wastewater treatment modelling course at Tongji University in Shanghai, China, where she also delivered another conference paper.

“All these opportunities are available to young water professionals to address the skills shortage in South Africa. My advice to young people who would like to pursue chemical engineering is to ensure that they have a good foundation in mathematics, physical sciences and chemistry in high school. Secondly, you need to take ownership of your career, don’t leave it in the hands of your lecturer or anyone else for that matter. I have found my niche, and this is only the beginning,” she says.

Looking to the future, Bingo plans to complete her Masters’ degree and go on to study a PhD in order to fulfil her goal of becoming a lecturer. She is also interested in pursuing work within the environmental field.



EWSETA SUCCESS STORY: SMME SUPPORT

EWSETA Supports Water SMMEs at Young Water Professionals Conference

More than 300 young minds gathered at the Durban International Convention Centre from 20-23 October 2019 for the Biennial Young Water Professionals Conference. Under the theme: 'My Water, My Business', the conference sought to answer what it means to lay claim to water as 'my water'.

Given the important role that entrepreneurs have to play in delivering relevant skills in the green economy, the EWSETA places extensive focus on helping young people in South Africa embrace the entrepreneurship opportunities that exist in the energy and water sector.

This saw the EWSETA co-sponsor the Imvelesi 'Back to Business' Entrepreneur Workshop that focused on the role that entrepreneurs can play in the green economy. The main purpose of this introductory training workshop was the development of business ideas at the ideation or conceptualisation stage, to assist young entrepreneurs present with refining business ideas in the early stages, so that they can stand a better chance of success later in the business development pipeline.

Phelo Mdingi from Ugeni Water delivered the winning pitch that detailed the use of Aquaponics to grow fresh produce for local markets. As the winner, Phelo qualified to attend a one-week Imvelesi Bootcamp training in 2020 that was fully funded by the EWSETA.

In addition, the EWSETA funded ten delegates to attend the Young Water Professionals Conference so that they may benefit from the presentations, business workshop and various networking sessions held over the four days.



HWSETA SUCCESS STORY: ARTISANSHIP

HWSETA Funds Learners to Train as Diesel Mechanics

HWSETA has committed R8.6 million to the CoS programme, which will run for three years. Learners will receive practical training at private companies in Limpopo and North West, such as the Great North Transport, SA Nuclear Energy Corporation, Ditsibi Motor Engineering Dreyer Earthmoving and others. HWSETA is of the view that this close interaction between the colleges and employers throughout the partnership will not only accelerate artisan turnout, but will also

bring employers close to the graduates as they will be able to approach them directly.

The successful completion of this project will contribute to meeting the needs of the diesel mechanic trade in the country. The HWSETA's role in the programme is a step closer to increasing the employment rate amongst young people who will become active contributors and participants of economic growth in the country.



FOODBEV SETA: WORK INTEGRATED LEARNING PROGRAMME IN CHINA

Mechanical Manufacturing and Automation Graduate Portrays Excellence through Her Studies in China

Sharon Ramurafhi was sponsored by the FoodBev Manufacturing SETA in 2018 to undertake a 12-month Work Integrated Learning programme in China. Little did she know she would come back with two other awards!

In addition to the Mechanical Manufacturing and Automation programme she completed at Wuxi Institute of Technology, Ramurafhi was awarded with an Honour of Distinction from Wuxi Institute of Technology and an Honour of Qualified Intern by Hongchuang Molding Technology Co Ltd. She was among a cohort of 70 TVET learners to undertake the training. The programme targeted TVET college graduates who completed engineering studies at various TVET colleges across South Africa. The learners were selected based on their field of studies and placed at various Chinese colleges as well as at the various Chinese host companies for internships.

Ramurafhi describes the opportunity is mind-enriching. “FoodBev Manufacturing SETA gave

me an opportunity many people can only dream of. Being afforded support to study without having to pay anything is great on its own, let alone an opportunity to study abroad, at one of the leading institutions and country in skills development in the world. I will forever remain grateful to FoodBev SETA,” She explains.

Ramurafhi previously graduated with Mechanical Engineering (Nated) from Ekurhuleni West College. She says that with the additional qualification she obtained, the sky is the limit with regards to her career development.

“The support we received from the FoodBev Manufacturing SETA management and staff was enormous. They would come to visit us in China and provided the necessary assistance we required to successfully complete our training. Some of us struggled with placements after we completed our theory and FoodBev Manufacturing SETA management came to our aid. This shows the commitment they had towards this programme,” She concludes.



Passion is critical in the roles that we fulfil in government – working with limited budgets, often in difficult circumstances, trying to better the lives of citizens through what we do, is challenging, and only a passion for creating a better future will see us in this ambition.

– Kimi Makwetu

INSETA SUCCESS STORY: GRADUATE PROGRAMME

On the Receiving End of Great Opportunities



Kabelo Paile

“I have been fortunate to be on the receiving end of the INSETA funding, which has enormously contributed to my career growth. This has brightened my horizons and I see nothing standing in my way of crafting a fulfilling career,” says Kabelo Paile, recipient of the INSETA Graduate Programme.

Paile’s selection into the graduate programme gave her entry into the short term insurance industry. The two years of experience obtained through working in the field ultimately allowed her to stay and thrive within the industry. This was through the attainment of the necessary knowledge and skills offered to her through funding from the INSETA.

“The funding I received from the INSETA to undergo this graduate programme opened the door for a young unemployed, inexperienced graduate to join the world of work and for this, I remain eternally grateful,” she says.

Throughout her career, Paile has been fortunate to partake in in-house and external training programmes with funding from the INSETA. This further segmented her skills and allowed her to progress in her career. “Exactly eight years after my first encounter with INSETA, I was once again on the receiving end of a bursary to further my qualifications, which was a prize for winning the Insurance Apprentice 2017. This bursary was used toward completing my Master of Business in Leadership (MBL) from UNISA,” Paile explains.

She further comments the funding, coupled with the support and guidance from her company have been instrumental in her reaching new frontiers in her career. “This gave me the opportunity to grow and has allowed me to serve my clients and the industry with utmost professionalism and understanding,” she says.

Paile concludes by saying: “Benjamin Franklin once said “tell me and I forget; teach me and I may remember; involve me and I learn”. This saying aptly encapsulates how my career started and how it has evolved thus far. Both my company and INSETA have involved me in a learning process which has borne much fruit for my personal and career development. I remain committed to the industry and look forward to more invaluable support from INSETA.”



What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead.

– Nelson Mandela

CHIETA SUCCESS STORY: LEARNERSHIP PROGRAMME

No Career Field Suitable Only for a Specific Gender



Zipporah Cele's passion and innate understanding of science paved way to an illustrious career. Cele is now a successful Medical Writer in the Pharmaceutical sector. She is also a Head Copywriter at an advertising agency, responsible for the copywriting requirements of all clients across various industries, including the pharmaceutical industry.

Her tenure to success began when she received a golden opportunity from the CHIETA Health Science Academy and Innovex, to be enrolled in a leadership programme aimed at equipping young, black, female science students with the skills required to pursue a career in the pharmaceutical industry. "Through this learnership, my future as I am living it today began," she explains.

Cele was chosen alongside other female candidates to be enrolled into the programme. She says that being a successful young woman in a male dominated industry comes with its own challenges, but that she has been fortunate enough to gain a lot of advancements in her young career. This led to her holding senior management roles and often being the youngest person in the boardroom, a young person who also happens to be a black girl.

"This presented some challenges with some male colleagues. However, it also provided me with the kind of emotional intelligence that one simply cannot gain until they are placed in such an environment. What I have learnt from my experiences is that women are smart, powerful and certainly have a voice to add in the work place. We can stand shoulder to shoulder with our male counterparts with confidence, and be bold enough to add value, without cowering. It is privilege and an honour," says Cele.

Some of her career highlights include accomplishing top achiever awards when she was a Medical Sales Representative, succeeding in driving business growth after being appointed into significant leadership roles such as National Sales Manager and Head of Marketing. "I'm similarly proud to have thrived in driving business growth in my tenure in these roles. Starting a career as a Medical writer is another highpoint because it feeds a passion I've had for many years," she adds.

Cele says that cliché as it may sound, she looks up to powerful women such as Oprah Winfrey, whom she explains started her life not having much, had a childhood filled with challenges, but yet, instead of these challenges breaking her, it cemented a resolve within her that has seen her amass the kind of success she has achieved today. "This is a woman who faced many challenges in the pursuit of her dreams, but she never allowed those to stop her, nor did she ever stop believing in the power of what was inside of her. I draw a lot of inspiration and strength from her life story, as it is in some ways similar to mine," she explains.

Her advice to young women who like to pursue her career path is: "if you have a love and passion for science, consider getting into the chemical industries, find your area of interest and go as far as you can go. Be bold and confident in what you have to offer. The chemicals industries are driven by the input of great minds, and yours could be the mind that brings about a new era. Never stop until you have achieved the passion that is itching inside of you".

Cele hails from Inanda in KwaZulu-Natal. She says that her future plans are to continue establishing herself as a Medical writer and to grow her scope into a full service offering that will enable her to employ other up-and-coming writers.

HWSETA SUCCESS STORY: DRIVER TRAINING

Different Strokes for Different Folks

While some people may prefer and enjoy ‘white collar jobs’, some simply cannot stand nor survive in them. Some people’s passions may drive them towards being doctors, while some may want to be lawyers but for others, being a driver is just what they need, because they enjoy being on the road and travelling to different destinations.

This, coupled with the constant battle against unemployment in the country, has led to HWSETA exploring other avenues to assist young people find jobs and aggravate the battle against unemployment. The SETA has partnered with an NGO in Luneburg, a rural village in Kwa-Zulu Natal, to fund 20 unemployed male and female youth obtain code 10 and 14 drivers’ licenses, under the Driver Training Programme.

The aim of the Programme is to equip the youth of Luneberg who have passion for driving and want to become drivers realise their dreams. Some of the opportunities available for these young people are truck-driving, as well as other general driver job opportunities with different companies. Besides taking up a career as a driver, driving is a useful skill to have, as many employers require that prospective employees possess drivers’ licenses, and this is often costly, particular for people from disadvantaged backgrounds.

HWSETA `s funding includes tuition fees for both Learners and Drivers Licences. This entails all costs relating to the lessons, testing and stipend for transport to and from their places of residence. This initiative took a duration of five to six month months to complete, and all learners were able to obtain their Drivers Licences on record time.



MICT SETA SUCCESS STORY: INTERNSHIP PROGRAMME

Internship Opportunity to Create a Talent Pool in the ICT Sector

The MICT SETA and the South African Broadcasting Corporation (SABC) collaborated to create an internship programme for 300 interns, with the aim of creating a talent pool in the ICT sector and give opportunities to graduates who have never had work experiential learning or work exposure. These interns were placed in various departments within the SABC.

The pair collaborated for the programme in 2018/2019 as a means to close the skills gap in the country, by transferring critical skills to the youth and preparing them for the job market.

Some learnership programmes in ICT, such as Sound Technology (NQF Level 5) and Film and Television (NQF Level 5) were supported and boosted with a Skills Programme in New Venture Creation (NQF Level 2) in 2017, with the aim to have learners register businesses after completion of the respective programmes. This was a critical training component, equipping and empowering learners with the skills to create job opportunities, not only for themselves but other aspiring youth and individuals.

The MICT SETA partnership with the public broadcaster was a commitment to youth skills development, with particular focus on disadvantaged communities in the country. The graduates were subsequently exposed to the new world of Digital Technologies where quality of sound and picture resolution was a key focus. The MICT SETA recognises the need to partner with industry to develop sustainable interventions that address skills development and ensure a successful digital broadcasting skills legacy.



MQA SUCCESS STORY: SMME DEVELOPMENT

Going International through MQA



Through support from MQA, a young female Jewellery Designer was able to get media coverage and exposure, and travel abroad, which ultimately led to her attracting international buyers for her jewellery. This is the story of

Koketso Mohlala, whose prominence into the world of creatives started with a sponsorship by MQA to attend the Design Indaba in Cape Town.

Mohlala was awarded a two- year scholarship by MQA to travel to Italy, where she learnt invaluable skills in jewellery manufacturing. "It was through the MQA that I was able to travel outside the borders of South Africa and this is when I was able to enhance my knowledge. I learnt so much through this international experience and I am grateful to the MQA for the opportunity," she explains.

Since her return from Italy, Mohlala says that her life has changed for the better. "I have learnt to be independent and able to support my family. I also have employees, to whom I pay salaries and this makes me proud because I am part of the many entrepreneurs who contribute to job creation in the country," she says.

Mohlala explains that growing up, she was very creative and while in high school, her Arts teacher advised that she should study something that would showcase her creativity.

Born and raised in township of Hammanskraal (Stinkwater) in the North West Province, Mohlala always knew that she was going to become a designer. She advises anyone who would like to follow in her foot steps to go to school, work hard, and conduct thorough research into the field.

Opportunities come to those who look for them and grab them with both hands. "I would encourage young people, especially young women, to take the opportunities awarded to them to pursue their goals. Do what you love - love what you do, give it your all and money will follow. Dirty hands are a sign of clean money," she adds.

MQA SUCCESS STORY: INTERNSHIP

Proof that Education Extends Beyond the Lecture Hall

I was born and completed my schooling in the village of Maruping, located less than 30km north-west of Kuruman in the Northern Cape. I registered for Environmental Management at the Cape Peninsula University of Technology and graduated with a National Diploma in 2014.

Whilst my time at university was well spent, eye opening and educative beyond the lecture room, being assisted by the MQA helped to take the abstract knowledge that I gained during my studies, and put my 'behind the desk exposure' into practice. I had the privilege of having a mentor and coach who took me under their respective wings, generously sharing their knowledge gained from experience to ensure that I become adept and competent at my job; and for that I am grateful.

My duties included, but are not limited to, conducting environmental management compliance inspections, awareness programmes through writing monthly talk topics, as well as non-compliance investigations for which I needed to compile a report. In addition, I was responsible for conducting fire extinguisher inspection; to operate and manage the waste management facilities and to brief waste management facilities staff on the monthly talk topics, management briefs and procedures.

To anyone who would like to follow in my footsteps, I would emphasise the importance of following the path of including mathematics and physical science in high school.



PSETA SUCCESS STORY: LEARNERSHIP

Young Professional Gets a Career Boost from PSETA

Asanda Nojilana's career received a boost after successfully applying for a learnership to pursue the Accounting Technician [AT(SA)] professional accounting designation offered by the South African Institute of Chartered Accountants (SAICA), during PSETA's 2018/19 learnership intake of graduates and professionals.



Asanda Nojilana

Decent work and employment creation are some of the integral elements of the United Nations' (UN) 2030 Agenda for Sustainable Development Goals (SDGs) — the blueprint to achieve a better and more sustainable future for all. These goals aim to address global challenges such as poverty and inequality, among others.

This ties in with SAICA's ongoing efforts of encouraging the professionalisation of financial offices in private and public sector organisations like the PSETA through its [AT(SA)] and Associate General Accountant [AGA(SA)] designations.

Nojilana (23), who hails from King William's Town in the Eastern Cape, recalls hearing from a friend in 2018 about a one-year AT(SA) and AGA(SA) learnership offered by the Eastern Cape's Department of Treasury. "I went there to find out about it and applied. There were other learners who also applied, but did not make it. I was fortunate to make it onto the programme."

She reflects on how she thought her post-matric studies — a policing diploma — would be her only hope of making a living until the AT(SA) learnership changed her perspective and gave her more encouragement about her future. "The learnership was not as hard as I had expected. I was excited and knew that in order for me to change my life, and improve my career, I had to challenge myself to work hard and ensure I reached the 70% target marks in the learnership."

