

## Dumelang Sanibonani

By Jabulane Jiyane – Corporate Services Executive

Today is a very special day for the PSETA family as we launch this newsletter. Since the beginning of the financial year we have been literally 'itching' to share our achievements with our stakeholders.

We've come a long way since our establishment in the year 2000. For the first six years of our existence the PSETA operated as a unit – a Chief Directorate – of DPSA, and thus under the total governance, management and control of DPSA. From 2006 to September 2010, when it was placed under Administration, it was somewhat autonomously led by its Board but with all administrative aspects under the control of DPSA, and with the majority of its staff on secondment from DPSA.

The PSETA became wholly independent of the DPSA on the 1<sup>st</sup> April 2011. We are grateful for the support and guidance that the DPSA continues to give the PSETA as it rises from the ashes. The last few years have been the most trying, culminating in the PSETA being placed under administration by the Minister of Higher Education and Training, Dr Blade Nzimande.

We must also take this opportunity to acknowledge the contribution of our former Administrator, Mr Themba Mhambi and his team, who in carrying out his mandate, managed to turn the PSETA around by putting structures, systems, policies and procedures in place to propel the organisation to new heights.

Our staff establishment has been beefed up with professionals that were drawn from the ranks of the skills development space to complement our current crop of highly qualified and dedicated high fliers. We are therefore positioned to succeed.

I hope that each of you finds the newsletter to be informative and enjoyable. If you have any suggestions for future articles or for improvements, please let me know. Siyabonga.

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## Vision

To facilitate effective skills development in South Africa's public service.

## Mission

PSETA aims to develop a dedicated, skilled and productive public service workforce through the effective coordination of skills development, continued education, focused learnerships and training programmes in the public service for a vibrant economy and a winning nation.

## **PSETA Welcomes its new Chairperson & the Board**

Between September 2010 and early April 2011 the PSETA was placed under Administration. The Administrator, as the Accounting Authority was tasked by the DHET to address among other things, corporate governance and ensure operational independence from DPSA.

A new Constitution was developed through intensive consultation with stakeholders and was approved by MPSA and the leaders of the labour unions. A new Board consisting of equal number of senior government representatives nominated by the Minister for Public Service and Administration and senior labour representatives nominated by labour, 2 Ministerial appointees and an independently appointed Chairperson, was gazetted on 18 April 2011.

Board members – total of 15 members:

1. Ms K Mashigo	Independent Chairperson
2. Ms G Dhlamini	Ministerial appointee
3. Adv S Nogxina	Ministerial appointee
4. Ms T Mantashe	Nehawu
5. Mr B M Mantatana	Nehawu
6. Ms T Chosi	Popcru
7. Mr J Dladla	Popcru
8. Mr M de Clerqc	PSA
9. Ms P Maseko	PSA
10. Dr A Mahapa	DPSA
11. Mr D Mushwana	SITA
12. Ms M Kola	GEPF
13. Mr B Maduna	DOL
14. Mr T Ndove	Agriculture: Limpopo
15. Ms K Kgang	Home Affairs

As PSETA we look forward to working with the new Board to redefine, re-position and re-new the PSETA to deliver on its mandate for the duration of relicensing.

## **COMMITTEES OF THE PSETA BOARD**

- Executive Committee
- Audit Committee
- Corporate Services  
Finance and  
Remuneration Committee
- Procurement and Projects  
Committee
- Core Business and Quality  
Assurance Committee

The Annual General Meeting is scheduled to take place on the

**30<sup>th</sup> November 2011**

Venue: TBA

The AGM will discuss among other things:

- The annual financial statement
- The annual report on PSETA's affairs
- Report of the Auditor General on the PSETA

## Message from the CEO

By Shamira Huluman



The PSETA oversees the provision of quality public service education and training that meets the current and future needs of all its stakeholders namely that are in the business of government namely government departments like DIRCO, Home Affairs, DTI, Statistics SA, Parliament, Provincial Legislatures, transversal skills across other government departments, public entities and parastatals.

