

SETA Review

Undertaken by Singizi Consulting under the auspices of the Employment Promotion Programme (EPP): Government (the Presidency), Labour and business. Managed by the DPRU and supported by DFID.

Methodology

Interviews with individuals:

- Centrally involved in the development of SA's skills development strategy.
- From the AG's office, SARS, Treasury and Labour
- 16 of the SETA Board Chairs
- All but one of the SETA CEOs
- Company leadership
- Plus follow up with SETAs and SAQA to clarify information

Methodology

- Questionnaires
 - Board members, ETQA and HR managers

- Documentation
 - Relevant legislation
 - All SETA Constitutions
 - SSPs (2005-2009/10) & Updates for 2006/7, Annual Reports(2004/2005/2006), Learnership Lists
 - SAQA NLRD and SETA learner data
 - Other secondary sources and research

Rating of SETAs:

In terms of revised indicators

Seta	Planning	Financials	ETQA	Average
FOODBEV	76	100	94	90%
FASSET	77	100	88	88%
CHIETA	75	100	76	84%
CTFL	72	83	94	83%
SERVICES	56	100	94	83%
WRSETA	66	83	94	81%
MQA	69	83	88	80%
TETA	63	83	85	77%
BANK SETA	76	100	45	74%
HMSETA	71	83	70	74%

Rating of SETAs: Criteria Utilised

- *Good governance:* the results of the Attorney General's office.
- *Ability to plan and achieve the targets outlined in the plan:* Planning (including an analysis of supply and demand), achievement against the scarce skill targets and of the equity targets.
- *Quality Assurance:* ETQA keeps learner pass rate data per provider and analyses results across provider & programme; ETQA ensures that providers track learners placement post-programme; ETQA Validates learner results, Moderates Assessors, reports it registers learners on NLRD and submits results to the NLRD

Rating of SETAs:

In terms of revised indicators

Seta	Planning	Financials	ETQA	Average
AGRISETA	60	100	36	65%
ETDP SETA	73	83	39	65%
LGSETA	57	67	-	62%
THETA	65	50	67	60%
INSETA	56	100	21	59%
PSETA	58	-	58	58%
MERSETA	61	83	21	55%
SASSETA	61	50	-	55%
FIETA	48	83	24	52%
ESETA	40	50	-	45%
CETA	56	17	-	36%
ISETT	62	0	-	31%
MAPPP	29	33	-	31%

Institutional strength, Scope and Mandate

Implement Learnerships, support foundational & fundamental learning, career guidance

etailed Planning with actual numbers



Provider development
Standard generating & QA processes

Grants for Community and SME initiation and sustainability

Future for SETAs?

- It is recognised that institutions take time to mature - many SETAs now have improved capacity
- The broad purpose for SETAs continues to be relevant (quality skills dev & increased levels of investment)

BUT

- Social partners must agree on refined objectives
- Decision is required to enable SETAs to have a more focused mandate
- Other objectives should be allocated to more relevant departments
- There should be increased emphasis on institutional development issues
- Consider carefully self-selection and merger processes

Governance & Institutional Development

Improve accountability of SETAs:

- Act on non-performing SETAs (beginning to happen)
- Revise processes that enable SETA Board to play their role
- Develop a model template & address inconsistencies in the constitutions against this model

Improve Institutional Governance:

- Social partners should reach agreement on criteria, nomination process & their current practises for deploying and supporting people

Improving Corporate Functions

Planning

- Develop sector plans & strategies:

- Decision must be taken re planning approach and social partners to define sector priorities (growth and shortages)
- Role of Social Partners in ensuring relevant plans are priorities in place is crucial (Quota List and DG Grants)

- Support access to reliable information:

Decision required re reporting and business needs to commit to completing the Annual Training Report (ATR) which should focus on need, training and expenditure (remove the WSP)

Learning and quality assurance

- Provide a framework for learning & encourage different types of programmes:
 - Decision taken re what kind of support required for programme implementation
 - Social partners actively support the defining of programme requirements
 - Social Partners play a role in curriculum development processes
- Quality assure different types of workplace learning (not only accredited):
 - Process of revising QA approach in progress
 - Social Partners should commit to active workplace learning and the provision of workplace opportunities

Levy Grant

- Review Mandatory Grant

Requires a discussion about its role and how it should be administered

- Ensure SETA disbursement is focused on workplaces (NSF develop mechanisms to more effectively address other priorities)

- Decisions required in terms of reestablishment of NSF and relevant mechanisms

- Decisions required regarding the role of the DG

Monitoring and evaluating the SETA

- Determine key indicators that SETAs should be monitored and evaluated against

Social partners to tightly define success for SETAs

- Develop reporting and data gathering mechanisms against agreed upon indicators

Social partners agree on what information they would want