Towards the end of her learnership in 2019, a permanent vacancy opened up in the Eastern Cape's Department of Sport. She took a leap of faith and applied for the position and she is now a permanent employee of the department working as an Accounting Clerk in cash management,

thanks to the AT(SA) learnership and qualification. She expresses her gratitude to the PSETA and the National Treasury for giving her a boost in her career. "I am grateful to now have work experience and a professional accounting designation that can open more opportunities for me in future. I would love to grow even further in the finance space."

She encourages those with a passion in public sector finance and accounting to apply for the learnership programme offered by PSETA. "Once you've been selected, commit yourself to the programme and work hard. It gives you experience, which in turns opens doors for you in your career," says Nojilana.

Explaining the rationale of funding projects like the AT(SA) learnership, Minah Kgadile, Learning Programme Officer at PSETA, says that it is the National Treasury's commitment to give unemployed graduates a head start in their careers. This contributes to government's developmental goals as well as objectives: "As part of our public administration learnership, the National Treasury identified the need to give unemployed graduates who have a finance and accounting background an opportunity to apply for the learnership programme. We as PSETA assisted with the funding and rolling out of the programme."

Kgadile says that the funding of the last intake of the learnership was R4.5 million. Over 100 unemployed learners were funded from Limpopo and the Eastern Cape (50 per province) in the last intake of 2019. Of the 100, only 60 completed the programme. She adds that PSETA also facilitates training for officials already employed by the National Treasury and wishing to pursue professional accounting designations such as the AT(SA) and AGA(SA).

This commitment is a true example of how organisations can collaborate to create decent work and employment in line with the UN's 2030 Agenda.

CETA SUCCESS STORY: BURSARY FUNDING

Unlocking Opportunities in the Construction Sector

During the 2018/19 financial period, the Construction Education and Training Authority (CETA) set aside R160 million to fund 2000 young people at universities and colleges across the country. The bursary scheme was named the “Thapelo Madibeng Bursary” in memory of the late Thapelo Madibeng, a core business executive who sadly passed away in August 2018. Aimed at both undergraduate as well as postgraduate applicants (capped to Honours Degree Level) under the age of 35, the Thapelo Madibeng Bursary, offered opportunities to students intent on studying property development, Civil

Engineering, Architecture, Quantity Surveying, Geomatics and much more. In terms of the bursary scheme, expenses for tuition fees, prescribed books/stationery, residence costs and meals would be covered.

A ceremony to launch the new bursary scheme was held in February 2019 at the University of the Witwatersrand (Wits). The then Minister of Higher Education, Honourable Naledi Pandor delivered the keynote address. The event hosted 1000 bursary recipients as well as 300 delegates.



CETA SUCCESS STORY: SMME STRATEGY

5-Year SMME Strategy Launched at SMME Summit

CETA held its inaugural SMME Summit on 28 March 2019 at Gallagher Estate in Midrand. The Summit placed a spotlight on the SMME landscape in the construction industry and served as a platform to discuss and understand the existing concerns and barriers to growth and sustainability for small businesses in the sector. The aim of the Summit was to present the CETA’s draft five-year strategy on SMME Development within the Construction sector, and importantly to engage with industry stakeholders; thereby ensuring that the strategy developed is appropriate to the industry and provides relevant support.

Delegates at the Summit represented Government, SMME’s, professional and voluntary bodies, and industry experts. The Summit included participation in a number of Commissions covering topics such as technical competence; entrepreneurial acumen; business regulations; seed capital and financial management; driving

market access opportunities; and leveraging professional bodies to support growth and enhance synergies.

CETA Chairperson Mr Raymond Cele opened the Summit, marking the Summit as a new era for the CETA, as it embarked on innovation skills development. Messages of support were delivered by the Chief Director of Small Business Development, Ms Nomvula Makgotlho and the key note address was given by Chief Director: EPWP Infrastructure Sector, Mr Ignatius Ariyo.

Dr Thandi Ndlovu, the CEO of Motheo Construction, opened the presentation of the draft strategy by giving an overview of the current environment within the Construction Sector. Acting CEO Mr Robert Semanya presented the draft five-year strategy and indicated that the interventions proposed will equip the CETA to improve their efficiencies and better serve the needs of players in the built environment sector.



SECTION B

SETA PROFILES

AGRISETA.....	66	FASSET.....	80	MICT SETA.....	94
BANKSETA.....	68	FOODBEV SETA.....	82	MQA.....	96
CATHSSETA.....	70	FP&M SETA.....	84	PSETA.....	98
CETA.....	72	HWSETA.....	86	SASSETA.....	100
CHIETA.....	74	INSETA.....	88	SERVICES SETA.....	102
ETDP SETA.....	76	LG SETA.....	90	TETA.....	104
EWSETA.....	78	MERSETA.....	92	W&RSETA.....	106



THE AGRICULTURAL SECTOR EDUCATION AND TRAINING AUTHORITY (AGRISETA)



HIGHLIGHTS



South Africa's dual agricultural economy, comprising both subsistence and commercial interests, contributes a relatively small share of total GDP (2.6%), yet is important in providing employment and generating foreign exchange from exports. Served by AgriSETA, the South African agricultural sector is a diverse one and comprises several branches, namely: field crop husbandry; horticulture; animal production; dairy farming, fish farming, game farming and agro-processing. Within these broad branches are 41 sub-sectors defined according to their agricultural and economic focus. Whilst the AgriSETA it derives a bulk of its income from a relatively small group of top levy payers who are an important stakeholder base, the AgriSETA is tasked with a democratic imperative to support subsistence farmers and rural development for the sake of improved livelihoods and food security.

What's Gender Got to Do with It?

The time has long come for female artisans to dominate the so-called 'male dominated fields'. Women need to rise up and unapologetically show their capabilities, so as to build a legacy for future generations of female artisans.

This is according to Zamangele Hlatshwayo, a Millwright Apprentice from Madedeni in Newcastle, KwaZulu-Natal, who is doing her training at Gert Sibande TVET College Skills Academy in Mpumalanga.

Hlatshwayo is among the 2020 cohort funded by AgriSETA to undergo Millwright Apprenticeship training. She completed N6 in Electrical Engineering and added the needed mechanical subjects to be a qualified millwright. She comments: "my advice to young people who would like to follow my career path is to go for it and give it all they have. Gender is not important, what matters, is that you need to be a dedicated hard worker and face challenges as they come".


PARTNERSHIPS

Partnership with Public and Private Institutions

AgriSETA embarked on an organisational strategic planning session in 2019, which led to the innovative approach of working through strategic partnerships with both public and private sector entities to advance skills development.

National Department of Public Works Funding

This is an Artisan development partnership between the SETA and the National Department of Public Works to train 400 artisans nationally, over a period of three years. This funding of was provided by DHET's National Skills Fund (NSF) for training EPWP participants on skills programmes, learnerships and artisan development programmes over a multi-year period.



Projects are set to produce **300** graduates over three years.

Unemployment Insurance Fund (UIF)

This is a partnership to train 3,000 learners in agriculture related skills in the nine provinces of the country for a period of 12 Months. This is based on a tested rural development model, built on a partnership between rural communities and the public sector, thus creating a Communal Property Association (CPA) Partnership model.

ACHIEVEMENTS

Strategic partnerships for impactful delivery

AgriSETA's partnerships with RCL Foods, Citrus Growers Association (CGA) and the Unemployment Insurance Fund (UIF), and the Bela Bela Communal Property Association CPA project are aligned to the NDP's programme of action for South Africa's rural communities to have greater opportunities to participate in the economy of the country. Projects with the KZN Agricultural Union (Kwanalu), are set to produce 300 graduates over three years and directly address the development of capabilities and education, which also form part of the NDP prescripts. Artisanal skills are particularly targeted to increase allocations from 220 to 470 in the next financial year.

AgriSETA drafted a Chapter in the District Model Master Plan

AgriSETA contributed to the design of a District/ADZ Skills Development Model, which led to the drafting of a Chapter in the Master Plan to focus on District-Based Skills Development. The District Commodity classification funding approach recognises that skills needs must respond to desired development outcomes. It also requires that the SETA identifies and utilises localised delivery institutional cases, where there are skills shortages and to form collaborations with commodities or public institutions. One such example is the funding partnership with the Agricultural Research Council (ARC) to sponsor 60 PhD students through public Universities.

WHAT THE FUTURE HOLDS

- Unqualified audit opinion and continuous development of governance structures;
- Maintenance of infrastructure and the continuous improvement of information systems;
- Filling vacancies and the management of new and existing talent;
- Strengthen research to assist decision makers in the organisation;
- Monitor the impact of programmes to ensure that resource allocation has the expected outcomes;
- Strengthen internal capacity to ensure that sub-sector committees function optimally;

- Establish and strengthen the monitoring and evaluation function;
- Implement the AgriSETA integrated marketing and communication strategy;
- Prioritise the availability of occupations that are in high demand;
- Gear expenditure towards support of government initiatives such as Operation Phakisa;
- Prioritise the development of numeracy and literacy skills to improve these basic level skills for employees;
- Implement projects through Trade Union Federations and commodity organisations to develop worker skills through learnerships, skills programmes, graduate and internship programmes.
- Strengthen and supporting the youth and co-operative structures to improve food security;
- Through learnerships and mentorship skills, build capacity to mentor new and up-coming farmers;
- Expand the development of occupational qualifications and the support to assessment quality partners in the implementation of new qualifications;
- Utilise closer participation and strengthen relations with Sector Skills Committees to identify new or emerging occupations;
- Support Colleges of Agriculture to ensure that the base for learning programmes delivery is broadened; and
- Strengthen and support the public college system to improve the quality of the skills supply to the sector. Expenditure will broadly focus on TVET, Agricultural and Community colleges.



Zamangele Hlatshwayo

THE BANKING SECTOR EDUCATION AND TRAINING AUTHORITY (BANKSETA)



HIGHLIGHTS



The **Banking Sector Education and Training Authority (BANKSETA)** is an enabler of skills development and transformation in the broader banking and microfinance sector. South Africa's banking sector comprises 42 banking institutions, registered with the Prudential Authority, and a further 30 foreign banks with approved representative offices in South Africa. South Africa's banking sector is highly concentrated with the five largest banks holding over 90% of total assets as at February 2019. South Africa has a well-developed and proactively regulated banking system, which compares favourably with those of developed economies.

You are Hired!

Most of the 2018/ 19 BANKSETA learners are employed. The secret? The BANKSETA learnerships are tailor-made for industry, informed by industry.

In addition, the SETA ensures improved quality of the education and training learners receive, acquisition of the theoretical basis relevant to the occupation, the ability to apply learning in the real work situation and the practical relevance of what they learn.

Through these learnerships, learners no longer feel demotivated because their training is not a means to just tick boxes, but to ensure that they are employable. There has been a drastic change relating to their personal growth and development, as they feel empowered to seek and become actively employed.

Of the 12 learners allocated to the South African Reserve Bank (SARB) by BANKSETA for 2019/20, 11 were appointed by the bank on a contract basis and one was awarded a bursary by the SARB's external bursar to further his studies.

One of the many benefits of the BANKSETA learnerships is that it gives learners access to further learning and training opportunities, or advanced training programmes. Nyakallo Kolobe is a 2019 learner who was retained by Nedbank and worked at the Bethlehem Nedbank branch. She was then offered a position of Sales Consultant in Botshabelo, which is nearer to her home.

Her peer, Setjhaba Khanare, is also a 2019 learner who was retained by Nedbank. He is currently working at the Thaba Nchu branch. Another 2019 learner, Lauren Andrews, was retained by Standard Bank and is working at the Kimberley Standard Bank Megabranch.

Kgothatso Molele, who works under the Information Technology Development team at Discovery says: "It has always been my dream to work for a reputable



Most of the 2018/
19 BANKSETA
learners are
EMPLOYED.

The secret?
The **BANKSETA**
learnerships are
tailor-made for
industry, informed
by industry.

organisation such as Discovery. I work in the Service lab department under the Knowledge Management Consultants team and I must say, I am getting much more than I had anticipated.

PARTNERSHIPS

Ongoing operational partnerships with professional bodies such as IRMSA, SAICA, the Compliance Institute and the Actuarial Society seek to share BANKSETA initiatives and strategic projects with their membership base; use skills development initiatives to professionalise the sector; and ensure successful projects that deliver the best candidates. The value of these partnerships is recognised in increased professionalisation of the sector and continued professional development.

The strategic partnerships in place with the CBDA and NACFISA aim to implement strategic interventions aligned with the development of CFIs and the Governing Boards of CFIs, as well as the ongoing professionalisation of CFIs.

Transactional partnerships with the likes of the University of Witwatersrand, Rhodes University and Durban University of Technology have netted valuable research on mapping of occupations, the banking sector SSP, as well as the alternative banking sector, as well as an M&E Framework and cost-benefit analysis for SETAs.

ACHIEVEMENTS

Sustainable Employment

Being permanently employed does not only provide job security, but employment benefits that many prospective employees seek.

Many employers offer permanent employment to BANKSETA learners after their training because the training is relevant to business needs. The BANKSETA learnerships are developed by the industry for industry, in consultation with all relevant stakeholders, so the learning programs and qualifications of the learners are relevant to specific occupations.

WHAT THE FUTURE HOLDS

- The identification of priority skills in the sector through a credible skills planning process
- The distribution of mandatory grants to qualifying registered companies
- The distribution and management of discretionary grants that will benefit the sector at large as well as beneficiaries within the sector
- The implementation of quality assurance processes that will enhance and ensure quality provision of training that falls within the scope of the BANKSETA
- Supporting the implementation of applicable national strategic objectives as identified in the National Skills Development Plan (NSDP).



THE CULTURE, ART, TOURISM, HOSPITALITY AND SPORT SECTOR EDUCATION AND TRAINING AUTHORITY (CATHSSETA)



HIGHLIGHTS



CATHSSETA delivers its services to a diverse economic sector comprising six sub-sectors. Each of these sub-sectors remains unique and plays a significant role in the economy and the quest for social cohesion. The sub-sectors serviced by CATHSSETA are labour intensive and constitute a major source of employment for those at the lower end of the labour market spectrum. Critical in these subsectors is the degree to which women, youth and migrant labour gain relatively easy access to employment and entrepreneurship. As a result, they play a significant role in addressing national unemployment. Given the fact that small enterprises that fall below prescribed threshold for contribution owing to their size, the SETA is dependent on a relatively small portion of its sector for revenue.

PARTNERSHIPS

Chinese Culture and International Education Exchange Centre

In 2017, the SETA partnered with the Chinese Culture and International Education Exchange Centre to provide 112 Technical and Vocational Education and Training (TVET) College students with the opportunity to undertake a one-year Work Integrated Learning (WIL) programme in China. This programme provided the students with a once in a lifetime opportunity to work and study in a country renowned for innovation. The aim of the partnership is to promote investment opportunities in South Africa, to expose TVET College students to international standards and to enhance their work ethics. At the outset of this programme, the focus was on Tourism and Hospitality learners, but it has since been extended to cater for Arts and Design TVET College learners. To date, about 150 students have completed their one-year programme in China.

The Gordon Institute of Business Science (GIBS)

Research undertaken in 2016 that revealed a shortage of executive and senior management skills resulted in a partnership with the Gordon Institute of Business Science (GIBS) to create a custom-made Executive Development Programme. The 12-month Executive Development programme, fully funded by CATHSSETA, included study tours to international destinations such as Las Vegas, Hong Kong, Berlin and Warsaw, that excel in our related sectors. To date, 67 managers from three provinces, namely, Gauteng, KwaZulu-Natal and the Western Cape, have completed the programme and graduated in June 2018.