The PSETA carries out critical functions of development of a Sector Skills Plan, quality assurance of training carried out in the public service, accreditation of training providers like PALAMA, development of qualifications and learning programmes amongst other functions as provided for in the SDA.

The PSETA is also responsible for 48 government trades and therefore has a critical role to play in the development of

artisans and promotion of apprenticeships as required by NSDS III. The PSETA has initiated partnerships with INDLELA as a quality assurance partner and other key SETAs in the development of trades and artisans.

For the current year we have planned three critical projects, the Integrated Rural Youth Project in partnership with DPSA, the North West Unemployed Youth Empowerment Project and the Training Co-operatives Project. Work has begun in these areas and we have secured funds from the NSF for the implementation of these projects.

In line with NSDS III and the vision of the Ministers for Higher Education and Training and Public Service and Administration, we will be developing a proposal on the absorption of learners for experiential learning in the public service.

The PSETA's ultimate vision is to develop skilled public service personnel that will serve all South Africans competently, effectively and efficiently, and to promote Government as an Employer of Choice to new entrants in the labour market.

# Restructured PSETA

By Lindelwa Ximiya – Chief Operating Officer



**The Executive:** Shamira Huluman (CEO), Thabo Sibaya (CFO), Lindelwa Ximiya (COO), Jabulane Jiyane (CSE)

Following the administration period, the PSETA had to undergo a major restructuring process. It was aimed at empowering the SETA so that it could exist administratively and managerially independently of the Department of Public Service and Administration (DPSA) and to operate like any SETA.

Much energy and resources were spent on capacitating the PSETA to fulfil its mandate of being operationally independent from the DPSA as a fully-fledged SETA. The Administrator approved a new organogram and the salary structure and most vacancies were filled during February and March 2011.

This not only contributed in expanding the organisation but also enabled the PSETA, from auditing and operational perspectives, to begin the financial year with the right number of people in the right positions to discharge its mandate and obligations, both as a corporate entity and a SETA.

The restructuring resulted in the appointment of the following: Managers Learning Programmes Manager: Morongoe Nkabinde; ETQA Manager: Jane Motubatse; Projects Manager: Nana Mngoma and Skills Planning and Research Manager: Abbey Sekokope.

The PSETA's objectives are aligned with the Skills Development Amendment Act, 37 of 2008, and with the performance indicators of the NSDS III.

The PSETA aims to:

- Understand the skills needs of the public service sector for improved service delivery (NSDS III 4.1 and 4.8).
- Develop a skilled and capable public service sector workforce (NSDS III 4.2, 4.3, 4.4, 4.5 and 4.7).
- Contribute to the alleviation of poverty and the reduction of unemployment (NSDS III 4.2, 4.4 and 4.6).
- Support the quality development of public FET colleges (NSDS III 4.3).
- Establish strategic partnerships for researching and innovatively improving service delivery (NSDS III 4.2).
- Establish effective and efficient governance and corporate services and systems to support the business of the PSETA (NSDS III 4.2).

## **PSETA Flagship Projects**

By Nana Mngoma - Projects Manager

### **Rural Youth Skills Development Initiative**

Following the cabinet directive the President of the Republic, His Excellency Mr. Jacob Zuma launched a pilot project on Comprehensive Rural Development Strategy in the Limpopo province. After the launch, the Minister for Public Service and Administration, Mr. Richard Baloyi directed that the Department of Public Service and Administration (DPSA) formulate a sub-programme that will support the achievement of objectives of the above-mentioned Rural Development Strategy.

An Integrated Approach to Youth, Skills and Rural Development Initiative was formulated. The Minister for Public Service and Administration has further directed that this initiative be rolled out in KZN, Limpopo and Northern Cape. The overall objectives of this initiative is to promote access to skills development and exit opportunities to unemployed youth, graduates, learners and youth outside any form of learning and employment and offer opportunities to various funding partners to formulate projects, falling within their mandate, that will contribute towards the achievement of the objectives of this initiative.

