ETDP·SETA

Education, Training and Development Practices
Sector Education and Training Authority

STRATEGIC PLAN

SP

2023/24

First submission to DHET 30 November 2022

higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NDP
2030

Name:

EDUCATION, TRAINING AND DEVELOPMENT PRACTICES SECTOR EDUCATION AND TRAINING AUTHORITY

Referred to in this plan as

ETDP SETA

Physical Address:

2-6 New Street

ETDP SETA House

Marshalltown South

Johannesburg

2091

Postal Address:

Private Bag X105

MELVILLE

2109

Website Address

www.etdpseta.org.za

Accounting Authority Foreword

Mr Duncan Hindle
Accounting Authority Chairperson

The 2019 promulgation of the *National Skills Development Plan (NSDP) 2030* has ushered in a new era for the Sector Education and Training Authorities (SETAs). The authorities have been re-established for a 10-year term, bringing about an opportunity for SETAs to have a long-term perspective on skills development in the country, and aligning the term to the National Development Plan Vision 2030. In order to enhance Government's long-term planning, the Department of Planning Monitoring and Evaluation (DPME) issued a Revised Framework and Guidelines for Strategic Plans and Annual Performance Plans, which aim at providing core principles for short and medium term planning for government institutions.

One of the major socio-economic factors that negatively affected all socio-economic sectors in the country was the continued attack of the Novel Coronavirus (COVID-19) pandemic. The education, training and development sector was no exception. To fight the virus, most governments around the world temporarily closed most of their educational institutions, with a suspension of teaching and learning at most schools, universities and colleges (UNICEF, 2020). Within the ETD Sector, the closures negatively affected students, teachers, lecturers, education personnel and institutions, resulting in an increased demand for digital learning, the use of blended platforms for training, work-from-home platforms for many work-related activities, and reliable internet connectivity and access to data. The usage of online platforms shall continue to be in place for as long as the coronavirus is still in existence but will undoubtedly be a part of future planning well beyond this.

The other socio-economic factor relates to the developments around the Fourth Industrial Revolution (4IR); how this requires a shift in the skills required and in how skills development is conducted for a changing world of work. To address the changes required, the organisational Digital Transformation Strategy (DTS) shall be implemented as part of the short, medium, and long-term plans. The DTS shall enable the organisation to streamline its offerings for the sector and work with training providers to ensure that skills development is not compromised.

It is my belief that this Strategic Plan has been compiled in line with the National prescripts and priorities including the Economic, Reconstruction and Recovery Plan (ERRP 2020). The plan has taken into cognizance the factors that have affected and will continue to affect the sector in the short to medium term. We have drawn lessons learnt from the first year of implementing the 2020-25 Strategic Plan and the ETDP SETA's previous year's performance. Some lessons have also been drawn from the evaluation studies conducted by the National Skills Authority (NSA). The plan was revised in consultation with key stakeholders and constituencies, including the ETDP SETA Accounting Authority (AA), through strategic planning and other workshops coordinated by the ETDP SETA Senior Management Team.

On behalf of the ETDP SETA AA, I am pleased to present this revised ETDP SETA Strategic Plan and would like to thank my AA colleagues, the ETDP SETA management, and all stakeholders for contributing to the revision of this Strategic Plan. The AA pledges its commitment towards the achievement of this Strategic Plan's outcomes to fulfil the ETDP SETA's mandate.

_____

Mr Duncan Hindle
ETDP SETA Accounting Authority Chairperson

Official Sign-Off

It is hereby certified that this Strategic Plan (SP)

- Was developed by management and the Accounting Authority of the ETDP SETA under the guidance of the Department of Higher Education and Training.
- It considers updates in all the relevant policies, legislation and other mandates for which the ETDP SETA is responsible; and
- Accurately reflects the Impact, Outcomes and Outputs which the ETDP SETA will endeavour to achieve over the period 2020/21-2024/25.

Mr Mabu Raphotle   30 November 2022
_____   _____   _____
Head Official responsible for Planning

Dr Timothy Makofane   30 November 2022
_____   _____   _____
Chief Operations Officer

Ms Nokukhanya Mafahla   30 November 2022
_____   _____   _____
Chief Financial Officer

Ms Nombulelo Nxesi   30 November 2022
_____   _____   _____
Chief Executive Officer

Mr Duncan Hindle   30 November 2022
_____   _____   _____
Accounting Authority Chairperson

NB: The approval of this APP by the Executive Authority (i.e. The Ministry of Higher Education, Science and Innovation) will be done through a letter of approval.

Contents

Part A:

Our Mandate

1 Constitutional Mandate

The ETDP SETA derives its constitutional mandate from Constitution of the Republic of South Africa 1996's Bill of Rights. It does by providing access to education and training to its beneficiaries by providing financial support through the levy grant system in line with the Skills Development Levy Act, 1999. The ETDP SETA also complies with its values of openness, transparency, and cooperative governance. In accordance with the provisions of the Protection of Personal Information Act 4 of 2013, everyone who has access to information held by the ETDP SETA shall follow the requirements outlined to access information.

2 Legislative and policy mandates

2.1 Legislative Mandates

2.1.1 Public Finance Management Act, No 9 of 1996 (as amended)

ETDP SETA falls within Schedule 3A of the PFMA which complies with the prescripts of the Act and the Treasury Regulations. The Act regulates financial management in all spheres of government and government institutions; ensures that all revenue, expenditure, assets, and liabilities of these institutions are managed efficiently and effectively; and provides for the responsibilities of persons entrusted with financial management in these institutions and matters connected therewith.

The ETDP SETA is governed by an Accounting Authority, as per the prescripts of section 49 of the PFMA. The duties and functions of the ETDP SETA Accounting Authority are guided by the prescripts of sections 50 and 51 of the PFMA and include the following:

a) exercising the duty of utmost care to ensure reasonable protection of the assets and records of the public entity;

b) act with fidelity, honesty, integrity and in the best interests of the public entity in managing the financial affairs of the SETA;

c) ensuring that that public entity has and maintains effective, efficient and transparent systems of financial and risk management and internal control;

d) a system of internal audit under the control and direction of an audit committee complying with and operating in accordance with regulations and instructions prescribed in terms of sections 76 and 77; and

e) an appropriate procurement and provisioning system which is fair, equitable, transparent, competitive, and cost-effective.

The prescripts of the PFMA, Treasury Regulations, and the various practice notes and instructions issued by National Treasury are critical in guiding the ETDP SETA in its financial management and corporate governance functions.

2.1.2   Skills Development Act (SDA) No.99 of 1998 (as amended in 2008)

The ETDP SETA is established in terms of section 9(1) and (2) of the SDA. The SDA is the enabling legislation and guides the operations as the ETDP SETA, as set out in section 10 of the Act. This section sets out the functions of the ETDP SETA. Section 10(1) states:

A SETA must, in accordance with any requirements that may be prescribed:

a)   develop a sector skills plan within the framework of the national skills development strategy.
b)   implement its sector skills plan by:

I.   *establishing learning programmes;*
II.   *approving workplace skills plans and annual training reports;*
III.   *allocating grants in the prescribed manner and in accordance with any prescribed standards and criteria to employers, education and skills development providers and workers; and*
IV.   *monitoring education and skills development provision in the sector*.

2.1.3   Skills Development Levies Act No.9 of 1990 (SDLA)

The main purpose of the SDLA is to regulate the Grant system to fund education and training in various sectors, the ETD sector included. The compulsory levy scheme seeks to fund skills development initiatives in the country. The intention is to encourage a planned and structured approach to learning and to increase employment prospects for job seekers.

Section 3 of the SDLA compels employers to pay one percent (1%) of their monthly employee remuneration payroll to the South African Revenue Service (SARS) as a levy. The levies are collected by the SETA, which then distributes the levies within their sector. Section 4(a) of the SDLA states that the levy is not payable by any public service employer in the national or provincial sphere of government.

2.1.4   ETDP SETA Standard Constitution

The ETDP SETA's mandate, as outlined in its Constitution and in accordance with the National Skills Development Plan (NSDP) framework, is to:

- develop and implement its Sector Skills Plan;
- promote occupation-based learning programmes that include work experience;
- register agreements for learning programmes;
- support and form partnerships with other agencies on matters related to skills development; and
- collect and disburse the skills development levies, allocated to it in terms of sections 8 and 9 of the SDLA, in the Education, Training and Development (ETD) Sector.

2.1.5   The Sector Education and Training Authorities Grant Regulations of 3 December 2012

The Sector Education and Training Authorities Grant Regulations (2012 Grant Regulations) are also critical to the ETDP SETA's operations. The main purpose of the 2012 Grant Regulations is to improve the focus, management and effectiveness of a SETA's disbursement and allocation of grants to stakeholders for skills development within its sector.

Regulation 4 provides guidance on the way a SETA should allocate mandatory grants. These are grants allocated to employers that pay levies to the SETA and have submitted workplace skills programmes and annual training reports to the SETA. Regulation 4(4) states that (3) 20% of the total levies paid by the employer in terms of section 3(1) as read with section 6 of the Skills Development Levies Act during each financial year will be paid to the employer who submits a WSP and ATR.

Regulation 6 deals with the allocation of discretionary grants by a SETA and prescribes a host of requirements to be met. Regulations 6(4) and (8 state that (4) A SETA must, on an annual basis and in accordance with any guidelines issued by DHET, approve a Discretionary Grants Policy, specifying how the SETA discretionary grants will be allocated to meet sector needs as set out in the SSP. (8) The Discretionary Grants Policy must embrace the principles of transparency, openness, access and fairness.

These provisions are all crucial in providing guidance to the ETDP SETA when allocating mandatory and discretionary grants to various stakeholders for skills development programmes which fall within the ETD sector.