50
women have participated in the Executive Development Programme for Women in Tourism and

20%
have been promoted to managerial positions in the Tourism Industry.

ACHIEVEMENTS

Executive Development Programme for Women in Tourism

In 2016, CATHSSETA partnered with UNISA Graduate School of Business and

the National Department of Tourism to implement the Executive Development Programme for Women in Tourism. This programme was designed to build leadership capacity for women in Tourism and the Hospitality sector. CATHSSETA wanted to play a critical role in skilling and capacitating black women for executive positions within its subsectors. The programme ran for a period of 12 months, based on the model that South African business schools use to train working students to allow them time to continue with their work while studying. To date, 50 women have participated in this programme and 20% have been promoted to managerial positions in the Tourism Industry.

Successful Work Integrated Learning programme (WIL)

Three learners who went for a 12-month CATHSSETA-funded Work Integrated Learning (WIL) programme with Touverst Integrated Tourism Group in 2018 have not only become permanently employed by the company, they have also been enrolled on a Tourvest Management Development Programme.

Entrepreneurship Development

Several students who were on the CATHSSETA-China international Work Integrated Learning (WIL)

programme gained the necessary skills and work ethics that inspired them to open their own business and with the rate of unemployment in the country skyrocketing, theirs is a good story to tell. Their success story is one to inspire and encourage others to follow in their footsteps.

WHAT THE FUTURE HOLDS

A transformed and growing sector, with the requisite skills that respond to the needs of the South African economy;

- An ethically governed and effective organisation that is capable of delivering on its mandate;
- Increased production of occupations in demand;
- Improved levels of skills in the South African workforce;
- Increased access to occupationally-directed programmes within the sector;
- Education linked to the workplace;
- Increased support for growth of the public college system; and
- Transformational entrepreneurship and career development are enabled and supported within the sector.



CONSTRUCTION, EDUCATION AND TRAINING AUTHORITY (CETA)




HIGHLIGHTS



The Construction Education and Training Authority (CETA) is responsible for South Africa’s construction sector comprising five sub-sectors, namely: Building Construction, Roads and Civil Construction, Built Environment Profession, Materials Manufacturing and Electrical Construction. Construction’s contribution to GDP has ranged between 3 and 4 percent since 2020 – this is in the face of muted demand for construction in the country. The construction sector employs approximately 1.3 million people.

Partnerships for Skills Development

Partnerships are essential to CETA achieving its strategic goals. In order to do this, partnerships have been established across the country to ensure the creation of capacity for CETA to stimulate skills development at all education levels, through the commissioning of research projects relevant to the sector as well as stimulating innovation that will lead to the formalisation of skills through RPL programmes and new venture creation.

CETA has successfully forged partnerships with Government departments; Public Higher Education Institutions; TVET colleges; Not-for-profit organisations; Employer organisations; Informal employment vehicles and International organisations.

Worth noting is the partnership with the South African Forum of Civil Engineering Contractors (SAFCEC) - Construction Sector Charter Council (CSCC). By signing the founding constitution, representatives of these parties have committed to the transformation of the sector and agreed on the measurement instrument to report against this. This alignment is key, and it is important to note that preferential procurement spend and Broad Based Black Economic Empowerment (BBBEE) codes should will be practiced within the CETA to drive economic transformation and further job creation with objectives and milestones appropriately defined.

This partnership has seen the successful allocation of Discretionary Grants for implementation of skills development with SAFCEC member companies.

PARTNERSHIPS

TVET Colleges

CETA partnership with TVET colleges aims to ensure growth in student enrolments in construction sector based programmes. This has seen the successful accreditation and implementation of training in construction related qualifications. The partnership has allowed allocation of Discretionary Grants to implement construction qualifications.

Wits Enterprise

This partnership aims to grow research capacity within CETA and the



The construction sector employs approximately **1.3 MILLION** people.

delivery of non-core projects with quick or complex delivery requirements. The partnership has resulted in CETA providing successful assistance in various research projects, such as the Sector Skills Plan - informal artisanship research on people with no recognised qualification.

KH Institute

Through this partnership, CETA aims to create a sustainable model for employment through an

integrated approach to vocational training and to develop a sustainable education model based on proven best practice. This is a partnership on dual artisan training learning from the German model. KH has facilitated the learning from the German experience by CETA management, the South African training providers, as well as employers. The partnership has allowed also the starting and running of a pilot project with Umfolozi TVET College.

WHAT THE FUTURE HOLDS

- Implement the objectives of a partnership between CETA and the Institute of Plumbing South Africa (IOPSA) to ensure high quality training in the plumbing sector;
- Implement the objectives of a partnership with the Construction Industry Development Board (CIDB), with the purpose to reduce duplicated work or efforts, create common technical deliverables and mobilise newly un-utilised capacity to deliver against the partnership goals planned to be set out;
- Implement the objectives of a partnership with the Small Business Development Department to drive the growth of small businesses with the purpose to create jobs, by ensuring that training and development needs are aligned with their requirements;
- Implement a partnership with the Informal Sector Body or Co-operatives to contribute to the growth of the informal sector in two areas, namely improved construction related skills and enhanced entrepreneurial capabilities; and
- Implement the Technical and Vocational Education and Training (TVET) branch within the Department of Higher Education and Training (DHET) to ensure the planning, development, monitoring, maintaining and evaluating national policy, programmes, assessment practices and systems for vocational and continuing education and training, including for technical and vocational education and training (TVET) colleges and Community Education and Training Colleges.



THE CHEMICAL INDUSTRIES EDUCATION AND TRAINING AUTHORITY (CHIETA)



HIGHLIGHTS



Cebile Mtubatuba

The South African Chemicals Industry plays a critical role in the South African economy. The industry's contribution is approximately a quarter of South Africa's manufacturing production and it produces significant outputs that are used in almost all other economic sectors of industry. The Chemicals Industry is dependent on professional and technical skills which are in short supply locally and globally. The dependence of industry on these skills makes it more susceptible to occupational shortages because of the long lead-times in the training of high-level and specialised skills. South Africa is home to Africa's most advanced and largest chemicals sector, valued at approximately US\$25bn. South Africa's chemicals industry is highly mature and diverse, spanning fuel and plastics fabrication to pharmaceuticals, and supplies a wide range of industries.

Dreams with no Limits

"Growing up in a village of Nhlwathi in KwaZulu-Natal, I used to see aeroplanes flying up in the sky and my uncles would say that they were being operated by scientists. I knew then that I wanted to become a scientist – and so I become one."

This is the story of Cebile Mtubatuba, a Health Economics, Market Access and Reimbursement Manager at Johnson & Johnson. Nhlwathi is tasked with unlocking access to innovative oncology therapies for cancer patients.

Mtubatuba learnt about CHIETA opportunities through a company called Innovex in Durban. "I had graduated and was struggling to find a job. After joining the CHIETA Medical Representative Programme in 2003, I was able to get into the pharmaceutical industry and since then, I never looked back," she says.

Like many other black South Africans, Mtubatuba did not have an easy upbringing but this did not deter her career goals. From walking 6km to school every day since the age of five to struggling to find employment, she managed to soldier on and to date, she holds a Master of Science Degree in Health Economics obtained from the United Kingdom in 2019.

Looking to the future, Mtubatuba wants to pursue a PhD in Health Economics and lecture part time so that she can share her knowledge and insights with students. "I received a few of accolades when I was a Medical Representative, such as Channel Representative of the year and the X factor Award for sales excellence. I also successfully launched a new product in South Africa when I was working as a Product Manager at Roche. I'm also very proud to have been involved in various international projects and want to share my experiences with young and upcoming scientists," she concludes.



South Africa is home to Africa's most advanced and largest chemicals sector, valued at approximately US\$25BN.

PARTNERSHIPS

TVET College Sector Partnerships with Advancing Technology in Plant Design and Operating

The value of this partnership is the improvement in the quality of learning delivery and supply from TVET colleges. A concept paper was produced, exploring SMME development and optimisation of the CHIETA's relationships with TVET colleges. TVET partnerships are in line with the mandate of the SETA and have the objective of capacitating the TVET College sector. The chemical sector has a heavy reliance on technical and artisan skills. Therefore, the TVET sector has played and continues to play a critical role in the supply of skills for the sector and this is achieved through the CHIETA Discretionary Grants Funding Windows.

Group Technology (Sasol)

This is a Work Integrated Learning (WIL) and Youth development programme. The CHIETA funded Sasol to offer WIL opportunities to matriculants from local communities surrounding the Sasolburg area. The project set out to increase participants' employment opportunities by 60%, communicate effectively using corporate communication tools (such as e-mails) and business language skills in oral and written presentation, demonstrate basic numeracy skills, use systems and technology effectively and professionally showing responsibility and ownership towards their work environment, team members and other stakeholders in the organisation.

South African Petroleum Industry Association (SAPIA)

This is a Tshwane University of Technology (TUT) Work Integrated Learning (WIL) and Industry Exposure programme. The CHIETA funded SAPIA for women in leadership to understand and appreciate their personal and professional journey in relation to leadership and understand emotional intelligence as an enabler for their work and leadership environment. SAPIA was also funded for the Advanced Certificate in the Management of oil and gas to understand strategic imperatives of the Oil and Gas sector, understanding key governance principles relevant to the sector, key performance indicators on how to manage people, talent management process and succession planning and operational excellence from theory to practice in the oil and gas industry.

ACHIEVEMENTS

Expenses

The CHIETA managed to maintain an improved increase in disbursement rates in year-to-

year comparisons. Administration expenditure remained within the 10.5% limit prescribed by skills development legislation, and administration savings which are then transferred to the discretionary reserve at financial year end for utilisation in prioritised skills development initiatives. It is the opinion of the Accounting Authority that the expenditure incurred has been properly accounted for and that the projects and programmes undertaken have considerably benefited the chemical industries sector as a whole, as well as providing support and funding towards national priorities and the achievement of national skills development imperatives.

Maintaining Unqualified Audit Reports at the end of the financial year

Throughout the three-year-period, the CHIETA ensured that it receives unqualified and clean audit reports from the Auditor General as part of its APP and Strategic Objectives. This demonstrated disciplined and transparent functioning of the CHIETA funds management, business processes, governance frameworks and compliance with regulations.

Ensuring the Effective Functioning of the Five CHIETA Governance and Constitutional Structures

The CHIETA ensured that all governing board committees function optimally and carry out its mandate. For this to have happened, each Chairperson of the Governing Board committee reported to the Governing Board. These reports to the Board from Chairpersons reflected and confirmed effective execution of their oversight function as per the PFMA, Treasury Regulations, Skills Development Act and the KING IV benchmarks on ethical leadership. This demonstrated accurate, transparent and functional CHIETA committees of the Governing Board, supported by unqualified and clean audits received by the CHIETA over the three years under consideration.

WHAT THE FUTURE HOLDS

- Enhancing the skills of existing workforce of the Chemicals Industry;
- Supporting the skills development of new entrants to the Chemicals Industry;
- Responding to changing sectorial needs and priorities;
- Strengthening and expanding strategic partnerships to maximise sustainability and the impact of skills development interventions; and
- Supporting national imperatives in relation to skills development, with emphasis on the Chemicals Industry.

THE EDUCATION, TRAINING AND DEVELOPMENT PRACTICES SECTOR EDUCATION AND TRAINING AUTHORITY (ETDP SETA)



Education, Training and Development Practices
Sector Education and Training Authority



HIGHLIGHTS



The Education, Training and Development (ETD) sector comprises diverse sub-sectors with different skills needs. An analysis conducted in 2018 revealed that the sector comprises 52,629 employers within 14 sub-sectors, including, but not limited to: early childhood development centres, public and private schools, TVET and FET colleges, higher education institutions, as well as adult education and training institutions. This highly diverse sector also includes research institutions, the library information and archival services sub-sector, trade unions and political parties.

Career Journey Took-off at High Speed – Fuelled by Six Matric Distinctions

Having achieved six distinctions, Phakamile Mazibuko matriculated a Top Achiever from high school and kept her eyes on the ball throughout her academic journey. To date, she has graduated with a Bachelor in Education, Cum Laude, from the University of KwaZulu-Natal (UKZN).

Upon completing matric, where she was regarded as one of KZN's Top 40 students, Mazibuko received funding from the ETDP SETA to further her studies following her sterling performance. Her hard work, determination and hunger for success saw her achieve five Dean's commendations and 12 certificates of merit for various modules in her degree.

"I set the bar very high for myself early on in my studies and worked very hard to maintain my position," explains Mazibuko. Her motivation for pursuing a career in education was her passion for teaching and the eagerness to transform lives through education. Mazibuko describes her journey through varsity as fruitful and thanks the ETDP SETA for funding her studies. This, she explains, has contributed immensely to her personal and professional growth.



the sector
comprises

52,629

employers within
14 sub-sectors.

PARTNERSHIPS

Enhancing Employability by Ensuring Creative Solutions through the Implementation of Relevant Programmes

In 2017/18, the ETDP SETA celebrated two years of successfully piloting Work Integrated Learning (WIL) for the TVET College Lecturers project. This was in partnership with the Swiss-South African Co-operation Initiative (SSACI). The main objective was to improve teaching and learning in participating TVET colleges through a systematic industry-based lecturer workplace experience. The project targeted 280 lecturers from 28 public TVET colleges, with at least two colleges per province, to participate and complete the WIL.

TVET lectures piloted the new Advanced Diploma in TVT

In partnership with the Nelson Mandela University, the ETDP SETA implemented an Advanced Diploma in Technical and Vocational Teaching (Adv Dip TVT). This was a two-year part-time programme provided to TVET college lecturers. Lecturers from KwaZulu-Natal (KZN) were amongst the first beneficiaries of this programme. A total of 60 lecturers from Umfolozi and Coastal TVET Colleges were part of the launch of the programme, which took place in February 2019, at seven centres across the country.

Primary School Reading Improvement Programme

The Primary School Reading Improvement Programme (PSRIP) is a partnership between the ETDP SETA, the Department of Basic Education (DBE) and the National Education Collaboration Trust (NECT). The programme provides subject advisors, teachers, and School Management Teams (SMTs) with focused training in English First Additional Language (EFAL), from Grades 1-6, focussing on Curriculum Assessment Policy Statements (CAPS), reading, teaching methodology and teaching routines. Participants are provided with resources to assist them with planning, implementing, and reflecting on their role in improving the quality of teaching and learning in relation to the acquisition of reading in EFAL classrooms.

ACHIEVEMENTS

The ETDP SETA establishes three Service Centres in TVET colleges

In partnership with Umgungundlovu (KwaZulu-Natal), Vhembe (Limpopo) and Ikhala (Eastern Cape) TVET colleges, the ETDP SETA established service centres in March 2018 in order to offer skills development services within their communities. This partnership was an attempt to live by the ETDP SETA's commitment of taking services and offerings to the people.

Remaining relevant through constant engagement with our constituencies and stakeholders

In the period 2018/19, the ETDP SETA embarked on a national stakeholder engagement and interaction sessions with all its stakeholders during February and March 2019. This is the ETDP SETA's biennial tradition to ensure the SETA is well informed about stakeholder skills development needs with a view of being responsive to them. The sessions served as an enforcement of the ETDP SETA's vision and mission to create honest and transparent platforms for discussions between the organisation and its stakeholders. The objectives of the highly interactive sessions included discussions on pertinent issues

within each province about the role of the ETDP SETA in facilitating and promoting skills development in the Education, Training and Development (ETD) sector.