Recognising the mandate of the SETAs to facilitate skills development and the strategic focus of the NSDS III on the rural development, PSETA is collaborating with DPSA by contributing a project, falling within its mandate, in the form of learning programme/s. Three Provinces have been identified rural communities for this programme i.e. Msinga and Nkandla in KwaZulu Natal and Vredesvelei and Riemvasmaak in Northern Cape and internships in Muyexe Greater Giyani Municipality, Limpopo.

### **North West Youth Empowerment project**

In March 2011, the office of the MEC (DEDT) and NEHAWU entered into a dialogue with PSETA on how to assist unemployed youth gain access to training within the Public Service.

Public Service Sector Education and Training Authority as a custodian of skills development in the public sector has pledged projects in support of the request from its valuable constituents.

One of PSETA strategic goals in accordance with the NSDSIII is empowerment of economically marginalized groups: Youth Youth Skills development was identified as a high priority

North West also identified four regions where learnerships will take place, Dr Ruth S Mompoti(Bophirima), Dr Ngaka Modiri Molema(Central Region), Bojanala and Dr Kenneth Kaunda (South Region)

### **Co-operatives project**

The purpose of this project is aimed at increasing the capacity of the PSETA to partner with the public service sector in its drive to create a skills base essential for improved service delivery.

The success of the PSETA in positioning itself as a skills development agency and a partner to the public service sector in its drive for skills acquisition essential to better service delivery lies in its capacity to readily avail to the sector, relevant qualifications, suitably accredited training providers and registered ETD practitioners.

The number of providers accredited against qualifications falling under its scope of primary focus, the corresponding number of registered assessors, moderators and verifiers; the picture is bleak.

Strategic decision to implement a project to establish co-operatives as training providers, in rural areas

Project will contribute to reduction in unemployment and job creation.

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# Re-inventing the PSETA through communication

By Lavhelesani Mainganye-Communications Officer

## Communication environment

The NSDS III contextualises the PSETA's communication environment, as does the increasing emphasis throughout the public sector on partnerships to achieve goals. This has prompted the PSETA to adopt a business partnership model to forge relationships with stakeholders.

Internally, the challenges include the need for a well-defined brand, a corporate identity and supportive collaterals to support its positioning as a credible, differentiated entity that adds value to its stakeholders. Effectively structured communication processes and systems will support an internal communication environment that creates synergy, and organisational culture that supports pro-active collaboration and is conducive to informed decision-making.

Externally, opportunities that exist to reposition the PSETA and optimise awareness about its activities and achievements should be utilised to strengthen its effectiveness within the Skills Development space.

## Communication challenges and opportunities

The key communications challenge facing PSETA is to cast itself in a new light given the its recent history. No matter what the issues were that led to that situation there will always be a shadow cast over any organization that finds itself under administration. The PSETA therefore has a challenge to create a new reputation that would give the renewed organization an opportunity to reconnect with stakeholders.

### ***To this end the following specific challenges have been noted***

- Renewed sense of awareness amongst public sector employees, new workplace entrants
- Sensitising unemployed, graduates, learners and employers about the

benefits of scarce skills, education and training

- Buy in for an effective uptake of the PSETA service offerings amongst designated entities
- Synergy: to establish a cohesive organisational culture
- Relationship: building and strengthening and entrenching strategic partnerships nationally and provincially
- Expectations: managing these amongst learners, employees and the unemployed
- Stakeholder non-compliance: dealing with the effect on the PSETA to deliver against business objectives

## PSETA's communication approach

The realities of the PSETA's internal and external business and communication environments create the need for a brand management approach in its marketing and communication activities. This implies a communication strategy focused on creating, developing and positioning the PSETA as an accessible, visible and value-adding "brand" –recognised for its performance and benefits of association – in the minds of its internal and external target audiences

The imperatives are to provide information to enable informed decision-making, create credibility through performance as a key player in public service education and training and stimulate a dynamic uptake of the PSETA's service offerings. The brand management approach also facilitates the identification and use of brand ambassadors, within the PSETA and amongst its stakeholders who, through their activities, support the organisation's brand to extend and enhance its messages about the achievement of strategic priorities.