2.2   Policy Mandates

2.2.1   The Medium-Term Strategic Framework (MTSF) (2019-2024)

The MTSF is a high-level government strategic document that guides the five-year implementation and monitoring of the NDP 2030. In line with the Electoral Mandate, it identifies the priorities to be undertaken during the MTSF period 2019 - 2024 to put the country on a positive trajectory towards the achievement of the 2030 vision.

The MTSF sets targets for implementation of the priorities and interventions for the five-year period and states the outcomes and indicators to be monitored. The seven priorities for 2019-2024 are as follows:

- Priority 1: 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 Safer Communities
- Priority 7: A Better Africa and World

The ETDP SETA will focus on priorities 3: Education, Skills and Health, as a contribution towards putting the ETD Sector on a positive trajectory towards the achievement of the NDP 2030 goals.

2.2.2 The White Paper on Post-School Education and Training of November 2013

The White Paper on Post-School Education and Training provides a framework within which the different stakeholders of the post-school system operate. It brings together three major components – education and training; skills development; and the world of work.

The ETDP SETA will focus on the participation of employers in the submission of credible workplace skills plans (WSPs). Training of labour representatives on training for committees, capacity-building sessions, and skills development facilitator (SDF) training programmes are all initiatives aimed at responding to the White Paper and improving the quality of sector intelligence available to the SETA.

In contributing to improving the capacity the PSET institutions, the ETDP SETA supports TVET Community Colleges, and HEIs, with lecturer development programmes and strategic initiatives such as digital transformation to enhance teaching and learning. The ETDP SETA will also continue funding the implementation of work-integrated learning (WIL) for students to increase the probability for students to be absorbed in the Labour Market.

2.2.3   The National Skills Development Plan (NSDP) – Vision 2030

While the strategic planning period is five years (2020 to 2025), the National Skills Development Plan (NSDP) projects a ten-year planning horizon, aligned to the National Development Plan (NDP) - Vision 2030. The NSDP outlines eight (8) outcomes that inform this Strategic Plan's five-year targets, which are outlined below:

- Outcome 1: Identify and increase production of occupations in high demand.
- Outcome 2: Linking education and the workplace.
- Outcome 3: Improving the level of skills in the South African workforce.
- Outcome 4: Increase access to occupationally directed programmes.
- Outcome 5: Support the growth of the public college system.
- Outcome 6: Skills development support for entrepreneurship and cooperative development.
- Outcome 7: Encourage and support worker-initiated training; and
- Outcome 8: Support career development services

3   Institutional Policies and Strategies over the five-year planning period

The ETDP SETA formulates policies, procedures, performs functions and duties to implement its five-year Strategic Plans and the Annual Performance.

3.1   Policies

The ETDP SETA has developed all relevant policies which guide its operation. These include:

- Human Resources Development;
- Finance and Accounting;
- Information and Communication;
- Learning Programmes Implementation;
- Risk and Governance;
- Supply Chain Management;
- Grants Disbursement; and
- Performance Information Management, Monitoring, Evaluation and Reporting.

3.2   Strategies

- Enhancement of workforce capabilities in the sector and the support of worker education, in an effort to achieve Outcomes 3 and 7 of the NSDP, and Intervention 1 of the ERRP;
- Effective partnerships with employers to support work-based learning, to achieve Outcome 2 of the NSDP and Intervention 3 of the ERRP ;
- Continuous update of the Sector Skills Plann to address gaps and shortages between supply and demand in the Labour market, to achieve Priority 3 of the MTSF and Intervention 8 of the ERRP;
- Training and development of young people to increase employability opportunities, to achieve Outcome 2 of the NSDP, and Intervention 1 and 3 of the ERRP;
- Development of entrepreneurs and cooperatives and support to NGOs and CBOs, to achieve Outcome 6 of the NSDP and Intervention 7 of the ERRP;
- Capable teaching force to improve quality learning using the modern technologies, to achieve Priority 3 of the MTSF;
- Financial support to students to access PSET programmes to increase throughput rates and employment , to achieve Outcome 2 of the NSDP and Intervention 4 of the ERRP;
- Inclusion of people with disabilities in the education and training interventions for employability purposes, in line with the cross-cutting priorities of the MTSF; and Intervention 1 and 3 of the ERRP
- The ETDPSETA implements its skills development in accordance with the equity principles minimum target of 60% women; 60% for young people and 2% of people with disabilities, in line with the cross-cutting priorities of the MTSF.

3.3   Process for development, approval, and revision of the Strategic Plan

The Accounting Authority (AA) Committees and Chambers were consulted on the development of the Strategic Plan. The Plan was also presented at the AA Strategic Planning workshop to solicit inputs from the stakeholders. The Strategic Plan was submitted to the Executive Authority who then tables it to Parliament. A revised Strategic Plan is submitted together with the Annual performance Plan.

4   Relevant Court Rulings

In October 2019, judgment was handed down by the Appeal Court in favour of Business Unity South Africa (BUSA). Regulation 4 (4) was then set aside. The ruling may have adverse financial implications for the ETDP SETA.   A contingent liability was disclosed in the 2021/22 annual report.

Part B:

Our Strategic Focus

5   Vision

To promote and facilitate the development and improvement of the skills profile of the sector's workforce to benefit employers, workers and employees in the sector.

6   Mission

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

- the skills levels of employees and workers are raised;

- there is a healthy balance between supply and demand in the labour market;

- there are diverse, flexible routes for initial and in-service education and training;

- a variety of career paths is available;

- the quality of education and training provided is improved;

- the levy grant scheme is efficiently administered;

- there is regular liaison with providers, other SETAs, the Department of Higher Education and Training (DHET), the National Skills Authority (NSA), the South African Qualifications Authority (SAQA), the Quality Councils, the Professional Bodies and others;

- internal and external communication is effective in order to advance national human resource and skills development;

- dialogue and interaction is encouraged between public and private entities in the sector with regard to skills transfer and training;

- good service delivery is encouraged; and

- employers, workers and employees in the sector benefit from quality training, higher productivity and harmonious mutual dependence.

7   Values

The ETDP SETA upholds the following values:

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

8   Situational Analysis

8.1   External Environment Analysis

8.1.1   Sector profile

According to the Standard Industrial Codes (SIC), the ETDP SETA covers a broad range of subsectors which vary in size, shape, and scope. Each subsector is made up of several individual employers. Based on the following analysis, the ETD Sector has a total of **68 437** constituent employers as shown in Table 6 below.

#	Names of Employers in the ETD Sector	Employers paying levies as of 01 April 2022	Total WSPRs submitted (2021)	Total WSPRs submitted (2022)	Total employers per Sub-Sector
1	ECD centres	450	110	115	42 420[1]
2	Provincial Departments of Education (Public Schooling)	9	9	9	9**

---

[1] **2022 ECD Census estimates**

#	Names of Employers in the ETD Sector	Employers paying levies as of 01 April 2022	Total WSPRs submitted (2021)	Total WSPRs submitted (2022)	Total employers per Sub-Sector
3	Independent Schools	518	215	241	2084
4	Public TVET Colleges	34	50	45	50
5	Public HEIs	23	26	26	26
6	Registered and provisionally registered private FET Colleges and HEIs.	222	297	162	451
7	Adult and Community Learning Centres	3	2	2	200
	Private ALCs	1	4	2	62
8	NGOs in Education, Research and Policy Development	233	78	88	9987
9	Research Organisations	24	15	16	52
10	Libraries and Archival Services	-	1	-	11 374
11	Registered Trade Unions	36	25	26	204
12	Registered Political Parties	****10	8	6	#1489
N/A	Department of Basic Education	-	1	1	1
13	Statutory Bodies (SETAs, Professional Bodies and QA Bodies in ETD)	14	23	25	28
14	School Governing Bodies as employers (linked to public schools)	**834	286	284	-
15	Other Education Services***	1 141	-	115	-
	TOTAL	3 541	1 150	1 163	68 437

Source: ETDP SETA (2022) [** does not include the total number of public schools as these falls under the PDEs; ****there are 13 Political Party entities registered with SARS, but only five registered Political Parties in total are levy-paying; #303 National and 1186 Provincial Organizations (IEC Official Website). 9 these are organisations providing various training services such as driving schools.

***These are inclusive of pre-schools, creches, educare centres, day mothers or playgroups (but not Grade R).

8.1.2   PESTEL analysis

The outbreak of the COVID-19 pandemic will remain a threat, in a short to medium term, to the South African economic and education sectors. Rasool (2020b:1) contends that its impact on students, employers, employees, and the unemployed should be continuously researched to avoid the risk of sending misleading signals for public investments in skills development. Below is a brief PESTEL analysis of how the pandemic has impacted on the performance delivery environment for skills development of the ETDP SETA.

8.1.2.1   Political factors

The announcement by President Ramaphosa at the advent of COVID-19 and lockdowns in 2020 provided a 4-month holiday to employers paying skills development levies. The far-reaching implication of this announcement to the ETDP SETA meant that the SETA would have a reduced income and thus re-prioritized discretionary budget allocations.

The introduction of the National Skills Development Plan (NSDP) in March 2019 and the merging of the Higher Education and Training and the Science and Technology ministries bring policy certainty for the ETDP SETA. It also signals the government's commitment to strengthening and expanding the post-school education and training system responsive to challenges facing the South African labour market. Through the facilitation of skills development initiatives, including conducting high-quality research in the ETD sector over the years, the ETDP SETA has played a significant role in addressing the mismatch between supply and demand of skills.

The re-establishment of the ETDP SETA in its current form from March 2020 until March 2030 as gazetted on 22 July 2019 together with the other 21 SETAs is indicative of the support and confidence that it enjoys from the sixth administration cabinet. This re-establishment further solidifies the ETDP SETA's position to continue operating as a skills development authority in the education, training and development (ETD) sector. The ETDP SETA's 19-year track record places it in a better position to continue discharging its skills development mandate in response to the - post-1994 government's endeavour to eradicate poverty, unemployment and inequality in the country.