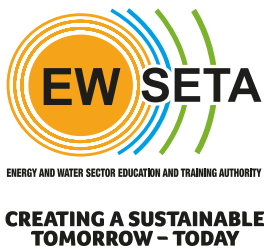
The ETDP SETA's R280 million injection to bring relief to missing middle students at public universities

Universities South Africa (USA) secured a total of R280 million from the ETDP SETA as a grant to fund bursaries for students in the public higher education sector for the 2020 academic year. The target students are from the missing-middle category. These were students whose annual family income falls in the R350,001 to R600,000 bracket, which placed them above the qualifying threshold of the National Student Financial Aid Scheme (NSFAS) and often precludes this category of students from qualifying for study loans from commercial banks.

WHAT THE FUTURE HOLDS

- Good corporate governance, improved organisational performance and audit outcomes;
- Research and skills planning to address current and future skills' requirements for a changing world of work as well as conducting research on COVID-19 impact to assist in risks mitigations in the sector;
- Support teaching and learning systems to transform to the digital era and capacitate educators, lecturers and practitioners across the sector to acquire the digital skills and competences in line with the Fourth Industrial Revolution (4IR). Curriculum transformation and innovation are mandatory to address the 'new normal';
- Support Early Childhood Centres in communities, especially in areas that were hit hard by the COVID-19 negative economic impact;
- Support constituent organisations and their personnel to acquire the digital skills and competences in line with 4IR;
- Increase access to post school, education and training opportunities for employability and promote self-employment through cooperatives and entrepreneurship development;
- Financially support students to attain academic qualifications through the awarding of bursaries;
- Establish Employment Services Centre to enable the filling of vacancies by employers; and
- Establish Centres of Excellence in Recognition of Prior Learning (RPL), Work Integrated Learning policies and practices in the TVET Colleges.

THE ENERGY AND WATER SECTOR EDUCATION AND TRAINING AUTHORITY (EWSETA)




HIGHLIGHTS



The Energy and Water Sector Education and Training Authority (EWSETA) is responsible for two of South Africa's most critical sectors, namely energy and water. Inadequate investment in infrastructure development and maintenance are challenges that beset both sectors. In the energy sector, this is exacerbated by a growing population and rapid urbanisation. South Africa is a water scarce country with an average annual rainfall of approximately 464 mm (compared to a global average of 860 mm). This, combined with climate change places extensive pressure on the country's water resources. The importance of renewable energy, skills supply challenges and an aging workforce seek to emphasise the importance of the EWSETA as a skills development authority.

There is Always Hope

A partnership entered into between the EWSETA, Grabouw's New Hope Training Organisation and the Theewaterskloof Municipality in the Western Cape resulted in a group of 33 young people successfully completing either the NQF Level 4 Waste Water and Water Reticulation Services Learnership or the NQF Level 4 Water and Waste Water Process Control Supervision Learnership.

The programme was successfully completed in April 2019. Of the 33 learners who completed their in-service training at the Theewaterskloof Municipality, 13 were offered a 6-month contract employment, subject to renewal for a further two years thereafter.

This partnership has enabled young unemployed people to become more marketable and employable. This is according to Abraham Moitse, who heads up the New Hope Training Organisation and has a clear passion for the development of the South African youth.

The success of this project highlights the important role that Municipalities play in the upskilling of our youth through hosting young people in Work Integrated Learning (WIL). The EWSETA is grateful to the Theewaterskloof Municipality for being a front runner in the skills development agenda of the country.



South Africa is a water scarce country with an average annual rainfall of approximately **464 mm** (compared to a global average of **860 mm**).

PARTNERSHIPS

Central University of Technology

In 2019, the EWSETA entered into a partnership with The Central University of Technology in Bloemfontein. The aim is to improve the overall quality of skills planning for the energy sector through research, development of courses and programmes in the renewable energy field, promote awareness for the optimal use of renewable energy resources and improve research within the sector with respect to renewable energy systems.

International Exposure for South African Learners

In collaboration with the Chinese Culture and International Education and Exchange Programme (CCIEEP), the EWSETA funded TVET learners to travel to China for a 12-month period. The learners were prepared for the world of work by equipping them with relevant skills in renewable energy-related solutions and electrical automation technologies, practical workplace-based training to integrate theoretical and practical knowledge, as well as exposure to international culture at both a business and social level.

Water Institute of Southern Africa

The Water Institute of Southern Africa (WISA) is a professional, comprehensive, independent, volunteer, water sector community institution that provides diverse membership benefits and supports the Southern African water sector in a representative and effective way. WISA has been a valuable sector partner to the EWSETA for a number of years, with partnership activities aimed at driving awareness of and involvement in a variety of skills development projects and programmes.

ACHIEVEMENTS

Rural2Rural Roadshows

Having realised that the 'traditional' approach to career guidance at large-scale events did not necessarily provide the EWSETA the opportunity to interact meaningfully with young people, particularly in rural areas, the EWSETA embarked on a series of roadshows to rural areas across the country to visit schools on site and provide career guidance. Each of these roadshows included an intensive career guidance workshop for life orientation educators, designed to capacitate them with important career guidance knowledge.

Centres of Specialisation Partner

The Centres of Specialisation (CoS) Programme is a Department of Higher Education, Science and Innovation initiative that aims to address the demand

for priority trades needed for the implementation of the government's National Development Plan, as well as its National Infrastructure Plan. The programme comprises 13 priority trades, and the EWSETA is a lead SETA in two trades, namely, electrician and plumber. Furthermore, the SETA is designated to fund five trades i.e. welder, mechanical fitter, fitter and turner, plumber and electrician.

Increased Focus on Performance, Monitoring and Research

The establishment of a dedicated performance, monitoring and research branch by the EWSETA has seen these critical functions for a SETA receiving renewed and dedicated attention in recent years. As a result, the EWSETA has been recognised as a leading SETA in the delivery of strategic planning documents. Furthermore, the EWSETA's research activities are making an important contribution to the skills knowledge requirements of the sectors it serves.

WHAT THE FUTURE HOLDS

- Establish a high-performance culture;
- Develop credible mechanism for identification of skills demand and supply;
- Close the scarce and critical skills gap;
- Intensify Continuous Professional Development and career guidance; and
- Positively contribute to an inclusive economic development.



THE FINANCE AND ACCOUNTING SECTOR EDUCATION AND TRAINING AUTHORITY (FASSET)



F A S S E T

Make the future count



HIGHLIGHTS



Fasset is the Financial and Accounting Services Sector Education and Training Authority. The finance and accounting services sector is particularly important because it is the largest employer of people with financial management, accounting, and auditing skills. In 2018 more than 168,000 people worked in the sector. The demarcation and definition of this sector differs in the different data sources available, as well as in different environments. In the national accounts and in employment surveys conducted by Statistics South Africa (such as the Labour Force Survey (LFS) the sector includes real estate activities and an array of other business services such as labour brokerages, information technology services, legal services, and engineering and architectural services.

Minus One Problem

Studying at a higher education institution can be challenging, but having to worry about whether or not you will be able to pay your fees raises the stress levels up a notch!

For a group of young students who were determined to obtain qualifications in Financial Sciences and Accounting, this is one problem they were fortunate enough to not experience, because Fasset came to their aid.

Michelle Mohale, Reabetswe Mashamaite, Mpho Molala and Siyanda Mbekeli received funding from Fasset to pursue studies in Financial Sciences and they describe this as 'nothing short of a miracle'.

These sentiments are shared by Lesley Nakeng, who has been working towards her Certificate in the Theory of Accounting. "My dream is to become a Chartered Accountant in the future and this achievement will be attributed to Fasset, as they laid the foundation for me to further my studies," she says.



Fasset now has **FOUR** satellite offices in total, which demonstrates its strong commitment to partnering with TVET Colleges.

PARTNERSHIPS

Fasset and CHDA Partner to Reach Eastern Cape Learners

The Chris Hani Development Agency (CHDA), DHET and Fasset have fostered a truly productive partnership that has seen the organisations reach teachers and learners in some of the remotest communities in the Eastern province. Through a series of Life Orientation Teacher Career Guidance Workshops, coupled with Career Exhibitions, Fasset and CHDA have successfully empowered learners and LO teachers with career guidance. This valuable partnership reached 24 schools in Queenstown and surrounds and 26 in Lady Frere within the Enoch Mgijima and Emalahleni local municipalities. The CHDA played an invaluable role in coordinating the participating schools within the local municipalities, liaising with the various departments of

education and the Chris Hani District Municipality. The activities were particularly valuable to those learners interested in following careers in the financial services sector. Fasset and CHDA ensured that both teachers and learners were up to speed with subject choices relevant to pursuing a career in finance, as well as how to apply for bursaries from Fasset.

TVET Work-based Experience Programme

Fasset entered into partnerships with small companies such as Rilscan Pty Ltd, ZMG Consulting, HR Ignite and Finserve Accounting, and the Departments of Finance, North West and Mpumalanga. The purpose of these partnerships is to continue implementing a TVET Work-based programme and place TVET graduates as interns at companies that will expose them to the work environment, while bridging the gap between their studies and the demands of the workplace to improve their prospects as employees. Medium to Large companies like KPMG and PwC also partnered with Fasset to implement this programme. A total of 35 employers signed the partnership agreement with Fasset to host beneficiaries. 338 out of a target of 480 beneficiaries have been reported as entered during the 2019/20 financial year. 130 beneficiaries have been reported as completions.

Academic Support Programme

Five institutions, namely, the University of Free State, Rhodes University, University of Johannesburg, SAICA and ISFAP received funding during the 2019/20 that enabled 1,236 learners to enter training. This programme, since inception in 2016/2017, has attracted more institutions, especially Historically Disadvantaged Institutions (HDI) and more learners are benefiting.

ACHIEVEMENTS

Circle of Influence

Fasset launched its Circle of Influence round table discussions in August 2019. The Circle of Influence concept came out of Fasset's requirement to build better relationships within specific stakeholder groupings and to demonstrate its support of the skills development mandate. The Circle of Influence concept was created as a platform not only for stakeholder engagement, but also as a key positioning exercise in thought leadership around the SETA's focus areas. This gives Fasset an opportunity to demonstrate itself as a contributor to transformation, skills development, knowledge provision and sharing in the finance and accounting services sectors.

The Opening of Additional Satellite offices

Fasset has made tremendous strides in reaching communities both close and afar. Over the three-

year period, Fasset opened three additional satellite offices in the rural Eastern Cape, KwaZulu-Natal and Limpopo; which will undoubtedly strengthen its accessibility and visibility. Fasset now has four satellite offices in total, which demonstrates its strong commitment to partnering with TVET Colleges.

Fasset Brand Ambassador Programme Relunched

The Campus Brand Ambassador campaign was relunched with a recruitment drive in six of the nine provinces to appoint 20 suitable learners at identified institutions of higher learning with whom Fasset has Memoranda of Understanding. The value-add for the Campus Brand Ambassador Programme is that it widens Fasset's footprint enabling the Seta to reach the most remote areas of the country. In turn, the brand ambassadors get an opportunity to improve their presentation, networking and communication skills. The programme also provides them with an opportunity to build their self-confidence. These skills will stand them in good stead when they enter the world of work.

WHAT THE FUTURE HOLDS

- Fasset will continue to focus on increasing learner placements through learnerships and internships, enhancing the employability prospects of the youth through programmes such as the YES- Presidential youth employment initiative, and interventions and funding aimed at learners at TVET colleges. Transformation in the finance and accountancy sector remains one of Fasset's core mandates, where leadership development programmes are targeting women who are in the senior management talent pipeline in our sector.
- The rapid increase in the use of technology in the sector is exciting as it provides different opportunities and challenges for Fasset. The Seta has to ensure that the training interventions it provides meet the needs of this ever-changing landscape, and Fasset is geared to support learning interventions in 4IR to ensure that the right training is provided to meet organisational demand.



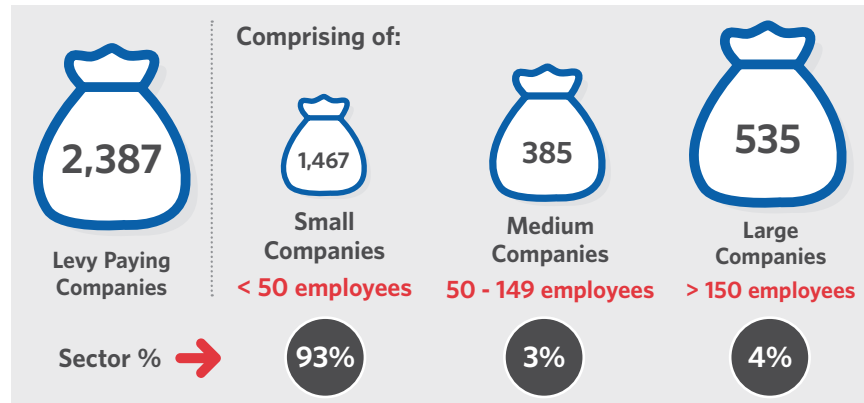
FOOD AND BEVERAGE MANUFACTURING SECTOR EDUCATION AND TRAINING AUTHORITY (FOODBEV SETA)



HIGHLIGHTS

The Food and Beverages Manufacturing Sector Education and Training Authority (FoodBev SETA) is responsible for the Food and Beverages Manufacturing Sector which is a fundamental element of the food industry value chain that includes food production, food processing, food distribution and consumers of the final processed food. FoodBev SETA is divided into 5 subsectors categorised as chambers namely: production, processing and preservation of meat, fish, fruit, vegetables, oil and fats; manufacture of dairy products; manufacture of breakfast products, manufacture of other food preparation products and manufacture of beverages.

Companies that are registered with the FoodBev SETA comprise those with activities that fall within the secondary level of the food industry value chain which are mainly food processing companies. The SETA Sector Skills Plan (SSP) in 2019/20 revealed that the number of companies registered and classified under Food and Beverages Manufacturing Sector increased by 13% from 12,355 in 2018 to 13,987 in 2019.



PARTNERSHIPS

The SETA entered into a number of flagship partnerships to address identified priorities.

Improving Quality of Provision of Matriculants and Graduates into the Sector

A strategic project was entered into with Nestle to celebrate its 100th centenary, wherein a total of 100 unemployed learners were funded with full bursaries. These learners benefited from being mentored, tutored and supported by specialists to assist them with improving their results. A total of 70 learners have since completed, with some being placed on a graduate programme with Nestle.

IS THIS WORTHWHILE INFO TO KEEP HERE SINCE IT WAS DELETED IN THE COPY NOW?



Research in 2018 revealed that **12,166** entities are registered with the FoodBev SETA, of which **93%** are registered as levy-paying entities.

A strategic project was entered into with SAB/InBev which resulted in 111 unemployed learners with disabilities being funded on a learnership programme. The programme led to 98 learners completing and obtaining the following qualifications: GETC in Domestic Services, National Certificate in Information Technology and End User Computing, and National Certificate in Plant Production.

Addressing Artisan Shortages and Development

To address the shortage of qualified artisans, FoodBev SETA entered into tri-partite partnerships with TVET colleges and the industry. The partnership entailed the SETA funding and supporting six centres of specialisation in the Western Cape to facilitate work integrated learning for unemployed learners. To date, 229 apprentices have completed their trade test and qualified as artisans.

Transformation

To capacitate and transform the industry, FoodBev SETA entered into a partnership with the Gordon Institute of Business School (GIBS) to capacitate 30 executives and managers on an international development programme. These learners were to complete in 2019/20 but were affected by COVID-19 pandemic restrictions which had an effect on the international travel. These learners will be able to obtain their international exposure once international travel restrictions have been lifted.