This approach is also consistent with a national landscape of "information overload" where support is the result of a relationship of trust and a perception of value-addition.

## Communication scope

The scope of communicating the PSETA's messages cover the activities and achievements of all its divisions, namely **Skills Planning and Research, Education**

**and Training Quality Assessment (ETQA) and Learning Programmes, Corporate Services as well as the Office of the CEO and the PSETA Board.**

### **Communication objectives**

The objectives of the PSETA's communication within the brand management context and aligned with its business objectives – are aimed at building, positioning and entrenching the PSETA brand amongst its staff, stakeholders and all other target audiences. As such, the communication objectives are to:

- Build the PSETA brand as a credible, differentiated and visibly independent entity
- Create an organisation culture that is brand-conscious, client-focused (in support of the Batho Pele principles), delivery-orientated and output-focused
- Position the PSETA as a strategic role player in delivering on NSDS imperatives
- Establish mutually beneficial strategic relationships, within an informed stakeholder community, that are responsive to the service offerings and benefits of association with the PSETA
- Develop programmes that will address and accelerate service delivery

### **PSETA Key messages**

The overarching communication message is drawn from the PSETA's mandate and strategic priorities. Primarily, the message is:

**“The PSETA – your partner in creating an educated, capable and skilled government workforce to increase public sector service delivery and support sustainable livelihoods for all”**

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# **Accreditation Capacity Building Initiative 2011/ 2012 launched**

By Jane Motubatse –ETQA Manager

The PSETA Education Training & Quality Assurance (ETQA) has registered 26 qualifications with SAQA which are addressing the Public sector skills needs as proposed and supported by the stakeholders. Some of these qualifications, since registration did not attract providers to apply for accreditation, extension of scope or programme approvals towards them therefore rendering them inactive.

As a requirement by SAQA, all registered qualifications for registration should be linked to accredited providers, leading to learner uptake. The inactive status of these qualifications therefore result in that the PSETA ETQA is non compliant and not performing according to SAQA reports.

PSETA ETQA has a total number of 14 qualification/s accredited Providers. This number is not enough to address the skills shortages in the Public Service sector that will lead to career growth or employability.

It is for the above reason that PSETA is rolling out accreditation capacity building project in the 5 identified Provinces (Limpopo, N/West, N/Cape, KZN, Free State) as a pilot project, aimed at the following beneficiaries:

- FET Colleges
- Accredited providers

- Non-accredited providers who showed interest in obtaining PSETA accreditation
- Cooperatives

PSETA forged partnership with the Premier's office and have been instrumental beyond measure:

- By hosting the preliminary meeting between the Premier's office officials and PSETA to pave a way forward on implementation of the project
- By inviting the above listed beneficiaries in the Province, to attend an initial workshop
- By affording PSETA with a venue for the initial workshop with beneficiaries where the background and selection criteria will be presented and discussed in detail
- By assisting PSETA ETQA with the sourcing of caterers quotations
- By jointly being involved in ensuring that the project is a success

We are fully aware that this initiative might be overwhelming to departments with a lot of responsibilities and will humbly stress that it is for the benefit of our communities and the sector at large for all of us to be involved so that we can assist where possible.

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# SA in Crisis - Is the State's intervention the Only Hope for Curbing the Skills Shortage Challenge?

By Fika Mathe – PSETA Corporate Services Administrator

**(An extract from a research proposal report paper submitted to the University of Johannesburg - School of People Management and Industrial Psychology by the writer - Fika Mathe)**

Skills shortage in South Africa is a major challenge for both government and business. This, in turn, impacts on the effectiveness of businesses and other economically active organisations, which cripples the South African economy at large. Hence it is also a great concern for the government.