8.1.2.2 Economic factors

According to the National Treasury, South Africa's current economic trajectory is unsustainable: economic growth has stagnated, unemployment is rising, and inequality remains high. The narrow and expanded unemployment rates were respectively recorded at 34,4% and 44,4% in the second quarter of 2021 (Stats SA QLFS, 2021). The unemployment rate is very high among the youth compared to adults. Expanding this to the 'not in education, employment or training (NEET) Youth, the unemployment rate is 44.2 % for young people aged 15-34 years (QLFS Q2, 2021). Black African women are the most vulnerable with an unemployment rate of 41,0% in Q2:2021. Irrespective of gender, the black African and coloured population groups remain vulnerable in the labour market with unemployment rates of 48.7% and 36.7% respectively (Stats SA QLFS Q2, 2021).. The statistics have also shown a severe skills acquisition divide between the gender categories and racially where whites have a higher level of skills than blacks and, in particular, black Africans. These unpleasant economic conditions, which also do not seem to be improving, are threatening the generation of skills necessary for the expected growth in the economy.

Given that the economy is not growing and the poverty levels are deepening, many students cannot further their studies due to a lack of funds. SETAs are obliged to support thousands of students to further their studies financially. With the limited revenue and the capped expenditure, it becomes impossible to accommodate all the financial needs of these deserving students. However, the ETD SSP (2020 – 2025) argues that the South African government is heavily investing in the education sector to address current and future economic demands, but funding remains a critical challenge.

Despite the weak economic outlook, deteriorating public finances, increasing government debt service costs, and the impact of COVID-19, the expenditure on learning function (Basic Education and Post-School Education and Training (PSET) will continue to rise over the medium term. This function aims to develop the capabilities of citizens from early childhood by providing access to education, training and skills development. Basic Education accounts for the largest share of expenditure in the function, with an expected annual average growth of 3.8 per cent over the MTEF; the employees' compensation in basic education takes about 51.6% of government expenditure. The sector will focus on, among other priorities, improving early literacy and numeracy of learners, introducing subjects such as coding, data analytics and robotics, and enhancing school sanitation and the quality of teaching (National Treasury, 2020).

8.1.2.3 Socio-cultural issues and demographics factors

The analysis of hard to fill vacancies and skills gaps expose the shortage of educators with specializations in mathematics, sciences, and technology. In addition, the effort of the DBE in partnership with various stakeholders will be to effectively implement the shifting of ECD from the DSD to the DBE, which will expose challenges that come with the informal nature of the ECD centres, particularly in poor communities. The preponderance of the COVID-19 pandemic is also revealing some of these challenges facing the ECD sector.

COVID-19 has been one of the major skills change drivers that have arguably affected every organization's skills demand and supply in the ETD sector. Some organizations within some subsectors like NGOs and Research Organisations in the ETD sector run a risk of permanent closure due to lack of income as they depend on grant funding and individual donations. COVID-19 has compelled Public HEIs, Private FET Colleges and HEIs, TVET Colleges, and other subsectors to transition to remote working and online learning/teaching, which has necessitated a need for these subsectors to quickly adopt technological innovations and tools to continue their operations. This approach has exposed a lack of technology-related skills in the ETD sector, increasing the demand for these skills over the coming years. In this regard, the SETA has entered into a 3-year (2022 -2024) partnership with the Human Sciences Research Council (HSRC) in order to keep track of the impact of the pandemic in the ETD Sector. This will continuously inform the SETA's approach on programme intervention during and after the times of COVID-19.

The SETA has identified the following skills development priorities informed by sector-based and national priorities as well as Sectoral Priority Occupations and Interventions: (I) Ensuring Quality Teaching and Learning in Schools, TVET Colleges, ECD Centres, CETCs and Public HEIs, (II) Ensuring effective and efficient service delivery in public and private educational institutions, (III) Supporting the digital transformation of the Post Schooling and Education and Training, and (IV) Providing support to ETD organizations in dealing with implications of the 4th Industrial Revolution and COVID-19.

Furthermore, the pandemic impacted the health and psychological well-being of South Africans. The health crisis is causing significant stress for everybody, especially those with existing psychological problems and especially professionals such as teachers, lecturers, facilitators, and health workers in the cold face of the COVID-19 exposure. The stress includes the fear of infection, retrenchments, and stigmatization. Thus, the SETA must forge partnerships with key stakeholders to support programmes aimed at mitigating the impact of the virus. These programmes as identified by the ETD stakeholders in the 2020-21 Annexure 2 WSPR process included hygiene and personal health, more knowledge about COVID-19, first aid and basic health and safety skills.

The SETA continues to work in partnerships with key role players, including the NEHAWU, HWSETA, NECT, DBE, PDEs, and the DHET, to support and deliver on national strategies plans and imperatives.

8.1.2.4   Technological factors

COVID-19 heightened the importance and relevance of the Fourth Industrial Revolution, which has led to the emergence of skills demand such as e-Learning and e-Teaching, Computer-related/ICT/digital, Change Management, and data management skills. As a result, the ETDP SETA compiled a list of priority occupations identified through research: the occupational shortages planned to be addressed through a variety of interventions. The SETA will enter into partnerships with various stakeholders to increase the supply of occupations such as University Lecturers, ECD Practitioners, Special Needs Teachers and those teachers specializing in the areas of Mathematics, Physical Science and technology. The SETA anticipates that these partnerships will increase the supply of the current 50 651 graduates in Education courses and further increase the 14 014 current supply of CET lecturers. Likewise, the current supply of 46 590 practitioners in the ECD is anticipated to follow this trend.

This level of supply is partly informed by the governments' drive to produce twenty-first-century employees. The DBE has plans to concentrate efforts on improving learners' early literacy and numeracy; thus, it will introduce subject choices like coding, data analytics, and robotics at the primary school level. It will also transform multiple public ordinary secondary schools into focus schools by introducing mathematics, science, aviation, new technology subjects and specializations.

8.1.2.5   Legal

The legal outcome by Business Unity South Africa (BUSA) labour court case against the Ministry of Education and Training on the implementation of the ETDP SETA Grant Regulations (2012), on regulations 3 (12) and 4 (4), poses a challenge for the SETA in that it reverses the Minister's pronouncement on Mandatory Grants from 20% back to 50%. When implemented, this may cause financial disruptions to the finances of the SETA and thus to its current operations. However, positively this may mean an increasing number of employers participating in the Workplace Skills Plan and Annual Training Report processes.

Due to our internal compliance processes, there are no current or envisaged legal issues that might affect the future SETA operations in the short-term period. However, there might be legal matters in the long-term that contestations in the sector might bring to which the SETA will need to respond. The SETA has employed a Legal and Compliance Co-ordinator on a full-time basis to avoid unnecessary adverse implications to the organization emanating from these areas.

8.1.2.6   Environmental

The economic growth is mainly concentrated in two provinces (Gauteng and Western Cape) while the rest of the six provinces lag (DHET, 2016). This trend creates in-migration of rural people to urban areas in search of employment and educational opportunities. Consequently, this has an impact on the SETA's provision of skills opportunities. The disparities impact ETDP SETA's planning and resource allocation. Despite the disparities characterizing these provinces, other factors affect all provinces, such as climate change, deforestation, carbon emissions and industrial waste. It is expected of ETDP SETA to consider all these features in its planning.

This consideration may take the form of advocacy and funding initiatives that seek to address them. The approach should include programmes geared towards promoting the sustainability of the environment through local and global exchange skills training programmes.

8.2   Internal Environmental Analysis

8.2.1   SWOT Analysis

The SWOT analysis helps the SETA to identify its strength and opportunities while addressing its weaknesses and threats.

Below is a summary of the ETDP SETA SWOT analysis:

STRENGTHS	OPPORTUNITIES
- Continuous good governance improvement and adequate policy governed environment for compliance and performance - competent ETDP SETA committee and chamber members to support the accounting authority in decision making and management in enhancing performance levels of implementation of the strategy - Improved stakeholder relationships and collaboration - Pockets of excellence in staff capabilities	▪ COVID - 19 impact presents new opportunities for education and development such as online and blended approaches to teaching and learning. ▪ Develop programmes and interventions to address some of the challenges that were exacerbated by the pandemic on vulnerable groups of society such as youth, people living with disabilities and women. The programmes may relate to strengthening the Recognition of Prior Learning (RPL) processes, provision of technological infrastructure as well as a reviewed accreditation processes for the online training and assessment providers. ▪ Enhanced digital transformation for the sector and meeting the demands of the Fourth Industrial Revolution ▪ Access to learning and development through online platforms and hybrid mode of learning ▪ Virtual meetings and conferences reduce spending on travelling, accommodation and provide more time on content/subject at hand. ▪ Alignment of ETDP SETA structure with the strategy for optimal performance levels and further enhancement of staff capabilities to improve efficiency in service delivery
WEAKNESSES	THREATS
- The slow pace of project implementation resulting in achieving less than desired - Lack of an efficient and integrated ICT system resulting in poor performance information management - A lack of coordination in linking performance to budget - Uncoordinated payment processes from Contracts to Finance	▪ Inconsistent 30% contributions by Departments of Education ▪ Vast constituency in the ETD sector with less revenue contribution ▪ Low learner absorption and placement rate in the sector due to COVID - 19 impact ▪ Reduction of levy income due to the impact of COVID-19 ▪ - Effective ICT equipment and data for digital transformation in institutions of learning and ETD Constituent organisations ▪ Prolonged completion duration of courses in both TVET and University area as a result of Covid variances

STRENGTHS	OPPORTUNITIES
	▪ Poor ICT equipment and data for digital transformation in institutions of learning and ETD Constituent organisations and intermittent server disruption in ETDP SETA Offices

8.2.2 Lessons from the Learner Tracking and Tracer Study 2020

The study results show that ETDP SETA succeeded in achieving its equity objectives with respect to the targeting black, women and youth beneficiaries for its support. However, it failed to achieve the disability target. In terms of the destinations of learners 48% were in some form of employment, 47% were unemployed, 4 % were pursuing further studies and only 1% were engaged in self-employment. An important question that the study sought to respond was to determine the employment rate of ETDP SETA beneficiaries over the reference period from 2015 to 2019 across all the learning interventions. The study found that of the 48% of beneficiaries who were in some form of employment, 39% were in full time and 9% in part time employment.