ACHIEVEMENTS

- Three unqualified audits achieved over last three years (2 of these were clean audits)
- 85% overall performance in 2018/19 period
- 34 PhD students funded to encourage innovation in the sector
- 4IR Research Chair established with University of Johannesburg in 2019
- 12 research papers approved and disseminated
- R238 million allocated to internship programmes for TVET students to allow for completion of studies
- During 2018/19 year successfully registered National Occupational Certificate in Dried Dairy Products Maker with QCTO

- The SETA hosted and attended 116 career guidance events and distributed a total of 22 784 career guides/booklets across all provinces both rural and urban areas.

“The only entitlement we should have as young people in this country is expecting out of something, what we put in it. You cannot expect to harvest apples when you’ve planted orange seeds!” Nonhlanhla Mtshaleni TVET Intern

WHAT THE FUTURE HOLDS

- The SETA will continue to strive toward a 100% performance, through overcoming the challenges that were posed by Covid-19 by adopting innovative means of training and automation of DG processes.
- Implement impactful programmes that responds to 4IR and future skills to close the gaps identified in the sector as well as to encourage entrepreneurial skills in order to create employment and self-reliance. This will include the SETA entering into partnerships to improve the provision of career guidance initiatives and massive capacitation of career development practitioners to maximise reach.
- Establish strategic partnerships with both private and public entities aimed at implementing skills development programmes and initiatives to empower youth, women and people with disabilities within the food and beverages manufacturing sector.
- Continue to capacitate SMEs including those in rural areas on SETA programmes, compliance requirements and how they can gain access to various SETA funding opportunities.
- Improve SETA visibility through extensive awareness campaigns and ensuring proactive communication of relevant and credible information to stakeholders to position the SETA as a preferred skills development partner of choice.
- Provide quality assurance by implementing continuous improvements and tracking areas of concern impacting internal and external effectiveness.



THE FIBRE PROCESSING AND MANUFACTURING SECTOR EDUCATION AND TRAINING AUTHORITY (FP&M SETA)



HIGHLIGHTS



The fibre processing and manufacturing sector comprises 13 sub-sectors namely: clothing, footwear, forestry, furniture, general goods, leather, packaging, printing, print media, publishing, pulp and paper, textiles and wood products sectors. Although classified individually, the sub-sectors are closely integrated and together they create tremendous value in the lives of consumers. By converting lumber pulp, natural or synthetic fibres, animal skins/hides into finished products such as furniture, clothing, shoes, protective equipment, paper and paper board, printing, industrial fabrics and high tech applications in the likes of the automotive, health and building industries, the sector impacts the daily lives of all South Africans. The sector hosts 25,616 employers and contributes an average of 3.6% to the GDP.

Pursuing a Passion for Skills Formation and Knowledge Production, Transfer and Commercialisation

Skills Political Economist, Dr Dandira Mushangai completed his PhD in 2020 with funding from FP&M SETA. This qualification gave him the opportunity to pursue his passion for skills formation and knowledge production, transfer and commercialisation.

He explains: “the funding was critical in that it enabled me to produce a monography on skills formation, innovation and the processes of creative destruction in industrialising the South African forestry sector for the FP&M SETA in 2017; and afforded me the opportunity to embark on a PhD study.”

His PhD thesis, which was titled, *“Exploring Challenges in the Interaction of Forestry-related Institutions in the employment of Research and Development in the South African Forestry Sector,”* focused on the system of innovation that enables new knowledge to move between research organisations, sectoral actors such as firms, and the processes of mediating these through education and training.

“I am grateful to the FP&M SETA for enabling me to embark on this research and for their encouragement to continue the good work pertaining to skills development and the development of research capabilities,” he says.

Since completing his PhD, Dandira has been working as a Consultant Researcher on projects focusing on skills development models, industrial policies and industrialisation in Africa, TVETs, small business development models and job placement models in South Africa, amongst others.



The sector hosts
25,616
employers and
contributes an
average of
3.6%
to the GDP.

PARTNERSHIPS

FP&M SETA Temporary Employee Relief Scheme

A number of textile and clothing companies have benefitted from the FP&M

SETA's Temporary Employee Relief Scheme, where retrenched individuals or those that come from liquidated companies undergo training. This training assists them to either become skilled in another divisions of the company, which are not be affected by retrenchments, or to gain new skills that will assist them in seeking new employment.

South African Book Development Council (SABDC)

FP&M SETA's partnership with the South African Book Development Council (SABDC) resulted in a transformed national book fair, which creates greater access for all South Africans, and dedicates itself to engage audiences, who ordinarily do not form part of mainstream book-industry events. The Project aims to grow the book publishing sector by including and building the capacity of independent, SMME publishers and entrepreneurs. Crucial to achieving this vision is the SETA funded Enterprise Development Programme, a necessary step preceding the SABF Project, as it provides the longer term training required for independents to operate at the level of mainstream companies at the SABF. It must be noted that 78% of the 2019 beneficiaries were black-owned businesses, with 44,4% being black female owned.

Forestry South Africa

Forestry South Africa, in collaboration with the FP&M SETA and industry partners, developed a "virtual reality" application that gives trainee chainsaw operators a chance to test the skills they have learnt in the classroom, in a virtual forest. The entire virtual programme was developed on the basis of the current South African Chainsaw Safety and Operator's Handbook. The forestry industry in South Africa has been using training simulators for the past decade, but this is a first for chainsaw operators. With this new innovation, the South African forestry sector was seeking an effective, but cost-effective, learner-adaptable, and injury-free means of training. The virtual and augmented reality technologies present an opportunity for the South African forestry sector to close this identified gap. The application provides trainees with an opportunity to practice with a chainsaw in a totally safe "virtual" environment, and allows trainers to

test their competency – at relatively low cost. The application is the first in the world to incorporate sensors on a real chainsaw and immerse the experience into virtual reality for the purposes of training.

ACHIEVEMENTS

High Performance

During the past five years, the FP&M SETA has achieved five unqualified audits, including four clean audit opinions from the Auditor-General of South Africa. In 2019/20, the FP&M SETA also recorded an overall performance of 100% (audited) for SETA funded learners by meeting all 40 of its performance indicators and targets. This attests to the monitoring and oversight of processes and a strong control environment by the FP&M SETA CEO, management and board.

The COVID-19 Economic Stimulus

In response to the COVID-19 economic stimulus developed by the Department of Higher Education and Training (DHET), the FP&M SETA had to respond to an emergency health crisis by contributing to the production of essential goods such as Personal Protective Equipment (PPE). This was done through various interventions, which are aligned to the objectives of the FP&M SETA Strategic Plan, APP and the strategic outcomes of the National Skills Development Plan.

Skills Development Programmes

During the past year, 2,250 SETA and industry funded learners were given an opportunity to register for or complete work experience, internships or Work-Integrated-Learning programmes within the FP&M sector. In 2019/20, 3,911 employed and unemployed learners successfully entered into learnership programmes that are occupationally-directed. The strategic partnership with NSFAS continues to prosper. During the past year, 789 learners benefitted from the SETA's bursary grants, ensuring that learners are able to graduate with tertiary occupational qualifications. The SETA has supported unemployed students in a number of higher education institutions that study qualifications aligned to our skills development scope.

WHAT THE FUTURE HOLDS

The FP&M SETA looks forward to continuing with the important work of training in institutions and the workplace, and expanding and developing future-perfect skills development initiatives for access, improved quality and increased diversity of provision.

The Post-school Education and Training System will respond to the needs of individual citizens and employers in both public and private sectors, and it will meet broader societal and developmental objectives. The focus will be on greater co-operation between education growth and career development.

HEALTH AND WELFARE SECTOR EDUCATION AND TRAINING AUTHORITY (HWSETA)



HIGHLIGHTS



On-the-job training

The health and social development sector served by the HWSETA is extensive and spans portions of the human- and animal health systems in South Africa, as well as portions of the social development and social services systems. The economic activities that fall within the scope of the health component of the HWSETA range from all healthcare facilities and services, pharmaceutical services and the distribution of medicine, medical research, non-governmental organisations, to veterinary services. The social development component of the sector consists of the government, NGOs and private social work practices. A unique feature of the sector is that a majority of the healthcare practitioners, social services professionals and para-professionals are regulated by professional councils. Many NGOs are exempt from paying skills development levies, and so their workers fall outside the SETA levy grant system for skills development.

Mental Disability Does Not Constitute an Inability to Work

A total of 12 learners with mental health disabilities have been placed with employers for on-the-job training, for a period of 12 to 18 months, in environments that can accommodate their disabilities. This extraordinary opportunity is powered by a partnership between HWSETA and the Pietermaritzburg Mental Health Society (PMBMH), as part of a Mental Health Awareness project.

All selected learners received work skills training in preparation for the placement. The project is taking place in the uMgungundlovu and Msunduzi municipalities in KwaZulu-Natal, with a total of nine different companies hosting the learners. An employment officer and social worker are assigned to each learner, responsible for monitoring their progress in the workplaces.

Before the start of their training, the first induction workshop was held on 26 June 2019. The workshop focused on introducing the project to host employers, trainees and parents, explaining in great detail by means of presentations what is expected of participants. Experiences of previous and current learners with their host employers, teaching learners how to handle their finances were shared. Also shared were health and safety aspects to be adhered to during the training and understanding the contracts put in place to guide them and ensure all protocol is observed.

“PMBMH is proud to be a part of this training in collaboration with HWSETA, particularly because we share the common goal of being the custodians of the needs of people with mental disabilities,” says Philippa Manning, PMBMH Executive Director.

HWSETA understands and supports the inclusion of people living with disabilities. People with mental disabilities are socially side-lined, abused and exploited. The SETA strives to help them overcome the obstacles that deny



A total of
12

learners with
mental health
disabilities have
been placed with
employers for on-
the-job training.

them the opportunity to reach their full potential, as well as to dispel the myths and stigma attached to these disabilities.

PARTNERSHIPS

ORBIT and Mopane South East TVET Colleges and Employers

HWSETA has partnered with two TVET colleges (ORBIT and Mopane South East TVET Colleges) and ten employers from the Limpopo, Gauteng and North West provinces, to provide funding for the diesel mechanic trade for 44 learners studying at the colleges. A partnership with TVET colleges and private employers creates a dual system of apprenticeships, that will combine technical education at a TVET college with simulated practical training offering accurate work experience in an integrated learning programme, with employers in the driver's seat. This will create a triple combat against the imbalances of the past by positively contributing towards the objectives detailed in the NSDP, as a three-way partnership between the SETAs, private employers and TVET colleges will be working collaboratively in contributing to skills development.

SAVC, QASA and Higher Health

HWSETA partnered with employers and employer bodies that allowed the SETA entry into new areas. Programmes for primary animal health (promoting the 'one health' concept), persons with disabilities and health and wellness of the student population in the PSET sector were prioritised. These partnerships also opened opportunities for identified rural areas in line with presidential nodal zones. Furthermore, projects for people with disabilities were increased as partners facilitated the opening of new workplaces. Rural areas such as Msinga (KwaZulu-Natal), Dundonald (Mpumalanga), Musina (Limpopo), Amsterdam (Mpumalanga) and Jagersfontein (Free State), amongst others, benefited from the partnerships. Partnership with SAVC resulted in the accreditation of Tsolo Agricultural and Rural Development Institute (Tardi) to train Animal Health Technicians.

ACHIEVEMENTS

The Opening of Two Provincial Offices

In 2017/2018, HWSETA successfully opened its final two provincial offices. This means that the SETA now has representation in all nine provinces to meet the needs of its stakeholders nationally. The HWSETA also achieved 97.5% of its performance targets set.

THE HWSETA Funding Cycle

In 2018/2019, the HWSETA's funding cycle was improved, allowing a 33% increase in the

disbursement of discretionary grants into the sectors compared to the previous year. The year also brought about an 11% increase in the number of levy payers and participation in grant funding by SMME through a simplified Workplace Skills Plan.

COVID-19 Interventions

In 2019/2020, the HWSETA approved Covid-19 interventions in the health and social development sectors to the amount of R100 million. The year also saw the discretionary grant disbursements increase by 78% to R653 million, with a total achievement of 95% of its planned targets.

WHAT THE FUTURE HOLDS

The following are the HWSETA's future plans:

- Ensure that Work Based Skills Development contributes towards improved productivity and economic growth in the sector;
- Ensure that a skilled workforce and work-ready graduates in occupationally directed programmes join the health and welfare fields of work;
- Ensure college system are expanded to offer pathways to occupations for school and post-school youth; and
- Ensure that demand-led skills development is strengthened to implement the National Development Plan.



On-the-job training

INSURANCE SECTOR EDUCATION AND TRAINING AUTHORITY (INSETA)



Working together for a skilled tomorrow




HIGHLIGHTS



Qunu Rural learnership

The scope of industrial coverage of the Insurances SETA includes unit trusts, risk management, insurance and pension funds (except compulsory social security), life insurance, pension funding, health care benefits, short-term insurance, funeral insurance, reinsurance and auxiliary activities (includes brokers and intermediaries). The insurance sector is influenced by the macro-economic performance of the economy that in turn affects financial products that are not essential items like food, travel and petrol. Insurers are also affected by the rating downgrades as they are significant holders of assets. The contribution of insurance to GDP was 9% in 2018. On the positive side, the South African insurance market is mature. Companies are competitive with high levels of insurance penetration.

They Too Can Make a Difference

More often than not, organisations seem to focus on urban areas in terms of development, to the detriment of rural communities. This approach tends to overlook the massive contribution that investment in rural development can make in the country. INSETA has taken it in its stride to ensure that this is a thing of the past.

This follows research that INSETA conducted, which confirmed the SETA's view that there was not enough penetration in rural areas. If the SETA is to respond to the NSDS III call for transformation, a targeted approach to rural development should be formulated, allowing more work with small groups of committed workplaces that aim to build skills for rural communities to service to the communities.

To this end, INSETA partnered with different insurance companies, communities and local community development committees to reach its objective of implementing rural programmes in communities not previously able to access the learning interventions.

These partnerships were developed in order to address poverty, inequality and unemployment. Specifically, INSETA aims to support rural skills development, where this triple challenge is at its highest. Until only recently, the SETA had struggled to penetrate rural areas because the workplaces on which it relies to implement learning programmes have their headquarters in the big metropolises.

The Qunu Rural learnership was scoped for 30 unemployed youth. After seeing the levels of commitment and interest in participation from the community, in particular, the Ward 19 Skills Development Committee of Qunu with worksites that were fully committed to opening their workplaces, INSETA ended up launching a Rural Learnership programme for 76 unemployed youth. Three Qualifications were implemented under this learnership, with 40 learners doing Long Term Insurance NQF Level 4, 16 Short Term



Out of the 76 learners who commenced the Rural Learnership programme

72 completed and were certificated.

Insurance NQF Level 4 and 20 Wealth Management NQF Level 4.

The learners have been hosted by companies such as MMI Holdings, Sanlam Sky, Avbob, Workers Life Direct and Kunene Makopo for the practical component of the learnership.

Over and above the qualification that the learners were trained for, they also received the Work Readiness Programme to assist them in adapting to the new workplace environment and wrote Regulatory Exams (the insurance industry requirement for the person to be employed in the sector). Learners were also supported with an accommodation allowance as they were required to move from the rural to urban areas in order to be able to do the practical work component.

Out of the 76 learners who commenced the learnership, 72 completed and were certificated. 30 learners commenced with internship in 2020 after the learnership, one learner is now fully employed, and two other learners have fixed-term employment contracts in the insurance sector.