Initially, the South African government designed the National Human Resource Development Strategy with an aim to curb the persistent skills shortage crisis. "The primary aim of the national human resource strategy was to bring the education and labour departments together to co-ordinate and plan education and skills" (Turrell, 2008, p.3). However, as also attested to by Turrell (2008, p.3), the mandated officials failed to consolidate and implement the strategy, and it fell into disuse.

The government therefore established Sectoral Education and Training Authorities (SETAs) in year 2000, within the legislative framework of the Skills Development Act, as the main custodians of the National Skills Development Strategy which was developed in 1998. SETAs were founded with a primary aim of facilitating, coordinating and monitoring the implementation of the National Skills Development Strategy nationally.

All these abovementioned and other related policies and initiatives represent the government's continued effort to

address the challenge of skills shortage in the country, especially the critical and scarce skills upon which the sustainability of the economy relies.

It is unfortunate that business, being one of the key contributors to the economy, had to be compelled by government through legislation to respond to the crisis of skills development in the country. The Skills Development Levies Act 9 of 1999 requires the business sector to contribute to skills development through the levy-grant system. Sean Archer (2010, p.9) in his report titled: *the Key Issues in the Assessment of SETA Performance in South Africa*, mentions that, in the case of a levy-grant system, above a certain size there is compulsory participation by *regulation*. He also poses a critical question: "what training would still occur if there was no legally enforced contribution?" It should be acknowledged that the business sector, to a certain extent, continues as it did before these legislations to participate in skills development investments and initiatives without the state's intervention. "Some level of skills training would undoubtedly take place in the absence of interventionist actions by the state, known as the substitution and deadweight effects of a policy intervention" (Sean Archer, 2010). However, this was not enough; hence the state had to intervene through compelling policy and legislation.

South Africa has adopted policies compelling the business sector to contribute to skills development. The aim of such policies is to contribute to organizational effectiveness and service delivery. However, the persistence shortage of skills, increase in unemployment and decline in the growth of the South African economy requires an investigation if this is effective. It is

assumed that investment in skills development will yield economic development and improved service delivery. The situation in the South African business environment after such policies does not attest to this.

In this light, one can safely say that skills development initiatives would be more effective if they were initiated and driven by the business sector rather than government. This would then imply that the government would only be left with the monitoring (quality assurance) and supporting roles to the already well established and running skills development initiatives. This approach would enable the business sector to realize the true value of investing in skills development in relation to the impact it bears on organizational effectiveness and service delivery. The approach would also at least grant a certain level of assurance that the intentions of the business sector for participating in the skills *development* agenda are developmental rather than merely *compliant*, which is the situation with legal enforcement. In brief, the success in fighting the skills shortage challenge lies greatly in the honest and active participation by the business sector rather than just on the state's intervention.

## Bibliography

- Archer, S, (2010). *Key Issues in the Assessment of Seta Performance in South Africa's National Skills Development Strategy*. A Southern Africa Labour and Development Research Unit Working Paper Number 52. Cape Town: SALDRU, University of Cape Town.
- Turrell, R, (2008). *Has the Government Delivered on its Education/Human Resource Policy Priorities since 2004? A Presidential Policy Unit: 15 Year Review*. Pretoria: Ministry of Education.

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## UPCOMING EVENTS

**WSPs /ATRs 2011/12  
Feedback and Preparation  
Sessions will be in your area  
soon:**

- Gauteng on the 04-10-2011 at PALAMA
- Mpumalanga on the 11-10-2011
- Northwest on the 13-10-2011
- Northern Cape on the 18-10-2011
- Free State on the 25-10-2011
- Limpopo on the 1-11-2011
- Eastern Cape on the 08-11-2011
- Western Cape 10-11-2011
- Kwazulu-Natal 15-11-2011
- Legislatures 29-11-2011

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