In terms of employer sector and type, the study found that more than two thirds of beneficiaries were working in government institutions (58%), slightly over one fifth were employed in the private sector (22%) and 9% employed in the non-profit sector.

The quality of employment results is favourable with 80% of those employed in full time employment. In addition (79%) of beneficiaries are registered with the Unemployment Insurance Fund (UIF), 61% contribute to a pension fund and half (50%) have access to medical aid. These finding indicate that these jobs can be classified as "decent work". The average salary across all five learning interventions is slightly under R13 000, with the lowest salary being R6700 for WIL TVET beneficiaries which is almost double the minimum wage rate in South Africa. Importantly 91% of those employed were in the formal sector. The remaining 9% were in informal work in casual work, employment with a verbal contract or no contract at all, however disaggregated we find higher levels of informality for WIL TVET (14%) and Learnership (15%) beneficiaries.

Self-employment is a pathway that is being actively promoted in South Africa. Only 1% of beneficiaries have embarked on entrepreneurial activities. The results illustrate no significant difference between those who started a business after completion of the training programme and those that did not start a business. Interestingly among the few beneficiaries that have started a business youth between the ages of 20-35 predominate in starting their own business ventures. However fewer of these youth owned businesses (20%) were VAT registered.

Continuing to study was another pathway that the study explored and the study found that 4% of beneficiaries were studying full time towards another qualification with the majority registered with universities (41%), universities of technology (26%) and TVET colleges (24%). Almost all of those who were studying were youth between 20-35 years. Two main reasons for further studies given by beneficiaries was to increase my knowledge and understanding in the industry (50%) and to achieve a higher qualification (48%).

ETDP SETA needs to integrate Theories of Change in its programme design, implementation and monitoring of its learning interventions. This will contribute positively to the SETA's ability to develop a sustainable skills development strategy for the sector.

8.2.3   Reflections from mid-term review report by DPME 2021

According to this Bi-Annual 2019 - 2024 MTSF Synthesis Report for the period ending March 2021, the Priority 3's Basic Education (with 8 out of 27 targets lagging behind) and Skills (with 13 out 32 targets lagging behind) performance is of concern. In particular the following targets, relevant to the SETA, are not performing.

8.2.3.1 Basic Education:

- The targets that are expected to transform the education system to develop the capability of learners with different skills such as the full implementation of the three-stream model, the focus schools are not fully implemented and the enabling condition of training teachers to operate in this new environment is not proceeding rapidly enough.
- Secondly, quality at Foundation Phase is stalling as shown by the performance in Grade 5 Maths, meaning interventions that have improved performance thus far need to be augmented to create another momentum for increased performance.

8.2.3.2 Skills

- Access to TVET colleges is not reflecting the NDP targets, CET is inadequately responding to the need of NEET, and not much is being achieved to ensure students gain necessary experience through work-based learning and access for artisanal training.
- The system's efficiency remains a challenge in respect of the production of NC(V), GETC, number of artisans and SETA supported programs.
- Skills needed to support the knowledge economy remain constrained.

8.2.4 Size and Revenue

The ETD Sector is large and complex in relation to the number of employers from different constituencies. However, the revenue generated by the sector is not comparable to its's size. This is largely caused by the many constituencies who do not contribute large amounts towards the skills levies. In addition, there are those employers who are fully exempt from skills levies by virtue of the criteria as set out in the Skills Development Levies Act. This presents a challenge to management when budgets and grants are allocated.

8.2.5 Management Structure

The following is the organisational structure, which depicts senior management positions and functions at a high level:
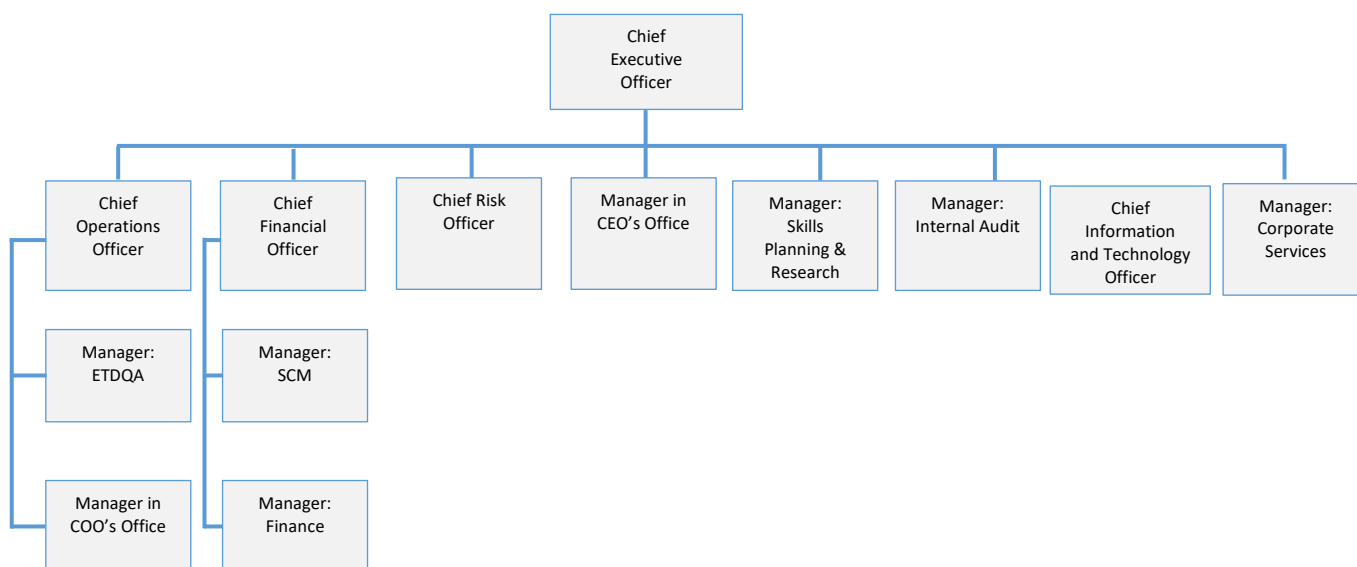
A need to review the current organisational structure has been identified to solidify the effectiveness of business processes through automation and digitisation.

8.2.6 Staffing Capacity

The current complement of 133 staff members against a planned target of 145 for the 2022/23 period, is informed by the needs and the different functions performed by the organisation. From time to time, the grading of positions is reviewed based on the organisation's operational requirements. Where required additional management capacity has been introduced to give dedicated focus to some of the units.

In order to accommodate budget availability which is informed by the Administration budget, internal staff movements are undertaken to address areas of growth in need, and ensure deployment and development of staff by taking on other roles.

8.2.7 Slow process of implementing projects

In the past few years, the ETDP SETA's performance has been affected by slow implementation of projects due to its vast constituency base with diverse skills development needs. Constant changes in the SETA's constituencies skills development needs results in protracted consultative processes and thereby delaying the start of the projects. Compounding this challenge, is the advent of COVID-19 that has created new challenges in terms of the new training needs for the ETDP SETA beneficiaries in line with the requirements for the online mode of delivery that requires extra resources in the form of laptops and data. Provinces are not at the same level of readiness, so are the teachers some of whom would require training in the use of computers. The foregoing demands do not only affect beneficiaries, but also skills development providers who may require accreditation to offer online training.

Such a process hinders proper market research and lead to haphazard procurement processes, which subsequently fail to produce desired results. Some programmes, which are required, are limited in supply or not available in the market. There are also legislative compliance barriers that limit the pool of prospective suppliers who should be rendering training services in the organisation, more especially online training.

8.2.8 Increased Revenue

The ETDP SETA will continue to operate as a going concern in the foreseeable future, meaning that there are resources available for the organisation to meet its financial obligations when they become due. The organisation remains solvent as its assets exceed liabilities

The National Treasury projected real economic growth of 2.1 per cent for 2022, which is a year in which the economy is expected to return to pre-pandemic production levels. GDP growth is expected to average 1.8 per cent over the next three years (2022,2023 & 2024).

Over the years, the ETDP SETA has seen an increase in Skills Development Levies received because of an increase in contributing employers in the ETD sector, which is an expected trend for the upcoming year.

The Provincial Departments of Education remaining committed to contributing towards the Skills development mandate of the ETDP SETA, although indicating their own budgetary constraints in line with the government's efforts to reduce expenditure.

8.2.9   Key Focus Areas for 2020-2025

The following are the key focus areas of the ETDP SETA over five years, 2020-2025, as outlined in the ETD Sector Skills Plan, responding to the Economic, Reconstruction and Recovery Plan (ERRP 2020) and the NSDP:

8.2.9.1   Ensuring Quality Teaching and Learning in Schools, TVET Colleges, ECD Centres, CETCs and Public HEIs by:

Improving capacity of teachers, practitioners, and lecturers in public and private ECD centres, schools, TVET colleges, CETCs and Universities. It is important to support initiatives and programmes aimed at increasing the number of suitably qualified ECD and CETCs practitioners, school teachers (Foundations to FET phases) and lecturers in vocational education and higher education as well as improve skills development through relevant programmes such as strengthening the WIL component of TVET lecturerqualifications and facilitate the provision of high quality WPBE for staff in the subsector.