PARTNERSHIPS

INSETA/ Omnisure Black Broker Development Project

This project is a collaboration between INSETA and Old Mutual Insure for the 'Greenhouse Project', a pilot project aimed at ensuring the availability of black Brokers with priority skills relevant to assist them build their businesses, in line with INSETA's Transformation Strategy and its commitment to the Financial Sector Charter.

Entrepreneurship Rapid Incubator to target unemployed youth and develop SMME's

Twenty-one young people are being exposed to the world of insurance courtesy of an Entrepreneurship Development Programme, funded by INSETA. The programme was launched in partnership with Ekurhuleni West TVET College Centre for Entrepreneurship Rapid Incubator, to target unemployed youth and develop SMMEs. The 21 learners, 62% of which are female, are undergoing 18 months of in-service training that will give them a head-start in founding their own small businesses in the insurance sector or in social media strategy and advisory services, and app development.

ACHIEVEMENTS

Clean Audit Reports

INSETA achieved clean audits in successive 2017/18 and 2018/19 Financial Years. In addition, performance results were reasonable at 96% and 93% respectively. In the 2019/20 financial year,

INSETA recorded 82% performance against the Annual Performance Plan (APP).

Partnerships with TVET Colleges

INSETA partnered meaningfully and comprehensively with public TVET colleges in supporting and providing offerings that are starting to add value to industry. In November 2018, 36 TVET colleges attended the launch of the INSETA Public TVET partnership in Johannesburg. This launch elevated the partnership of INSETA with public TVET colleges and provided the opportunity to communicate INSETA's plans to lay the foundation for future collaboration.

Research and Learning Committee

INSETA formed a Research and Learning Committee comprising a community of experts from insurance sector professional bodies, industry associations and experts. The committee advises and guides INSETA on research projects. As the INSETA research hub evolves with various partners, this initiative will yield important insights that will help INSETA make decisions on where funding and opportunities should be directed.

WHAT THE FUTURE HOLDS

- Implement innovative programmes for Youth - 80% of whom will be female - through partnerships with Public TVET colleges and Employers in the sector;
- Reskill people at risk of losing their jobs to retrenchments;
- Build competency of Public TVET colleges through:
 - Providing training on programmes that will enable them to offer Insurance-specific occupational qualifications
 - Exposing TVET college lecturers to Insurance sector workplaces
- Partner with the QCTO in the development and implementation of occupational qualifications;
- Partner with the sector, universities and TVET colleges to offer Management and Leadership programmes to TVET & CET Lecturers;
- Establish credible Assessment Centres in partnership with the industry; and
- Support Public TVET colleges to become Centres of Specialisation to service the Insurance Sector.



LOCAL GOVERNMENT SECTOR EDUCATION AND TRAINING AUTHORITY (LG SETA)




HIGHLIGHTS

The South African Constitution provides for three categories of municipality, including eight metropolitan, 44 district and 226 local. They are focused on growing local economies, providing infrastructure development and service delivery. Based on the premise that, the level of skills of officials in local government impacts the effectiveness of the organisations to carry out their mandate, the skills and competence represent significant factors, which influence the quality of life of citizens and the prospect for economic growth.

LGSETA Empowers a Community to Build Homes

A house is only a home if it is built with love. Who better to execute this task than the people who will be occupying the Houses themselves?

The LGSETA has funded 30 unemployed learners from Bushbuckridge, one of the most rural municipalities in Mpumalanga in Community House Building. The learners were trained through an accredited skills development provider, Ndwamato Training Solution (NTS). The project commenced in October 2019 and the learners are currently undergoing workplace learning.

The learners are working well in a team, able to apply the knowledge and skills obtained in the classroom during practical sessions. They completed the simulation successfully and are competent with classroom assessments. So far, they have built a temporary structure and are looking forward to starting with the workplace learning, building houses for the communities of Bushbuckridge.

Their expression confirmed that the programme met their expectations and are quite excited to be part of the learning programme. They are confident that the knowledge and skills gained in the learning programme will improve their quality of life. They certainly see this opportunity improving their competitiveness and preparing them for self-employment.



Community House Building



The LGSETA has funded
30
unemployed learners from Bushbuckridge, one of the most rural municipalities in Mpumalanga in Community House Building.

PARTNERSHIPS

Stellenbosch's School of Public Leadership

The LGSETA, in partnership with the University of Stellenbosch's School of Public Leadership (SPL, 2017), assessed the challenges facing the Skills Development Facilitators (SDFs) in implementing skills development plans. The evidence-based research approach has yielded successful results for LGSETA. A cyclical model was developed and implemented using recommendations stemming from the 2017 research, to develop a customised programme titled Human Resources Development (HRD) for good municipal governance. This HRD programme won best innovative skills programme at the Skills Development Summit in 2019, informed by the research conducted. The programme was implemented to train SDFs, Human Resource (HR) Managers, Corporate Services Directors and Training Committee members

including members of the unions, SAMWU and IMATU. Over 1,176 employees were trained on this programmes between 2017/2018 and 2019/2020.

South African Geomatics Institute (SAGI) and the ESRI South Africa College

The LGSETA partnership with the South African Geomatics Institute (SAGI) and the ESRI South Africa College resulted in six municipal officials obtaining their professional registration. Sixteen of these officials are still registered with ESRI completing their modules. They will soon be ready to register with the South African Geomatics Council (SAGC).

Association for Skills Development in South Africa (ASDSA)

The LGSETA entered into a partnership with the Association for Skills Development in South Africa (ASDSA). Through this partnership, LGSETA managed to register all its Municipality Skills Development Facilitators with this body. Through a mentorship programme, some of the practitioners managed to get their Professional Designation.

ACHIEVEMENTS

Professional Registration for Local Government Officials

Through an LGSETA partnership with the South African Institution of Civil Engineering (SAICE), in the year 2020, 11 Local Government officials obtained their Professional registration. The partnership was for a candidacy program in which the participants were provided support through a mentorship

program which ensured their readiness to be registered as Professional Civil Engineers.

Workplace Skills Plan (WSP)/Annual Training Report (ATR) submissions

In terms of WSP/ATR submissions, LGSETA has achieved a 100% submission from 2016 to 2019. This includes all metropolitan (8), district (44) and local (205) municipalities.

WHAT THE FUTURE HOLDS

The LGSETA will continue to develop a highly skilled and professional local government workforce to ensure efficient and effective service delivery. To achieve this, the SETA will:

- Enhance good governance, leadership and management capabilities in order to ensure engaged management and ethical leadership;
- Promote sound financial management and financial viability to ensure efficient and effective use of public resources;
- Enhance infrastructure and service delivery for infrastructure asset management;
- Promote spatial transformation and inclusion to strengthen coordination towards local economic development and transformation; and
- Enhance municipal planning to promote improved collaboration with stakeholders for efficient and effective skills planning and delivery;



MANUFACTURING, ENGINEERING AND RELATED SERVICES SECTOR EDUCATION AND TRAINING AUTHORITY (MERSETA)




HIGHLIGHTS



Nomthandazo Petrus

The merSETA is responsible for skills development in a range of manufacturing activities, as well as a few related service and retail activities. Member companies belong to one of five Chambers including: metal, plastics, new tyre, auto and motor. While the majority of merSETA firms fall within the overall manufacturing sector in the National Accounts data and make up a sizeable proportion of total SA manufacturing, the merSETA also includes firms that fall into the retail and construction sectors.

Curiosity Made a Cleaner an Apprentice

Mopping floors seemed to be her destiny until she sacrificed her lunch hour to learn how mechanics worked on cars.

Nomthandazo Petrus, a Motor Mechanics Apprentice at Taylor's Automotive Services in Cape Town, was employed as a Cleaner but her thirst for knowledge presented her with an apprenticeship opportunity. "I got interested in knowing how mechanics stripped car parts, fixed them and re-assembled them. So, I asked my manager Mr William Taylor, if he could get someone to teach me," she explains.

Petrus was given an opportunity to learn how to work on cars during her lunch hour and when a motor mechanics apprenticeship opportunity arose, she was the first to be considered. "This was a success-defining moment for me. I knew that the struggles I had endured over the years were about to become a thing of the past," she says.

Petrus started her apprenticeship training in March 2019, which is being funded by the merSETA. Having completed matric in 2012, Petrus could not study further due to financial problems. She found herself embracing every employment opportunity at her disposal, due to lack of qualifications. "I lost count of the number of CVs I handed out. Eventually, I had to settle for odd jobs, such as being a baby-sitter," she explains.

"My journey in life is an indication of how important it is for one to gear one's mind towards success. Our dis-advantaged backgrounds should not define our future. What is important is not the challenges we have endured growing up but rather, what we choose to do with them going forward," she concludes.



The merSETA supported almost **50,000** unemployed learners through various learning interventions.

PARTNERSHIPS

The Institute for Disability Innovations (IDI)

The merSETA forged a partnership with the IDI since 2013, to facilitate skills development in Carnarvon, a small rural Karoo town in the Northern

Cape. Through this partnership, IDI has been able to train 72 learners in different engineering-related fields since 2015. Around 70 learners were found competent over the period and most were able to obtain permanent employment in the region and some in Kimberley.

The Eastern Cape Automotive Industry Forum

This is a partnership between the merSETA and the Eastern Cape Automotive Industry Forum (ECAIF), which is aimed at developing operators within the Automotive Component Manufacturing Industry in the Eastern Cape. The project was a collaborative effort between ECAIF and the Mercedes Benz Learning Academy (MBLA), which saw 400 learners from East London, Port Elizabeth and Uitenhage successfully qualify and attain employment opportunities within the Automotive Industry. The Operator Development Programme was initiated by ECAIF to assist its member companies with the upskilling and reskilling of their employees, as well as to source and provide new skilled operators to the industry.

Swift Skills Academy

The merSETA partnered with Swift Skills Academy to establish a skills development programme targeted at pupils from grade 8 to 9, who have dropped out of school for various reasons. Through this partnership, Swifts Skills Academy trains these learners in welding, up to NQF level 4, to assist them obtain employment.

ACHIEVEMENTS

Support for Unemployed Learners

The merSETA supported almost 50 000 unemployed learners through various learning interventions such as learnerships, bursaries, internships, candidacy, skills programmes, and artisans to address scarce skills within the mer-Sector.

Support for Employed Learners

The merSETA provided support to almost 37,000 employed learners to promote skills development in the workplace, enhancing their skills, enabling better productivity, and addressing scarce skills within the mer-Sector through learning interventions such as learnerships, bursaries, RPL and skills programmes.

Promoting Skills Development

The merSETA has also been instrumental in promoting skills development to support the creation of economic opportunities and sustainable livelihood for the youth, women, people living with disabilities, township, rural and marginalised communities. The SETA supported over 3,000 Civil Society Organisations, CBOs, trade unions, small businesses and other NLPEs to promote skills development, and assisted these organisations with training in different skills development interventions.

WHAT THE FUTURE HOLDS

- Supporting structural economic transformation and the inclusive growth agenda through skills to support reindustrialisation, localisation, manufacturing diversification, black industrialists, women in manufacturing, youth, SMEs, cooperatives and other entrepreneurship activities;
- Jobs and occupations of the future, mapping opportunities for the merSETA labour force in the emerging and new economy;
- Advances in education, training and curriculum in line with new technologies and skills drivers; and
- Strengthening the role of the SETA as an intermediary body to facilitate the transformation and responsiveness of the skills development ecosystem.



MEDIA, INFORMATION AND COMMUNICATION TECHNOLOGIES SECTOR EDUCATION AND TRAINING AUTHORITY (MICT SETA)




HIGHLIGHTS

The Media, Information and Communication Technologies Sector Education and Training Authority (MICT SETA) represents the skills development interests of five sub-sectors that are inter-related yet also quite distinct and identifiable in their own right. They are: advertising, film and electronic media, electronics, information technology and telecommunications. These sub-sectors are increasingly converging into a single ICT ecosystem using similar technologies. The MICT sector covers an array of segments such as market research, business process automation, media, data services, software, hardware, telecommunications, financial and risk information, and security among others. The sector is anchored by the role of unified communications that enables access, storage, transmission and manipulation of information. The sector is made up of 30,727 employers spread across the five sub-sectors.

iLAB – empowering the youth to become ICT professionals and stay ahead of 4IR trends

In the 2018/2019 financial year, 20 MICT SETA beneficiaries successfully completed an internship programme in collaboration with iLAB and received an internationally recognised certificate in Software Quality Assurance. All these beneficiaries were also permanently employed by iLAB subsequent to the training.

The internship provided 'real world' exposure to the field of software quality assurance testing, strengthened their skills and allowed them to examine the 'ins and outs' of a professional work environment with exposure to the industry.

"I will forever be grateful to iLAB for taking me in as a graduate fresh from varsity. With commitment, I successfully completed the internship and am now consulting at Vodacom South Africa as an Associate SQA Engineer," says proud graduate and 2018/2019 intern, Doctor Dlamini.

With the onset of the Fourth Industrial Revolution (4IR) and market leaders stating that by the year 2030, the world could lose up to 800 million jobs to automation, employees are being replaced by machines at grocery stores, fast food restaurants, manufacturing plants, etc., the change is inevitable, but there are careers that have a built-in safeguard. Software Quality Assurance Engineers ensure that these machines are able to do their job. The MICT SETA is proud to pioneer industries that respond to 21st century skills.



iLab Graduation



Through collaboration with the SABC, the MICT SETA has placed 300 interns in various departments within the public broadcaster.

PARTNERSHIPS

2020 Microsoft Partnership

A renewed partnership was reached where Microsoft identified their International Certifications that was to be mapped to the MICT SETA's unit

standards (Skills Programme). This meant learners who achieved these international certification would also be awarded the NQF aligned skills programme. This partnership is beneficial to learners who have an interest to pursue full qualifications that are on the NQF band and get recognition for short courses that are industry centred, based on international exams.

2019 Comptia Partnership

A renewed partnership was reached based on the re-registration of the SAQA qualifications, where Comptia's identified their International Certifications that was to be mapped to the MICT SETA's unit standards (Skills Programme). This meant learners who achieved these international certification would also be awarded the NQF aligned skills programme statement of results. This partnership is beneficial to learners who have an interest to pursue full qualifications that are on the NQF band and get recognition for short courses that are industry centred, based on international exams.

The South African Broadcasting Corporation (SABC)

The MICT SETA partnered with the public broadcaster as a commitment to youth skills development, with particular focus on the disadvantaged communities of the country. The graduates were subsequently exposed to the new world of Digital Technologies where quality of sound and picture resolution was a key focus. The MICT SETA recognises the need to partner with industry to develop sustainable interventions that address skills development and ensure a successful digital broadcasting skills legacy.

ACHIEVEMENTS

Accreditation of the Schools for People with Disability

In 2018, the MICT SETA approved a learning programme for Employ and Empower Deaf Cc T/A eDeaf, who employ and empower the deaf community in South Africa. This meant that accredited NQF training will also be accessible to the deaf community in the area of IT. The organisation was also invited to do a presentation during one of the MICT SETA employees general meeting with an interpretation of sign language.

Placement of Interns in the Workplace

Through collaboration with the SABC, the MICT SETA has placed 300 interns in various departments within the public broadcaster. The aim is to create a talent pool in the ICT sector and give opportunities to graduates who have never had work experiential learning or work exposure.

Learnerships for Entrepreneurship

The MICT SETA supported and boosted the Sound

Technology (NQF Level 5) and Film and Television (NQF Level 5) Learnership Programmes with a Skills Programme in New Venture Creation (NQF Level 2) in 2017, with the aim to have learners register businesses after completion of the respective programmes. This was a critical training component, equipping and empowering learners with the skills to create job opportunities, not only for themselves but other aspiring youth and individuals.

WHAT THE FUTURE HOLDS

- Enablement of the Fourth Industrial Revolution (4IR). With the advent of 4IR, the MICT SETA will continue partnering with industry for the advancement of new technologies and products that are 4IR related;
- Improved Access to and Training for Priority Skills. Whilst it is not possible to strictly regulate provision of training by setting specific targets for every province and sub-sector, the MICT SETA will ensure improved monitoring of provision, identification of gaps and interventions to address them;
- Expand Skills Development to Rural Areas. The MICT SETA's rural strategy is aimed at increasing access to occupationally directed programmes for rural and previously disadvantaged communities (including townships);
- Inclusivity through Technology Skills Development. Through focused skills development programmes, the MICT SETA will be able to better meet transformational targets, viz. for women, learners with disabilities and learners in rural communities. Initiatives to apply technology in a manner that supports an expansion of employment of marginalised people in the MICT sector will be identified and supported.
- SMME Support, particularly with regard to 4IR. The reality for the MICT SETA is that, around 96% of the total number of employers in the sector is made up of small and micro enterprises, that is, employers employing 49 employees and below. This reality calls for a dedicated strategy to support the SMME sector.
- Cross-sectoral Partnerships and Projects in the Delivery of Learning Interventions. The SETA will address the challenge duplication of services through the implementation of cross-sectoral collaborations to maximise coherence. This will be attained through inter-SETA dialogues, planning and capitalising on available resources for sustained impact. Collaborations through the implementation of inter-SETA projects that fund interventions benefiting multiple sectors (e.g. finance, banking, insurance, etc.) will be considered.

MINING QUALIFICATIONS AUTHORITY (MQA)



HIGHLIGHTS

The Mining Qualifications Authority (MQA) is responsible for the nine sub-sectors that make up the mining and minerals sector (MMS). These include: coal mining; gold mining; platinum group metals (PGM); diamond mining; cement, lime, aggregates and sand; services incidental to mining; diamond processing; jewellery manufacturing; as well as 'other' mining made up of iron ore, chrome, manganese, copper, phosphates and salt. According to the Minerals Council of South Africa, in 2018 the mining sector contributed R351 billion to the South African gross domestic product (GDP) and 456,438 people were employed in the sector. Each person employed in the mining sector has up to nine indirect dependants, that serves to highlight the importance of employment in this sector.

A Leap of Faith

She dreamt of becoming a Metallurgical Engineer but did not have the financial means to pursue the study. Defying the odds, Lucy Masutha went on to register for the course, with no knowledge of how she was going to pay the fees. Little did she know MQA would be her 'manna from heaven'!



Lucy Thinawanga Masutha

Born and bred in a rural village in Limpopo province, Masutha was raised by a single mother and had no hopes of achieving her academic and career dreams, due to financial challenges.

"After completing matric, I was consumed with worry with the notion that I did not have the funds to further my studies. Had I known that organisations such as MQA exist, I would have been less stressed," she explains.


Masutha was awarded a bursary by MQA to study a Diploma in Metallurgical Engineering at Vaal University of Technology. She was further funded, by the SETA, to pursue a B-Tech qualification which she successfully completed. To put the 'cherry on top', MQA admitted her into a two-year Graduate Development programme as a Graduate Metallurgist with Thusang Metallurgical and Consulting, where she was placed at Tailings Technology (Pty) Ltd under Impala Platinum in Rustenburg.

Masutha was later appointed by TMETCO as a Metallurgist and Training Coordinator. She currently works for MMTI as a Mineral Processing Facilitator, responsible for assessing the mineral processing skills programme at Petra Diamonds in the Northern Cape.

PARTNERSHIPS

Lecturer Workplace Experience

The MQA concluded Memoranda of Agreements (MoAs) with a number of companies for the purpose of placing lecturers for workplace experience. In addition to this, tripartite contract agreements were signed between the MQA, lecturers as well as TVET Colleges. Through these partnerships, the MQA has supported a number of Historically Disadvantaged South African



In 2018 the mining sector contributed R351 Billion to the South African gross domestic product (GDP).

(HDSA) TVET lecturers over the last five-years. This partnership adds value to the mining and minerals sector by bridging the gap between education and the workplace. In total the MQA has a total of 26 TVET and 7 CET college partnerships across the nine provinces of South Africa.

Partnerships with Employers

The MQA also delivers its skills development interventions through partnerships with employers. Memorandum of Agreements (MoAs) are also entered into with employers to deliver the learning programmes. The MQA funds the learning interventions while the employers implement the training, including the provision of the workplace component of the learning programme.

Partnership with Institutions for Research

The MQA has also partnered with three institutions for the purpose of conducting research that will improve skills development planning and decision-making within the mining and minerals sector.

ACHIEVEMENTS

- The MQA contributed to providing a transformed skills capacity that contributed to the creation of a pool on competent mining and mineral sector employees and has contributed to increased productivity in line with the MQA's vision of a competent mining and mineral sector workforce;
- Contributed to providing Occupational Health and Safety (OHS) skills in the sector through its OHS skills programmes, resulting in the reduction of mining accidents that result in fatalities, in line

with its vision of developing a health and safety oriented workforce; and

- Built its corporate governance capacity together with its committed Board members for the MQA to achieve a near clean audit opinion in the 2019-2020 financial year.

WHAT THE FUTURE HOLDS

- Improve efficiency and effective management of ethical behaviour, human resources, monitoring and evaluation, legal, marketing and communications, ICT, finance, supply chain management and stakeholder relations to achieve its mandate;
- Lead and collaborate on quality research projects in skills development priorities within the Mining and Minerals Sector for the purpose of making informed decisions;
- Increase priority occupations, qualifications, intermediate high level skills to support transformation in the Mining and Minerals Sector;
- Increase skills development support for entrepreneurial activities, enhance skills for job opportunities across sectors and support worker initiated interventions;
- To increase skills development support for TVETs and CET's colleges to be key providers of skills required for socio economic development; and
- To ensure the delivery of quality and impactful learning programmes in the Mining and Minerals Sector.



THE PUBLIC SERVICE SECTOR EDUCATION AND TRAINING AUTHORITY (PSETA)




HIGHLIGHTS



The skills development needs of the Public Service Sector comprising all national departments, provincial departments, national and provincial public entities, National Parliament and Provincial Legislature are the responsibility of PSETA. It should be noted that the PSETA's focus is primarily on transversal skills within the Public Service Sector, dubbed as 'business of government'. Transversal skills and functions include administration, management, planning, and legislation and policy development, which form the focus to drive the development of skills and competencies in areas that will make the delivery of the business of government more effective and efficient. The national and provincial departments (which fall within the PSETA scope) cover all employees employed in terms of the Public Service Act of 1994 (which excludes medical practitioners, nurses, teachers, police and the military). Many departments, such as education and health, have 'dual reporting', i.e. reporting to PSETA and a line-function SETA, such as the Health and Welfare SETA (HWSETA) in the case of health and medical practitioners.

Moving on up

Achieving targets is key and the core of every organisation's existence. This serves as motivation for performance, particularly when there are improvements from one cycle to another.

PSETA is delighted to report an achievement of 22 out of 27 performance targets in the Annual Performance Plan (APP) 2019/20, representing an overall 81% achievement compared to 80% the previous year 2018/19.

A total of 23 Annual SLA targets were applicable and planned for in APP 2019/20, Twenty (20) of which were achieved representing an 87% achievement compared to 86% for the 2018/19 financial year.

This is a milestone the SETA is certainly proud of, and we plan to 'keep the ball rolling' in the coming years, to ensure that we exceed expectations.



In 2018/19, PSETA allocated

R16 271 250.00

for the training of three hundred and fifteen (315) people who are living with disabilities.

PARTNERSHIPS

Department of Public Service and Administration

The partnership between PSETA and the Department of Public Service and Administration has resulted in the development and review of key strategic interventions for the sector: Development of a Public Service Skills Audit Methodology Framework; Review and finalisation of the Public Service Human Resource Development Strategic Framework and the development of a complementary Monitoring and Evaluation Framework; Training of Recognition of Prior Learning (RPL) Advisors across government departments; Sharing of PERSAL data relevant to skills planning and human resource development in the Public Service, and supporting the DPSA with the capacity building programme for labour relations officers.

North West Provincial Legislature

PSETA, through a partnership with the North West Provincial Legislature, implemented a special rural development project in the North West province to train 50 unemployed learners as part of a learnership programme.

National Treasury

Also worth highlighting is PSETA's partnership with the National Treasury for the implementation of the Accounting Technician Learnership at NQF Level 3, which benefited 200 unemployed learners in the Eastern Cape, Gauteng, Limpopo and the Western Cape provinces.

ACHIEVEMENTS

Training of People Living with Disabilities

In 2018/19, PSETA allocated R16 271 250.00 for the training of three hundred and fifteen (315) people who are living with disabilities on a Learnership in Public Administration programme in the Eastern Cape, Free State and Gauteng provinces.

Researching Education and Learning Centre (Real) Partnership

A research partnership with the Researching Education and Learning Centre (REAL) of the University of Witwatersrand (WITS) was concluded. The appointment of WITS as a PSETA Research partner for a three-year period seeks to improve and build on the research output of the PSETA.

Recognition of Prior Learning (RPL)

PSETA has increasingly focussed on Recognition of Prior Learning (RPL) and funded the implementation of RPL programmes for the sector in Gauteng, Mpumalanga, Eastern Cape and Free State provinces. The focus was to ensure public service officials obtain a Public Administration Level 5 qualification through the RPL programme.

Consecutive Clean Audits

In 2019/20 PSETA achieved its second consecutive clean audit, with the Skills Planning and Research, as well as Quality Assurance programmes having successfully achieved all targets.

WHAT THE FUTURE HOLDS

- In March 2020, approval was granted for the procurement of an ERP system that will see the organisation make a paradigm shift to more effective governance and efficient performance, as well as targeted development outcomes
- PSETA's future strategy will be centered around the following strategic outcomes:
 - Establish strategic partnerships with key stakeholders
 - Improve research and impact assessment of programmes
 - Review and realign occupational qualifications
 - Implement workplace-based learning programmes in building the workplace into a training space
 - Reposition the operating model to enhance capability for strategy realisation.



SAFETY AND SECURITY SECTOR EDUCATION AND TRAINING AUTHORITY (SASSETA)



HIGHLIGHTS



The Safety and Security Sector Education and Training Authority (SASSETA) is mandated to facilitate skills development in two main sectors, namely: finance, real estate and business services, as well as general Government services. The sub-sectors comprise policing, corrections, defence, justice, intelligence activities, legal services, as well as private security and investigation services. As a R45 billion-a-year industry, South Africa's private security industry is among the largest in the world and is growing at an exponential rate. The legal services sub-sector plays a vital role in upholding the rule of law and promoting fair, democratic and equitable functioning of the country. Whilst somewhat exposed to South Africa's poor economy, the legal services sub-sector enjoys stable growth as more companies seek compliance and advisory services in the face of changing legislation and shifting regulatory frameworks.

Promoting Principles of Intellectual Excellence

In pursuing its visionary goal 'to be the leaders in skills development for safety and security', SASSETA is driving the principles of intellectual excellence in order to ensure its commitment to providing high quality and competitive education founded on academic standards. The SETA will ensure that the culture of good governance, administration and concomitant protocols permeate the institution, making decision-making smoother, easier and more distributed.

This will be entrenched in the MTEF period by continuing to review business infrastructure and staff performance to support operational excellence; institutionalising a robust performance management system; and continuing to monitor organisational performance against the strategic objectives, risk management and high-level performance indicators.

The SETA will continue to implement the Broad Based Black Economic Empowerment Act, both in terms of its Supply Chain Management Policy and Discretionary Grant Policy. This is to ensure that previously disadvantaged individuals are the first to benefit in terms of services required by SASSETA. Skills development providers who are required to provide training to government departments and public entities will also be selected based on their BBBEE status.

SASSETA will be intensifying support towards women who are being trained to enable them to work in the sector over the next five years. All categories of learning programs will require that at least 54% of women are beneficiaries of learning interventions.

The SETA will also strive to ensure that at least 1% of disabled learners are trained on certain learnerships and skills programmes over the next five-year period. Companies allocated Discretionary Grants will be required to train



As a

R45 Billion-a-year

industry, South Africa's private security industry is among the largest in the world and is growing at an exponential rate.

at least 54% women in terms of the Discretionary Grant contracts they sign with SASSETA.

PARTNERSHIPS

Universities of South Africa

The SASSETA has entered into a partnership with Universities of South Africa (USAF), with the primary objectives to strengthen public universities, as well as to collaborate in areas of mutual interest. As a result of this partnership, 100 employees from universities have been trained to date under the General Security Practices learnership. This will result in the universities having the capacity to offer this qualification at a lower cost in the future. It will also assist them to better manage protests on campus.

TVET Colleges

The SASSETA partnered with five TVET colleges to offer the Electronic Security Installation qualification. The colleges are Buffalo City TVET College, False Bay TVET College, Tshwane North TVET College, Tshwane South TVET College and Sedibeng TVET College. At each of these TVET colleges, SASSETA has set up a fully equipped workshop for the delivery of this qualification. Two lecturers from each of the TVET colleges have been trained in this area and will be supported to become registered assessors to enable the colleges to offer the qualification

in future. This will ensure that these colleges can apply for Discretionary Grants themselves to offer this qualification.

ACHIEVEMENTS

The Establishment of Provincial Offices

The SASSETA established provincial offices with the aim of de-centralising its activities, as well as providing a platform for our member companies to easily access and participate in skills development initiatives and enable them to engage with the SETA on a one-on-one basis.

Clean Audit

SASSETA achieved a clean audit for the first time ever in the 2018/19 Financial Year. The ETQA sub-programme achieved all targets. The practice was to enhance performance in line with National Qualification Framework (NQF) principles within the safety and security sector.

Green Status

The SASSETA ETQA achieved a green status at 100% on the league table for Quality Assurance Functionaries' (QAFs) as well the Development Quality Partner (DQP) compliance of the Quality Council of Trade, and Occupations (QCTO) and South African Qualifications Authority (SAQA) in the 2018/2019 Financial Year.

WHAT THE FUTURE HOLDS

- Strengthen partnerships with sector training institutions and academies;
- Professionalisation and transformation of the sector;
- Improved Information communication and technology (ICT);
- Technical and specialised skills; and
- Build active citizenry.



THE SERVICES SECTOR EDUCATION AND TRAINING AUTHORITY (SERVICES SETA)



High Pressure cleaning



Motheo Artisan Academy



HIGHLIGHTS



The Services SETA is the biggest SETA in terms of scope and industry coverage, encompassing 70 Standard Industrial Classification (SIC) codes that are clustered into 16 sub-sectors. These sub-sectors are further grouped in the six chambers of the Service SETA: Cleaning and Hiring Services; Communications and Marketing Services; Labour and Collective Services; Management and Business Services; Personal Care Services and Real Estate and Related Services. Each Chamber has a Chamber Committee which is made up of key industry players such as associations, organised labour, professional bodies and organised employers.

The services sector contributes over a quarter of the GDP and employs over 3 million people. To maintain and grow the strength of this sector, the industry needs to employ a competent and skilled labour force.

Cleaning her Way to Employment

Lancy Moabelo had neither the qualifications nor the skills to enter the job market but through assistance from Services SETA, she has now been equipped to become employable and looking forward to entering the job market.