8.2.9.2   Ensuring effective and efficient service delivery in public and private educational institutions by:

Improving administration, management, leadership, governance as well as research capacity to support teaching and training of professionals. This includes relevant training programmes for national, provincialand district officials as well as managers in public and private institutions. The role of research capacityis critical for contributing towards a knowledge-based economy and there is a need to increase the number of researchers and research managers through internship programmes and partnerships to ensure sufficient skills within and across the sector.

8.2.9.3   Supporting the transformation of the Post Schooling and Education and Training by:

Supporting and increasing capacity in public and private PSET entities and other workplaces where skills capacity is affected by increased access, success, and progression. Key to transformation is developing and supporting youth development programmes aimed at ensuring youth employability and empowerment aimed at reducing unemployment, poverty, and inequality. Among others, in this area of transformation the SETA will need to look at is:

- Training more female teachers to increase the number of females into principals' positions in the schooling sector.
- Support relevant programmes for people with disabilities.
- Collaboration with and supporting Youth Cooperatives and creating jobs for young people.
- Support young people into careers where there's a challenge of an ageing workforce such as ECD,Schooling and Higher Education subsectors.
- Continue to use RPL as a tool to provide access to previously marginalised into the centre of skillsdevelopment e.g. ECD and Community Development.

8.2.9.4 Provide support to ETD organisations in dealing with implications of the 4th Industrial Revolution andCOVID-19 by:

- Increasing focus on skills development that include Computer-related/ICT/digital Skills, e-Learning& e-Teaching Skills, First Aid and Basic Health and Safety Skills, Data Management Skills etc.
- Continue with strengthening and capacitating the skills development system and provide supportfor the mass public employment intervention as envisaged on the ERRP Skills Strategy.

8.2.9.5 Implement measures to support SMMEs and Entrepreneurship by:

- Supporting the ETD Community-Based Organisations, NGOs, and NPOs who are Small, Micro and Medium Enterprises (SMME's) through the provision of various training interventions.
- Implementing Entrepreneurship programme for unemployed Youth (this will include setting up businesses for them), this is reflected in the current ETDP SETA APP (2021-22) under Skills Programmes for the unemployed.
- Identifying NGOs in the ETD sector registered as cooperatives to provide various skills development interventions for these cooperatives to achieve their respective organisational objectives.

8.3 Emerging Trends

8.3.1 Partnerships

Based on the above discussions as well as the recommendations of the 2021 ETDP SETA Skills Summit, the SETA needs to refine its approach to partnerships to address long-term goals with its partners. Furthermore, these partnerships must be goal-oriented to effectively address the needs of the constituencies. The SETA has already started to address this imperative by entering into various long-term partnerships using the Research Chair model wherein it partners with public higher education institutions. These partnerships aim to assist the SETA in long-term research and skills planning projects.

8.3.2 Continual Identification of Skills Demand

The adoption of emerging technologies with the advent of COVID-19 have disrupted the skills identification processes for most employers in the ETD sector. This has had an impact on how Occupations In High Demand (OIHD) and Hard-To-Fill-Vacancies (HTFVs) are identified and reported. The discussions above and the Skills Summit indicate that the SETA will need to strengthen its approach in the identification of these skills by engaging on the refined and continuous approach for processes such as Workplace Skills Plan and Annual Training Reports, strengthen its research and skills planning processes.

8.3.3   Expanded Opportunities for Access

It is also imperative that the ETDP SETA expands its offerings to cover the marginalized groups such as youth, people with disabilities and women. However, it must be noted that most of the ETDP SETA interventions are biased to young people e.g. internships for the unemployed, bursary programmes etc. The SETA further needs to come up with innovative ways that will speed up its processes such as accreditation, quality assurance and implementation of programmes. To expand opportunity for access, the SETA also must look at increasing the pool of providers, especially for the OIHD as well as HTFVs.

8.3.4   Green Economy

Green energy is a growing industry that has a potential to contribute economic growth and job creation.   The related skills needed to adapt processes, services, and products in order to mitigate the impact of climate change. There is need to review and develop environmental regulations and requirements related to it.

Part C:

Measuring Our Performance

9   Institutional Performance Information

Programme 1: Administration

The purpose of this programme is to provide strategic leadership, management, and support services for the organisation

Measuring the Impact

Impact statement	A Transformed Skilled and Capable Workforce who are Participating in the Economy and Contributing to Society

Measuring Outcomes

MTSF Priority: A capable, ethical and developmental state			
OUTCOME	**Outcome Indicator**	**Baseline**	**Five Year Target**
Capable human capital for improved service delivery	Trained and professionally capacitated employees for improved service delivery.	-	133
Digitalised business environment for improved performance	Number of automated business processes implemented for improved organisational efficacy by year end	-	15

"-" Denote that the outcome indicator is new hence there is no baseline.

Explanation of Planned Performance over the Five-Year Planning Period

Evaluations are mechanisms through which the organisation periodically assesses its performance against set programme outcomes and overall organisational goals or impacts. Through empirical evidence emanating from evaluations, the organisation is able to account to various oversight structures and the public on progress recorded against country' development goals. The SETA has therefore set aside budget for five evaluations to for this medium-term period. The target is based on available budget. Specific types of evaluations to be conducted range from design evaluations to impact evaluations including mid-term and end-term assessment and will be determined by SETA senior management and programme managers.

The digital environment of the organisation is improved by the identification of deficiencies through a review of business processes. Subsequent to the identification of digital environment deficiencies, management assumes the responsibility of enhancing and implementation plan of the Digital Transformation Strategy to automate the business processes. The

organisation has completed the review of its business processes to optimise workflows to make them more efficient and reduce duplication and improve service delivery. The organisation is in the process of implementing the key business processes through the Digital Transformation Strategy implementation plan, which will enhance the utilisation to technology in our processes to increase productivity.

The organisation will conduct the skills audit to identify the skills gap and implement remedial initiatives to upskill the workforce with skills that match the job requirements to serve the organisation serve the organisation effectively.

Key Risks and mitigation

Outcome	Key Risk	Risk Mitigation
Digitalised business environment for improved performance	Failure of a long-term and holistic view on the implementation of automation and integrated systems	Implementation of the Digital Transformation strategy to improve service delivery
	Information security breach and related cyber attacks	Continuous review and improvement of security protocols, policies and procedures
Capable human capital for improved service delivery	Inadequate human resources and skills capacity	Training initiatives to ensure trained and professionally capacitated employees for improved service delivery

Programme 2: Research and Skills Planning

The purpose of this programme is to obtain accurate information on the supply of and the demand for skills in the labour market to address the current and future skills gaps in the ETD Sector.

Measuring the Impact

Impact statement	Reduce occupational shortages and address skills gaps in the ETD Sector

Measuring Outcomes

MTSF Priority: Education, skills and health			
NSDP Outcome 1	**Outcome Indicator**	**Baseline**	**Five Year Target**
Increased production of occupations in high demand	Number of occupations in high demand identified and reported through Sector Skills Plans process	20	30
	Number of research studies conducted to inform skills planning	-	15
	Percentage of WSPs and ATRs evaluated and feedback provided to employers	100%	100%
Effectiveness of implementation of skills programmes and projects	Number of evaluation studies conducted	6	5

"-" Denote that the outcome indicator is new hence there is no baseline.

Explanation of Planned Performance over the Five Year Planning Period

The Education, Training and Development (ETD) sector is comprised of diverse subsectors with different skills development needs. The building blocks of the ETD sector are the Standard Industrial Classification (SIC) codes, which provides better clarity for delineating the various subsectors as the SIC codes are based on primary economic activity.

The ETD Sector Skills Plan (SSP) for the period 2020 - 2025 provides a strategic overview of the sector profile; outlines the key skills change drivers, occupational shortage and skills gaps; enabling partnerships and the strategic skills priority actions required within and across each of the 14 subsectors that the ETDP SETA is responsible for. It is one of the tools used by sector and ETDP SETA for planning and guide decision-making. It also informs the SETA Strategic, Annual Performance and Operational plans, to ensure that the needs of the sector are appropriately addressed.

According to NSDP national list of occupations in high demand will be compiled and reviewed every two years, to support planning processes in the post-school education and training sector, particularly concerning enrolment planning, decision making on the prioritisation of resource allocation, qualification development, and career information and advice.

Key Risk

NSDP Outcome 1	Key risks	Risk Mitigation
Increased production of occupations in high demand	Inability to conduct skills planning process	Collaboration with key stakeholders on data required to inform skills planning
Effectiveness of implementation of skills programmes and projects	Inability to deliver on the mandate	Soliciting expert researchers to conduct the study on behalf of the ETDP SETA

Programme 3: Learning programmes and projects

The purpose of the programme is to facilitate skills development programmes and projects to both the employed and the unemployed people in the sector to enhance occupational mobility, organisational productivity for the employed people and graduation and employment rates (including self- employment) for the unemployed people.

NSDP Outcome 2: Linking education and the workplace

Measuring the Impact

Impact statement	Adequate skilled youth entering the economy

Measuring Outcomes

MTSF Priority: Education, skills and health			
NSDP Outcome 2	**Outcome Indicator(s)**	**Baseline**	**Five Year Target**
Linking education and the workplace	Number of young persons accessing work-based learning opportunities to enhance employability	15 566	20 205
	Increased number of students receiving financial assistance from the ETDP SETA bursary scheme and/or ETDP SETA funded skills development initiatives	13 837	20 105

Explanation of Planned Performance over the Five Year Planning Period

The SETA plans to contribute to the reduction of the unemployment rate in the sector by adopting an incremental approach over the 5-year planning period. Also, the SETA will assist learners in completing their qualifications on time to enable them to have access to the job market.

The SETA has access to a range of employers in the sector who will also benefit from the programme by having additional resources whilst providing much-needed training. The ETDP SETA pays the stipend whilst employers are not contributing to the payment. For learnerships, the SETA provides training and pay stipends.

The SETA's approach is anchored firmly by the occupations in high demand in the ETD Sector. The approach is driven by the sole intention to promote, popularise and implement skills development programmes; which are in the occupations in high demand national list for employment and self-employment leading to economic growth.

Key Risk

NSDP Outcome 2	Key risk	Risk Mitigation
Linking education and the workplace	Limited absorption of trained learners by industry for workplace-based learning	Incentivise the employers to host students and graduates

NSDP Outcome 3: Improving the level of skills in the South African workforce

Measuring Impact

Impact statement(s)	Improved competencies of teachers and government officials for quality of learning and teaching
	Enhancement of skills level through training with specific reference to ETD constituencies

Measuring Outcomes

MTSF Priority: Education, skills and health			
NSDP Outcome 3	**Outcome Indicator(s)**	**Baseline**	**Five Year Target**
Improving the level of skills in the South African workforce	Increased number of teachers, government officials and RPL candidates who are competent in digital skills to facilitate digital learning, e-learning, blended learning and other new digital skills transfer to learners	48 700	51 844
	Constituent organisations supported, through skills development, to enhance employees' capabilities on digital skills	-	14

"-" Denote that the outcome indicator is new hence there is no baseline

Explanation of Planned Performance over the Five Year Planning Period

Working with constituencies and the employers, the national desire to create a skilled labour force will be achieved with a specific focus on women, people with disabilities and children. The DoEs in provinces have identified ECD, 4IR, Maths and Science as a priority. It is envisaged that the DoEs and other constituencies will play a pivotal role in the realisation of the two targets through their levy payments and providing personnel.

The planned projects are identified by DBE in their requests to the SETA to be achieved through their 30% contribution but are implemented and reported through beneficiaries. But there are other projects which are not beneficiary based, and as such, they will be reported as special projects. For example, the development of qualifications or conducting of research. Projects that are implemented should be monitored, including DBE projects.

Key Risk

NSDP Outcome 3	Key risk	Risk Mitigation
Improving the level of skills in the South African workforce	Inability to deliver on the mandate	Institutionalise M&E through the implementation of M&E framework in the SETA

NSDP Outcome 5: Support the growth of the public college system

Measuring Impact

Impact statement	Increased number of qualified lecturers, managers and practitioners on learning programmes and improve governance

Measuring Outcomes

MTSF Priority: Education, skills and health			
NSDP Outcome 5	**Outcome Indicator**	**Baseline**	**Five Year Target**
Support the growth of the public college system	CET Colleges funded to implement digital learning platforms	-	9
	Increased number of TVET and CET College lecturers, managers, practitioners, and council members trained in specialised fields and lecturers exposed to relevant industries	4 039	5 000

"-" Denote that the outcome indicator is new hence there is no baseline

Explanation of Planned Performance over the Five Year Planning Period

The training of lecturers, practitioners, managers and council members should play a pivotal role in building the public college system and be in line with the mandate of the ETDP SETA. The training should enhance their skills, knowledge and competencies for them to acquire relevant qualifications. By equipping more managers and council members with relevant skills and knowledge should enable them to manage and govern the institutions efficiently and effectively. Increasing skilled council members, managers and the teaching force lead to improved learner throughput rate, and all these variables play a critical role in the growth of the public college system.

There is an increased effort to professionalise Community College and TVET lecturers as well as advancing 4IR through Coding and Robotics at GETC (Grades 3-&7) level. The total number of 4 440 of those to be trained over the five years should indicating the increase in numbers of the college personnel. This will enable effective planning and delivery of the curriculum by managers and lecturers, respectively. The growth of the public college system is highly dependent on well-capacitated and qualified human resources.

Key Risk

NSDP Outcome 5	Key risk	Risk Mitigation
Support the growth of the public college system	Inability to support growth of the public college system	Develop a national initiative implementation strategy for the college sector

NSDP Outcome 6: Skills development support for entrepreneurship and cooperative development

Measuring Impact

Impact statement	Increased self-employment and entrepreneurship opportunities through the provisioning of business and entrepreneurial skills for the sustainability of existing and new enterprises

Measuring Outcomes

MTSF Priority: Education, skills and health			
NSDP Outcome 6	Outcome Indicator	Baseline	Five Year target
Skills development support for entrepreneurship and cooperative development	Increased number of emerging cooperatives especially in rural areas to acquire the new skills required in the 4IR	42	100 cooperatives

Explanation of Planned Performance over the Five Year Planning Period

The SETA has planned to support the cooperatives and small business within the ETD Sector.

In order to understand the needs and resources required by the enterprises and cooperatives, research will be conducted to identify the necessary skills and resources. In the second year, training will be conducted and resources provided. In the third year, entrepreneurs will be placed in the incubation centres for mentorship. This will be done in partnership with NGOs, DoSD, TVET, HEI's and institutions that provide finance to small and medium enterprises, i.e. Small Enterprise Development Agency.

Key Risk

NSDP Outcome 6	Key risk	Risk Mitigation
Skills development support for entrepreneurship and cooperative development	Failure to identify relevant programmes that in demand for entrepreneurship	Mobilise employers in the Sector to benefit from the employment tax incentive by hosting and employing learners on occupationally directed programmes
	'Inability to identify relevant organisations that qualify for cooperatives development	

NSDP Outcome 7: Encourage and support worker initiated training

Measuring Impact

Impact statement	Worker initiated training is enhanced to improve skills levels of the workers and ensure well-being of workers especially during the disaster periods

MTSF Priority: Education, skills and health			
NSDP Outcome 7	**Outcome Indicator**	**Baseline**	**Five Year Target**
Encourage and support worker initiated training	Increased number of worker-initiated training supported	-	10

"-" Denote that the outcome indicator is new hence there is no baseline

Explanation of Planned Performance over the Five Year Planning Period

The SETA plans to support initiatives initiated by workers, through their representative organisations such as trade unions and political organisations. This will be done collaboratively in the identification and implementation of relevant skills development interventions for the benefit of both the employers and the workers.

Key Risk

NSDP Outcome 7	Key risk	Risk Mitigation
Encourage and support worker initiated training	Failure to enhance skills levels	Implement a two-pronged strategy to consult Federations and levy-paying Trade Unions concurrently
		Develop a strategy to support worker skills development initiatives

NSDP Outcome 8: Support career development services

Measuring the Impact

Impact statement	Increased uptake of careers in the ETD Sector through career development services

Measuring Outcomes

MTSF Priority: Education, skills and health			
NSDP Outcome 8	**Outcome Indicator(s)**	**Baseline**	**Five Year Target**
Support career development services	Career Development Services: Increase in the number of career development practitioners trained	-	300

Explanation of Planned Performance over the Five Year Planning Period

Some of the transformational and developmental priorities are the social policies of redress, accessibility and inclusion. This priority will be advanced by career development initiatives that help reduce obstacles to entry into work and study opportunities. Once more, priority occupations in high demand development programmes will play a key role in creating an enabling environment for beneficiaries to access further study opportunities.

The ETDP SETA's approach to career guidance and development is underpinned by two transformational and developmental priorities in South Africa. The first is the influential economic rationale to career guidance in South Africa today, "...in which Careers Guidance is part of programmes to match individuals to scarce skills to enhance growth" (Flederman, 2008: 34).

Key Risk

NSDP Outcome 8	Key risk	Risk Mitigation
Support career development services	Poor coordination of career development services	Partner with DHET on the coordination of the career development services

9.4 Programme 4: Quality Assurance

NSDP Outcome 4: Increase access to occupationally directed programmes

The purpose of this programme is to ensure quality provisioning of occupationally directed programmes for occupations in high demand.

Measuring impact

Impact statement	Quality assured learning programmes and systems to improve the general quality of education, training and development.

Measuring outcomes

NSDP Outcome 4	Outcome Indicator	Baseline	Five Year Target
Increase access to occupationally directed programmes	Occupational qualifications that promote occupations in high demands to increase employability are developed	08	17
	Accredited quality learning programmes for priority skills in the sector are offered through various modes of learning programme delivery	2 301	1 549*
	Increased in the number of work-integrated learning sites promoted and supported for occupations in high demand to increase employability	10	300

* Last enrolment date for historically registered qualifications is 30 June 2024. Thereafter no learner could be registered against these qualifications and there would be no need to accredit SDPs for new learning programmes.

Explanation of Planned Performance over the Five-Year Planning Period

Occupationally directed programmes are conceptualised and derived from occupational qualifications linked to occupations in high demand. Therefore, implementation of occupational qualifications requires work-integrated learning opportunities, which, together with integrated summative assessments, culminate to the award of an occupational qualification. Fittingly, attainment of an occupational qualification must endeavour to increase employability opportunities in occupations, which are deemed to be in high demand in the ETD Sector.

Skills Development Providers are key implementing agents and partner for quality learning programme provisioning that promote skills development in the ETD Sector. The changing learning programme delivery environment and new technological innovations, which are necessitated by the ever-changing workplace environments, requires utilisation of various modes of learning programmes delivery. These multiple modes of learning programme delivery help to facilitate quality provisioning of learning programmes in the ETD Sector, without the learners having to attend face-to-face classes.

Key Risk

NSDP Outcome 4	Key risk	Risk Mitigation
Increase access to occupationally directed programmes	Delays in the development of registered occupational qualifications	Incorporate an Addendum for occupational qualification development to the QCTO - ETDP SETA Service Level Agreement.

Part D:
Technical Indicator Description (TID)

10   Technical Indicator Descriptions (TID)

Programme 1: Administration

Outcome: Capable human capital for improved service delivery	
Indicator title	Trained and professionally capacitated employees for improved service delivery
Definition	This indicator measures the number of employees trained and professionally capacitated in skills and competencies to deliver on the mandate and strategy of the organisation
Source / collection of data	Portfolio of evidence on the skills acquired
Method of calculation	Simple count of number of employees who attended training
Assumptions	Performance of the employees in their respective responsibilities
Disaggregation of beneficiaries (where applicable)	There are employees with skills gaps
Spatial transformation (where applicable)	• Target for women = N/A • Target for youth = N/A • Target for people with disabilities = N/A
Desired performance	Performance either exceeds or is equal to the planned target.
Indicator responsibility	Manager: Corporate Services

Outcome: Improved Business Environment for Operational Excellence within the ETDPSETA	
Indicator title	Number of automated business processes implemented for improved organizational efficacy by year end
Definition	Number of business processes automated implemented or enhanced through the use of ICT by year end
Source / collection of data	ICT systems architecture
Method of calculation	Simple count of number of business processes automated
Assumptions	Funds are available for digital transformation strategy implementation plan projects
Disaggregation of beneficiaries (where applicable)	• Target for women = N/A • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation (where applicable)	N/A
Desired performance	Automated business processes meet or exceed the set target
Indicator responsibility	Chief Information and Technology Officer

Programme 2: Research and Skills Planning

Increased Production of Occupations in High Demand	
Indicator title	Number of occupations in high demand identified and reported through Sector Skills Plans process
Definition	This indicator measures the identification of occupations in high demand in the ETD Sector
Source / collection of data	SSP and the national list of occupations in high demand
Method of calculation	A simple count of occupations in high demand in the ETD Sector as identified and reported in the SSP Report.
Assumptions	Output
Disaggregation of beneficiaries (where applicable)	• Target for women = N/A • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation (where applicable)	N/A
Desired performance	Fourteen occupations in high demand identified in the SSP to equal or exceed the set target
Indicator responsibility	Manager: Research and Skills Planning
Increased Production of Occupations in High Demand	
Indicator title	Number of research studies conducted to inform skills planning
Short definition	Number of research initiatives, including the SSP and Evaluation Studies conducted
Source / collection of data	Commissioned research reports
Method of calculation	A simple count of skills planning research initiatives
Assumptions	There is an availability of credible and quality researchers
Disaggregation of beneficiaries (where applicable)	• Target for women = N/A • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation (where applicable)	N/A
Desired performance	Number of research initiatives conducted to equal or exceed the set target
Indicator responsibility	Manager: Research and Skills Planning

Increased Production of Occupations in High Demand	
Indicator title	Percentage of WSPs and ATRs evaluated and feedback provided to employers
Definition	To track the percentage of successfully submitted, evaluated WSPs and ATRs, feedback given to employers
Source / collection of data	Evaluated WSP Register, electronic or otherwise.
Method of calculation	Percentage of WSPs and ATRs evaluated and feedback provided against the total number of submitted
Assumptions	Output
Disaggregation of beneficiaries (where applicable)	• Small Firms – 685 • Medium Firms – 293 • Large Firms - 172
Spatial transformation (where applicable)	N/A
Desired performance	Percentage of WSPs evaluated to equal or exceed the set target.
Indicator responsibility	Manager: Research and Skills Planning

Outcome: Effectiveness of implementation of skills programmes and projects	
Indicator title	Number of evaluation studies conducted
Definition	Periodically assess performance of SETA programmes against set outcomes and impacts in order to do improvements, where necessary, review programme design and implementation.
Source / collection of data	Evaluations repository
Method of calculation	A simple count of evaluation studies conducted
Means of verification	Evaluation Reports
Assumptions	Availability of adequate budget and qualified staff
Disaggregation of beneficiaries (where applicable)	• Target for women = N/A • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation	N/A
Desired performance	Number of evaluation studies are conducted to equal or exceed the set target
Indicator responsibility	Performance Monitoring, Evaluation and Reporting Manager

Programme 3: Learning Programmes and Projects

NSDP Outcome 2: Linking education and the workplace	
Indicator title	Number of young persons accessing work-based learning opportunities to enhance employability
Definition	Tracking of young people accessed WIL opportunities because of them having benefited from the ETDP SETA funded initiatives
Source of data	Performance reports
Method of calculation/ Assessment	Simple count of the number of youth accessing WIL opportunities
Assumptions	There is a need for tracking young people who accessed WIL opportunities as a result of them having benefited from the ETDP SETA funded initiatives to measure the impact of the ETDP SETA's skills development initiatives
Disaggregation of beneficiaries (where applicable)	• Target for women = at least 50% • Target for youth = at least 60% • Target for people with disabilities = 4%
Spatial transformation (where applicable)	In 9 provinces in selected districts
Desired performance	Number of youth accessing WIL opportunities to equal or exceed the set target
Indicator responsibility	Chief Operations Officer

NSDP Outcome 2: Linking education and the workplace	
Indicator title	Increased number of students receiving financial assistance from the ETDP SETA bursary scheme and/or ETDP SETA funded skills development initiatives
Definition	Identification, recruitment and awarding of the ETDP SETA bursaries to needy and academically deserving students to pursue their post-school education and training
Source of data	A register of the ETDP SETA bursary recipients and/or ETDP SETA funded skills development initiatives (electronic and manual)
Method of calculation/ Assessment	Simple count of students and learners who were awarded bursaries and/or benefited from the ETDP SETA funded skills development programmes
Assumptions	There is a need for TVET college, university students and learners to be awarded bursaries and/or benefit from the ETDP SETA funded skills development initiatives
Disaggregation of beneficiaries (where applicable)	• Target for women = at least 50% • Target for youth = at least 60% • Target for people with disabilities = 4%
Spatial transformation (where applicable)	In 9 provinces in selected districts

NSDP Outcome 2: Linking education and the workplace	
Desired performance	Number of students receiving financial assistance from the ETDP SETA to equal or exceed the target
Indicator responsibility	Chief Operations Officer

NSDP Outcome 3: Improving the level of skills in the South African workforce	
Indicator title	Increased number of teachers, government officials and RPL candidates who are competent in digital skills to facilitate digital learning, e-learning, blended learning and other new digital skills transfer to learners
Definition	Identification, recruitment and enrolment of teachers, government officials and RPL candidates in relevant digital-related skills interventions and complete the programmes
Source of data	Register of teachers, government officials and RPL candidates who enrolled in and completed the identified programmes (electronic and/or manual)
Method of calculation/ Assessment	A simple count of teachers, government officials and RPL candidates who enrolled in and completed the identified programmes
Assumptions	There is a need for teachers, government officials and RPL candidates to enrol in and completed the relevant digital-related skills interventions related programmes
Disaggregation of beneficiaries (where applicable)	• Target for women = at least 50% • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation (where applicable)	In 9 provinces in selected districts
Desired performance	Number of teachers, government officials and RPL candidates who are competent in digital skills to equal or exceed the set target
Indicator responsibility	Chief Operations Officer

NSDP Outcome 3: Improving the level of skills in the South African workforce	
Indicator title	Constituent organisations supported, through skills development, to enhance employees' capabilities on digital skills
Definition	This indicator measures the support to constituencies through skills development
Source of data	Register of ETD constituency employees trained in various skills development programmes
Method of calculation/ Assessment	A simple count of employees trained from the ETD constituent employers
Assumptions	There is a need for the employees in the ETD Sector to be trained in relevant digital skills development programmes
Disaggregation of beneficiaries	• Target for women = at least 50% • Target for youth = N/A

NSDP Outcome 3: Improving the level of skills in the South African workforce	
(where applicable)	• Target for people with disabilities = N/A
Spatial transformation (where applicable)	In 9 provinces in selected districts
Desired performance	Support for constituent organisations to equal or exceed the target
Indicator responsibility	Chief Operations Officer

NSDP Outcome 5: Support the growth of the public college system	
Indicator title	CET Colleges funded to implement digital learning platforms
Definition	The indicator measures the number of CET Colleges funded to implement digital learning platforms
Source of data	Register of digital learning platform initiatives for CET Colleges
Method of calculation/ Assessment	Simple count of the number of CET Colleges' digital learning platform initiatives funded
Assumptions	There is need to capacitate the CET Colleges in the Sector
Disaggregation of beneficiaries (where applicable)	• Target for women = N/A • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation (where applicable)	In 9 provinces in selected districts
Desired performance	Number of CET Colleges' digital learning platform initiatives funded to equal or exceed the target
Indicator responsibility	Chief Operations Officer

NSDP Outcome 5: Support the growth of the public college system	
Indicator title	Increased number of TVET and CET College lecturers, managers, practitioners, and council members trained in specialised fields and lecturers exposed to relevant industries
Definition	Number of TVET and CET College lecturers, managers, practitioners, and council members trained
Source of data	Database of TVET and CET College lecturers, managers, practitioners, and council members trained
Method of calculation/ Assessment	A simple count of TVET and CET lecturers, managers, practitioners, and council members trained (electronic or manual)
Assumptions	There is need to capacitate the TVET and CET Colleges personnel in the Sector
Disaggregation of beneficiaries (where applicable)	• Target for women = N/A • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation (where applicable)	In 9 provinces in selected districts

NSDP Outcome 5: Support the growth of the public college system	
Desired performance	Number of TVET and CET lecturers, managers, practitioners, and council members trained to equal or exceed the target
Indicator responsibility	Chief Operations Officer

NSDP Outcome 6: Skills development support for entrepreneurship and cooperative development	
Indicator title	Increased number of emerging cooperatives especially in rural areas to acquire the new skills required in the 4IR
Definition	The number of small emerging providers and co-operatives supported in skills development
Source of data	A register of small emerging providers and co-operatives supported in skills development
Method of calculation/ Assessment	A simple count of small emerging providers and co-operatives supported
Assumptions	There is a need for small emerging providers and co-operatives in the sector to be supported in skills development
Disaggregation of beneficiaries (where applicable)	• Target for women = 60% • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation (where applicable)	In 9 provinces in selected districts
Desired performance	Number of emerging providers especially in rural areas to acquire the new skills required in the 4IR to equal or exceed the target
Indicator responsibility	Chief Operations Officer

NSDP Outcome 7: Encourage and support worker-initiated training	
Indicator title	Increased number of worker-initiated training supported
Definition	The number of trade unions identified and supported through skills development
Source of data	A register of trade unions initiated training supported
Method of calculation/ Assessment	A simple count of trade unions initiated trainings supported
Assumptions	There is a need for trade unions to be supported through skills development in the sector
Disaggregation of beneficiaries (where applicable)	• Target for women = 50% • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation (where applicable)	In 9 provinces in selected districts
Desired performance	Number of worker-initiated training supported to equal or exceed the target
Indicator responsibility	Chief Operations Officer

NSDP Outcome 8: Support career development services	
Indicator title	Increase in the number of career development practitioners trained
Definition	Career development practitioners trained to provide career development services in the Sector
Source of data	Register of career development practitioners trained (electronic and/or manual)
Method of calculation/ Assessment	A simple count of Career development practitioners trained
Assumptions	There is a demand for career practitioners to be trained in the Sector
Disaggregation of beneficiaries (where applicable)	• Target for women = 50% • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation (where applicable)	In 9 provinces in selected districts
Desired performance	Number of career development practitioners trained equal or exceed the target
Indicator responsibility	Chief Operations Officer

Programme 4

NSDP Outcome 4: Increase access to occupationally directed programmes	
Indicator title	Occupational qualifications that promote occupations in high demands to increase employability are developed
Definition	Development of occupational qualifications for occupations in high demand in accordance with the QCTO requirements.
Source of data	List of developed occupational qualifications for occupations in high demands.
Method of calculation/ Assessment	A simple count of the number of occupational qualifications developed
Assumptions	There is a need for occupational qualifications in the Sector
Disaggregation of beneficiaries (where applicable)	• Target for women = N/A • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation (where applicable)	Not Applicable
Desired performance	Number of developed occupational qualifications that promote occupations to equal or exceed the target
Indicator responsibility	Chief Operations Officer

NSDP Outcome 4: Increase access to occupationally directed programmes	
Indicator title	Accredited quality learning programmes for priority skills in the sector are offered through various modes of learning programme delivery
Definition	Learning programme delivery Evaluation of learning programmes in accordance with the learning programme evaluation criteria for delivery through various modes of learning programme delivery.
Source of data	Register of evaluated learning programmes
Method of calculation/ Assessment	A simple count of evaluated learning programmes
Assumptions	There is a need to increase the pool of accredited quality learning programmes for priority skills in the sector offered through various modes of learning programme delivery
Disaggregation of beneficiaries (where applicable)	• Target for women = N/A • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation (where applicable)	N/A
Desired performance	Accredited quality learning programmes for priority skills in the sector offered to equal or exceed the target
Indicator responsibility	Chief Operations Officer

NSDP Outcome 4: Increase access to occupationally directed programmes	
Indicator title	Increase in the number of work-integrated learning sites promoted and supported for occupations in high demand to increase employability
Definition	Support and promote work-integrated learning sites for occupations in high demand to increase employability
Source of data	Register of work-integrated learning sites are supported and promoted for occupations in high demands.
Method of calculation/ Assessment	A simple count of approved work-integrated learning sites.
Assumptions	There is a need for work-integrated learning sites promoting occupations in high demand to increase employability
Disaggregation of beneficiaries (where applicable)	• Target for women = N/A • Target for youth = N/A • Target for people with disabilities = N/A
Spatial transformation (where applicable)	N/A
Desired performance	Support and promote work-integrated learning sites for occupations in high demand to equal or exceed the target
Indicator responsibility	Chief Operations Officer

Part E:

Annexures

11   Annexure A: District Development Model projects

Area of intervention	Five-year planning period				
	Project description	**District Municipality**	**Location: GPS coordinates**	**Project leader**	**Social partners**
Skills Programmes	Number of people living with disability enrolled in skills programme ICT PWD X154	Capricorn District	23.6123° S, 29.2321° E	COO	Limpopo disability empowerment DEFSA Limpopo Office of the Premier
		Vhembe District	22.7696 S, 29.9741 E		
	Number of unemployed learners enrolled in skills programmes 250 ICT Skills Programme with Waterberg TVET	Vhembe District	22.7696 S, 29.9741 E		Limpopo Office of the Premier
		Sekhukhune District	24.8335 S, 29.9741 E		Limpopo office of the Premier
	Number of people living with disability enrolled in skills programme Youth Development X 100	Capricorn District	23.6123° S, 29.2321° E		Limpopo disability empowerment DEFSA Limpopo Office of the Premier
	Number of unemployed learners enrolled in skills programmes 200 X ICT Lephalale TVET	Waterberg District	23.9748 S, 28.2994 E		Office of the Premier
		Mopani District	23.3089 S, 30.7160 E		Office of the Premier
		Vhembe District	22.7696 S, 29.9741 E		Office of the Premier
		Capricorn District	23.6123 S, 29.2321 E		Office of the Premier
	Digital skills and Entrepreneurial skills X100	Ethekwini District	29.8120° S, 30.8039° E		Ethekwini Municipal academy Premiers Office
	Number of people living with disability enrolled in skills programme 100 PWD enrolled in Assisting disabled learners programme	OR Tambo	31.4632 S 29.2321 E	COO	Eastern Cape Disability Economic Empowerment Trust (ECDEET)
		Alfred Nzo	30.5483 S 28.8597 E		
		Amathole	32.5842 S 27.3616 E		
	Number of unemployed learners enrolled in skills programmes 100 unemployed people enrolled in a CETA Accredited Plumbing Skills Programme	OR Tambo	31.4632 S 29.2321 E		Eastern Cape Office of the Premier
		Amathole	32.5842 S 27.3616 E		
	Number of people living with disability enrolled in skills programme 100 PWD enrolled in Hygiene Skills Programme	Joe Gqabi	30.9850 S 26.9852 E		Eastern Cape Disability Economic Empowerment Trust (ECDEET)
		Alfred Nzo	30.5483 S 28.8597 E		
		Amathole	32.5842 S 27.3616 E		
		Chris Hani	31.8743 S 26.7968 E		
	Number of unemployed learners enrolled in skills programmes 250 unemployed people enrolled in ICT Technical Support Skills Programme	OR Tambo	31.4632 S 29.2321 E		Eastern Cape Department of Education
		Alfred Nzo	30.5483 S 28.8597 E		
		Amathole	32.5842 S 27.3616 E		
		Joe Gqabi	30.9850 S 26.9852 E		
		Chris Hani	31.8743 S 26.7968 E		
		Sarah Baartman	33.0449 S 24.5243 E		

12   Annexure B: Abbreviations

AA	Accounting Authority
APP	Annual Performance Plan
ATR	Annual Training Report
BUSA	Business Unity South Africa
CBO	Community-Based Organisation
CETC	Community Education and Training Colleges
COVID	Coronavirus
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
ECD	Early Childhood Education
ETD	Education, Training and Development
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
FET	Further Education and Training
FETC	Further Education and Training Certificate
HTFV	Hard-To-Fill-Vacancies
HEI	Higher Education Institution
HET	Higher Education and Training
HSRC	Human Sciences Research Council
MTSF	Medium-Term Strategic Framework
NEET	Not in Education, Employment or Training
NDP	National Development Plan
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
OIHD	Occupations In High Demand
PFMA	Public Finance Management Act
PSET	Post School Education and Training
RPL	Recognition of Prior Learning
SARS	South African Revenue Service
SAQA	South African Qualification Authority
SDLA	Skills Development Levies Act
SIC	Standard Industrial Codes
SP	Strategic Plan
SSP	Sector Skills Plan
TVET	Technical, Vocational Education and Training
WIL	Work Integrated Learning
WPE	Workplace Experience
WSP	Workplace Skills Plan

ETDP•SETA

Education, Training and Development Practices Sector Education and Training Authority

Contact Details

Head Office & Gauteng Office
ETDP SETA House
2-6 New Street
Gandhi Square
South Marshalltown
Johannesburg CBD
Tel: (011) 372 3300

Eastern Cape
Waverley Office Park
3-33 Philip Frame Road
Chiselhurst
East London, 5200
Tel: (043) 726 8314

Free State
Sanlam Building
163 Nelson Mandela Drive
Bloemfontein, 9300
Tel: (051) 430 5072

KwaZulu-Natal
Durban Bay House
Anton Lembede Street
(333 Smith Street)
12th Floor, Suite 1203
Durban, 4001
Tel: (031) 304 5930/2

Limpopo
Kwane Chambers
29 Hans van Rensburg Street
Office No: 01
Polokwane, 0700
Tel: (015) 295 9303

Mpumalanga
Streak Office Park
6 Streak Street
Block B, 1st Floor
Nelspruit, 1201
Tel: (087) 352 7108

Northern Cape
Bobby's Walk Building
6A Long Street
Kimberley, 8300
Tel: (053) 832 0051/2

North West
Sparkling Office Park
78 Retief Street
Cnr Peter Mokaba Street
Potchefstroom, 2531
Tel: (018) 294 5280

Western Cape
Sunbel Building
2 Old Paarl Road
Office 205, 2nd Floor
Belville, 7530
Tel: (021) 946 4022