Moabelo was trained through TL Consulting in a Hygiene and Cleaning course, an opportunity that has expanded her prospects of being able to take care of her needs and become independent. Her training was fully funded by Services SETA.

"I cannot put in words the gratitude I feel for the opportunity that Services SETA and TL Consulting provided to me. I can now rest easy knowing that I stand a good chance of securing employment," she explains.



The Services SETA is the biggest SETA in terms of scope and industry coverage, encompassing

70

Standard Industrial Classification (SIC) codes that are clustered into 16 sub-sectors.

PARTNERSHIPS

Gordon Institute of Business Science (GIBS)

During 2019/20, the Services SETA partnered with the Gordon Institute of Business Science to deliver an Executive Management Development Programme to build leadership and managerial skills among top levy-paying employers.

Motheo TVET College

The Services SETA partnered with Motheo TVET College to build a National Academy of Artisan Development located in Mangaung. As a national institute, the academy will enrol learners across the country. The Academy has accommodation hostels for female and male learners, to facilitate participation into the learning programmes by learners from outside Motheo District Municipality.

North West Department of Economic Development, Environment, Conservation, and Tourism (DEDECT)

The Services SETA entered into a partnership with DEDECT to address the twin challenges of high youth unemployment and high failure rate of start-up businesses, by implementing self-funded Business Advisory Services learning interventions in the North West province. This partnership provides business advising skills to unemployed youth and creates micro business advising businesses to support other SMMEs. The partnership provided 200 skills programmes and 100 candidacy opportunities.

ACHIEVEMENTS

The Construction of a National Artisan Academy

In order to contribute to the Minister of Higher Education’s call for expanding the pool of qualified artisans, the Services SETA, jointly with Motheo TVET College, funded the construction of a National Artisan Academy located in Mangaung, Bloemfontein.

The Establishment of Skills Development Centres in Rural Areas

In order to promote access to education by rural areas, the Services SETA partnered with 15 district/ local municipalities and adjacent TVET colleges to establish skills development centres,

Improved Efficiency in Business Operations

The Services SETA made massive strides in developing and deploying systems intended to improve efficiency in its business operations. Among these systems is an eLearning Platform, Remote External Moderation System and Invoice Management System.

WHAT THE FUTURE HOLDS

The following are the Services SETA’s future plans:

- Services SETA as an agile organisation with high levels of innovation, good governance and sound financial controls leveraging on ICT;
- Stakeholder relationship management that facilitates skills development strengthened;
- Capacitated entrepreneurial support ecosystem rendering relevant and innovative skills development and support to entrepreneurs;
- Engaged sector employers that meaningfully invest in skills development and offer Work Integrated Learning (WIL) opportunities; and
- Transition towards the implementation of occupational qualifications aligned to QCTO standards and requirements.



H&C Group (Pietermaritzburg)



H&C Learnership (Witbank & Middelburg)



Ehentraequam. Sp. Valiceponum ex nonsunte cons apero te



Contact Centre Learnership (Durban)



Project Management Skills Programme (Gauteng)

If these images belong here? captions please.

Transport Education Training Authority (TETA)



Transport Education Training Authority
Driven by Vision



HIGHLIGHTS



The transport sector plays a central role in the South African economy. It contributes 8.2% to Gross Domestic Product and employs approximately 767,000 people which represents 6% of the national workforce. South Africa's transport sector is demarcated into eight subsectors that each fall under relevant chamber responsibility. These are: Aerospace, forwarding and clearing, freight handling, maritime, rail, road freight, road passenger and taxi. There are a number of factors driving change in the transport sector. Some of these factors are sector-specific, whilst others are non-sector specific. A research study reveals 91% of long-distance truck drivers spend 15 days or fewer in six months at home. About 46% of the transport companies reported that profitability has been affected by HIV/AIDS and 40% stated that the virus has led to a loss of experience and crucial skills in their companies. Reducing carbon emissions is a major challenge to transport companies over the next 20 years. By 2030 systems will be in place to ensure that the cost of carbon is allocated to the causer. Whether or not they see it as a business opportunity, logistics providers will most likely need to reduce, track, document and disclose their caused CO2 emissions in the future.

PARTNERSHIPS

Ministry of Women in the Presidency

The aim of this partnership is to identify women that are part of the National Dialogues per province in order to: create accessibility for them to various opportunities offered by TETA; address minimum exclusion of women and create a platform that is inclusive of empowerment and ownership of business; encourage better and increased use of transport workplaces for the skills development of rural and remote areas during the National Dialogue; encourage and support women through skills development; and promote and provide transport related career and vocational guidance as part of victim empowerment and youth development in all areas.

Engineering Council of South Africa (ECSA)

This partnership includes collaboration on research in all relevant areas of common interest such as career and vocational guidance; bursaries; candidacy; Recognition of Prior Learning (RPL); small business development and support as well as township revitalisation initiatives.

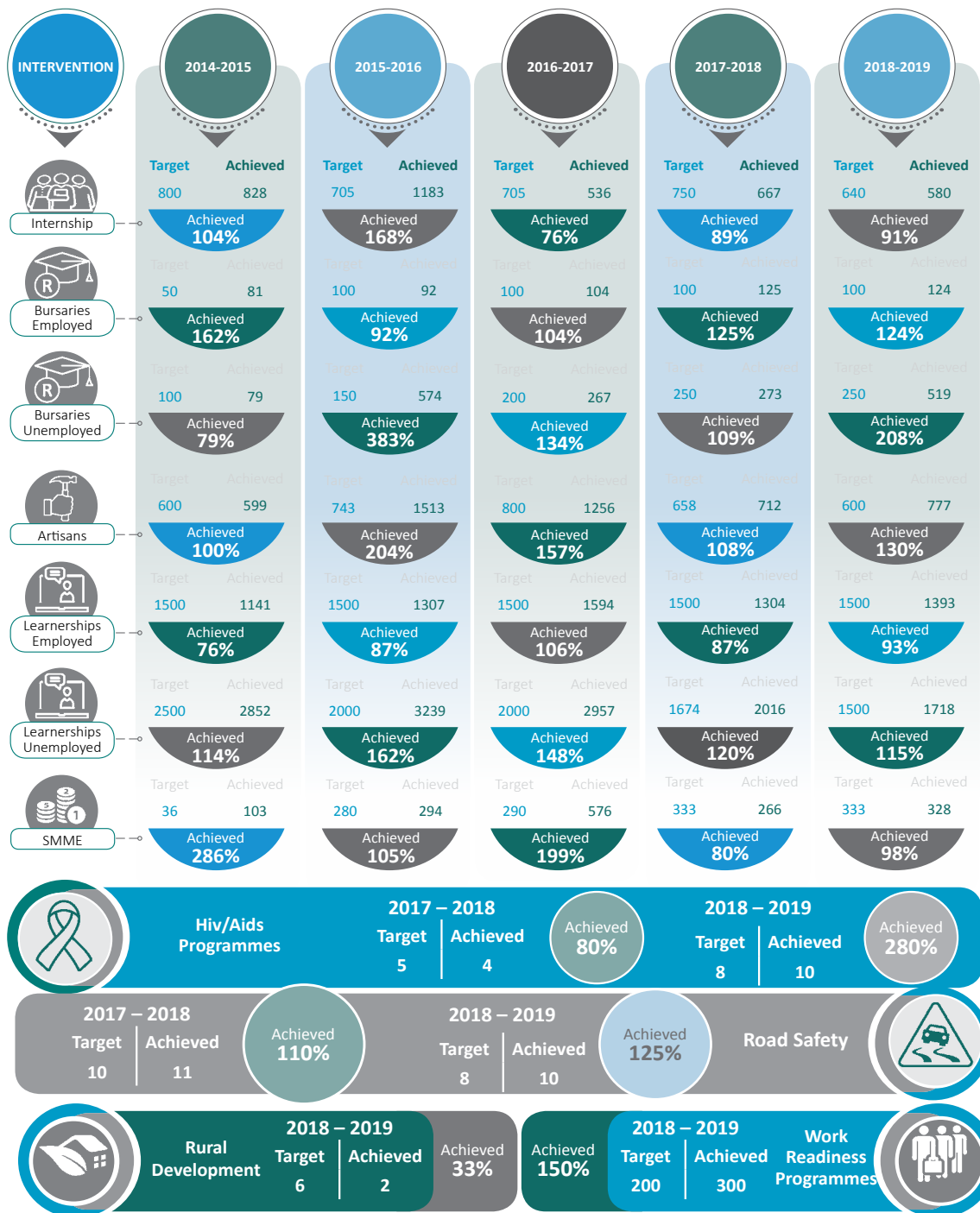


It contributes
8.2%
to Gross Domestic
Product and employs
approximately
767,000
people which
represents 6% of the
national workforce.



Key Accomplishments in the Past Five Years to 18/19

For the past five years to 2018/19 we sought to align sectoral skills supply to sectoral skills demand. We also responded positively to emerging social issues affecting smooth operations of the industry such as road safety and HIV/AIDS.



WHAT THE FUTURE HOLDS

- Implement a research strategy;
- Promote growth in the sector that is responsive to sector, local, regional and national skills needs and priorities;
- Enhance access to skills development;
- Increase road safety through awareness programmes and impactful accident prevention projects;
- Increase approved workplaces to ensure more workplace based interventions;
- Support rural development, including NGOs, CBOs and other organisations in rural areas; and
- Improve the competitiveness and job creation propensity of SMMEs by creating greater access to skills development initiatives.

THE WHOLESALE AND RETAIL SECTOR EDUCATION AND TRAINING AUTHORITY (W&RSETA)




HIGHLIGHTS



Thabo Musiwalo

The wholesale and retail trade sector in South Africa is the third largest contributor to the Gross Domestic Product (GDP) in South Africa. Not only does this sector provide a large number of employment opportunities, but it also helps to boost the economy of South Africa. The skills development needs of the wholesale and retail sector that employs 3.2 million people (21% of the active labour force) are represented by the W&RSETA. The wholesale sector comprises 14 sub-sectors and the retail sector a further 23 sub-sectors.

The World Became His Oyster

He started from the bottom and is now reaching great heights. This is the story of Thabo Musiwalo, Store Leader at Cape Union Mart.

“I was one of the 65 young people who were afforded an opportunity to enrol for the W&R Operations - Supervision NQF Level 4 qualification under the Mhinga project. Going into the programme, my goal was to be a role model to the youth of my community. I wanted my peers to know that it is possible for a black child to become successful irrespective of their background,” says Musiwalo.

Musiwalo started his learnership at Due South as a Sales Assistant. After the programme, he was fortunate enough to be nominated to join Build It for an internship programme in the finance division where he gained retail management skills.

Musiwalo’s journey serves as an inspiration to many young people, particularly those from disadvantaged backgrounds, that with dedication and hard work, anyone can be what they want to be in life.

“One should not dwell on the circumstances under which they grew up, but rather on what they want to become and where they are headed in life,” he says.

In 2015 he was appointed as Floor Manager for Exact in Tzaneen and within six months, he was promoted to Store Manager. “I became the creator of my own destiny and honestly believe that anyone has the potential to become great, but only if they put their mind to it,” he adds.

He concludes: “I will forever remain grateful for the opportunity that Retail Relate and the W&RSETA afforded me”.

PARTNERSHIPS

The Clothing Bank Women Empowerment Programme

In 2013, the W&RSETA partnered with non-profit organisation, The Clothing Bank (TCB) to empower single mothers and vulnerable women to become financially sustainable. A skills development component that is sponsored by the W&RSETA is part of a holistic two-year Enterprise Development Programme by TCB, which equips women to start or improve their own small businesses. Since inception, the W&RSETA has invested R12.5 million towards the project, which benefited more than 1,000 women across South Africa.



The skills development needs of the wholesale and retail sector that employs 3.2 Million people are represented by the W&RSETA.

Research Innovation in Africa through Partnerships with Higher Education and Training Institutions

The objective of this groundbreaking project, which was the first launched in Africa in 2011, is to contribute towards research and the development of wholesale and retail qualifications from NQF 5 -10, and to serve as a critical conduit between industry and institutions in terms of constructive engagements, best practice in the sector locally and internationally, curriculum relevance and Work Integrated Learning (WIL).

Creating Economically Viable Rural Communities through Skills Development

W&RSETA partnered with various stakeholders to implement programmes to ensure the sustainability of rural communities. Some of these partnerships include the Department of Agriculture, Rural Development and Land Reform through the Rural Learnerships and Green Skills for Jobs Project, which has benefited 261 unemployed youth from Limpopo. Another component of these collaborations is with traditional councils and royal kingdoms, which have resulted in over 1,000 youth opening their small businesses after completing learnerships. The partnership with the Mhinga Chieftaincy and The Foschini Group and Related Education has contributed to addressing social and economic challenges, which include high poverty and youth unemployment in the rural community of KaMhinga in Limpopo. Over 200 young people have benefited with many of them securing permanent employment.

ACHIEVEMENTS

A Legacy of a Competent and Experienced Leadership Pool for the Wholesale and Retail sector

The W&RSETA International Leadership Development Programme (ILDP) has produced globally competitive leaders who are making remarkable strides in the boardrooms of wholesale and retail companies. Entrepreneurship ventures have also been born from the programme to contribute towards job creation in South Africa. The ILDP alumni stands at 399 executives and senior managers from the inception of the programme in 2009. The feeder programme to the ILDP, the Retail Management Development Programme (RMDP), has been an integral part of addressing skills gaps and creating a suitably qualified and experienced middle management pool for the sector. Since 2012, 1,738 middle managers, supervisors and team leaders have successfully completed the RMDP.

Positioning TVET Colleges to Address Skills Gaps

Described as trailblazing by Minister Blade Nzimande at its launch in 2014, the W&RSETA KwaZulu-Natal Schools of Excellence (SOE) project is as a collaborative initiative of the W&R Sector, institutions

of learning and DHET, to position TVET colleges produce graduates that meet the needs of the Sector. The project enables companies to assist employees with extensive experience but without formal training to obtain recognised qualifications against the National Qualifications Framework. An amount of R42.6 million was invested towards the programme and 1,500 learners, 20 of which are people with disabilities, benefited from the programme.

Giving SMMEs a Hand Up, not a Hand-out

Another key priority for the W&RSETA is the development of the Small Medium and Micro Enterprises (SMME) sub-sector, which is the biggest component of the W&R Sector. The objective is to position SMMEs to grow, become sustainable and compete with major established retailers and foreign owned businesses, particularly in rural and township areas. The W&RSETA's Informal Traders and Micro Enterprises Development programme capacitates informal traders on key business management skills including marketing, finance, customer service and entrepreneurship. In addition, the W&RSETA provides participants with grant vouchers to invest into their businesses. The project has provided 1500 informal traders with skills development support and aims to train another 3000 informal traders in 2021.

WHAT THE FUTURE HOLDS

- Introduction of blended learning, online learning and virtual learning into the learning space;
- A complete overhaul of W&RSETA Management Information System, which promises to be more efficient, effective and responsive towards the changing needs within the skills development, legislative requirements and fiduciary duties;
- A focused approach on collaboration between the industry and institutions of learning in order for all beneficiaries to be impacted;
- Strategic focus on the national priorities of women, youth, development of persons with disabilities, entrepreneurship, and SMMEs in all our targets;
- Focus on rural development, community and TVET colleges; and
- Increased economic emancipation and focused job creation through uplifting and increasing participation of other marginalised groups of society which will assist to transform the lives of all communities including: SMMEs (informal traders, cooperatives development); youth unemployment; hard-to-fill vacancies and skills gaps; stakeholder engagement; training and employment of People with Disabilities; and sector transformation.



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA