

| <i>Term</i> | <i>Definition</i>                                                                                                                                                                                                     | <i>Quantities</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>FET college link</i>                                                                                                                                                                                                                          |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Skills levy | Skills levies are defined in the Skills Development Levies Act of 1999. The skills levy is generally equal to 1% of the payroll amount, and is payable by employers in the country, subject to certain exemptions.    | In 2003/04 around 190,000 employers paid R3.9bn in skills levies, and around 30,000 employers claimed the levy back for training purposes. The anticipated skills levy total for 2004/05 was R4.6bn (the description used in Treasury's revenue tables is 'taxes on payroll and workforce'). The total skills levy payment is roughly what we would obtain using a calculation of 10 million workers earning R40,000 per annum times 1%. The trend is for both number of employers paying and claiming to increase – the figures increased by 34% and 22% respectively between 2002 and 2003. By 2003, 95% of large firms (which comprise around 2% of all firms involved currently) were registered with SETAs, though only 56% of medium-sized firms had registered. Indications are perhaps that the skills levy income will not increase greatly in future in real terms, given the fact that practically all the large firms are already in the fold.                                                                                                                                                                                                                                                                   | FET colleges themselves employ around 1,200 educators and a number of non-educators. This makes FET colleges liable to pay the skills levy. The ETDP SETA reports that FET colleges have in fact been doing this and claiming their levies back. |
| NSA         | The National Skills Authority was established through the SDA. Its function is largely to be a central coordinating and support body in relation to the SETAs. The NSA controls the National Skills Fund (NSF).       | The total skills levy income must be divided between the NSF and the SETAs at a ratio of 20:80. This would make the NSF income in 2003/04 around R800m. Actual expenditure was lower, however, at around R610m. In 2003/04, almost 50% (or R285m) of the NSF expenditure went towards 'strategic projects' administered by the SETAs – this category includes a variety of skills development activities. The chief beneficiaries of this funding amongst the SETAs were MAPP (R58m), SERVICES (R41m) and ISETT (R39m). Distribution of beneficiaries across provinces is interesting – the 'three Capes' stand out as all having beneficiaries divided by adult population equal to 0.22%, against a national average of 0.16%. Around 40% of total NSF expenditure went towards 'social development projects' (described below). Some 10% went towards bursaries, largely at the HE level. There are 25 SETAs, all of which have existed for over five years. In 2003/04 their total income from the skills levy was just over R3bn – this is equal to 80% of all skills levy funds collected in the year. The largest incomes were received by MERSETA (R431m), SERVICES (R329m) and MQA (R297m). Expenditure during that |                                                                                                                                                                                                                                                  |
| SETA        | A SETA, or Sector Education and Training Authority, is defined in the SDA. The function of a SETA is essentially to use the skills levies that it must collect in such a way that skills development in its sector is |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | According to the audit of college partnerships released in 2004, only 53 of over 1,800 partnerships were with the SETAs – it is not clear how many individual SETAs were involved.                                                               |

| Term                  | Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Quantities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | FET college link                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | <p>promoted. For this purpose, SETAs may make grants to employers, providers and workers. Each SETA acts as the Education and Training Quality Assurance Body (ETQA) for its sector.</p>                                                                                                                                                                                                                                                                                                                                                                                          | <p>year stood at around 85% of income. By law, the 80% of the skills levy funds flowing to the SETAs should be spent by the SETAs as follows: 15% should go towards the Workplace Skills Planning Grant (a reward received by employers for preparing a WSP); 45% to the Workplace Skills Implementation Grant (a reward for implementing the WSP and submitting an Annual Training Report); 10% to Discretionary Grants; 10% to the administration costs of the SETA. The first two grants are known as the 'mandatory grants'.</p>                                                                                                                                                              | <p>Around 70 partnerships involved curriculum development for the SETAs by the colleges (mostly via a partnership with an employer).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Learnership           | <p>A learnership, often referred to as a 'learnership programme' or a 'registered learnership', is a training course designed to develop skills needed for the workplace. Learnerships are defined in the SDA. A learnership is always registered by a SETA, and with the DoL. Each learnership has a standardised reference number. It must lead to a SAQA qualification. There are still some references to the predecessor of learnerships, i.e. apprenticeships, in the DoL reports, but these are residual activities from the previous system and are being phased out.</p> | <p>Altogether 666 learnerships had been registered with SAQA by the end of the 2003/04 year. Of these, 333 were 'active', meaning that there were actual learners enrolled in these learnerships over the past year. All of the SETAs have registered some learnerships. The SETA with the highest number of registered learnerships is MAPPP, with 88 learnerships (as at April 2005). Generally, learnerships encompass activities spanning a whole year. In some cases they span 2, 3 or 4 years. No cases could be found of learnerships taking less than one year. On the whole, each learnership incorporates all the unit standards needed for one qualification registered with SAQA.</p> | <p>It is not clear how many learnerships FET colleges have been involved in overall, but the number seems to be low. Central Johannesburg, a highly active college in terms of learnerships, is currently involved in five learnerships. Importantly, it is not clear in the case of individual learnerships, how time would be split between the classroom and the workplace. Even where fairly detailed descriptions of learnerships are provided (e.g. on the MERSETA website), this is not made clear. One would assume then that this split is determined with respect to individual learnership agreements, the guiding principle being that the various unit standards must be complied with.</p> |
| Learnership agreement | <p>This is a three-way time-bound agreement between an employer, a learner (who may be an employee) and a provider whereby the employer and the provider agree to provide on-the-job and class-based training respectively to one learner. The definition can be found in the SDA. One learnership agreement may cover one learnership, a</p>                                                                                                                                                                                                                                     | <p>By the end of 2003/04, around 70,000 learnership agreements had been concluded – around 40,000 covered unemployed learners, and 30,000 covered employed learners. There was a sharp upward incline in the year-to-year trend evidenced by the fact that 40,000 of the 70,000 learnership agreements were registered during 2003/04. The implementation of these agreements has been funded by a mix of SETA and NSF funds. The NSF budgeted R700m (or 75% of its budget) for learnership agreements in 2004/05. The</p>                                                                                                                                                                        | <p>According to the audit of college partnerships, there were altogether 125 partnerships in the country involving learnership training. It is not possible to ascertain how many learnership agreements this work would encompass. 71 of the 125 partnerships involving learnerships were between a college and</p>                                                                                                                                                                                                                                                                                                                                                                                     |

| Term     | Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Quantities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | FET college link                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <p>part of one, or several learnerships, but it can only cover one learner. A learnership agreement must be registered with the relevant SETA. Sometimes an employed learner within a learnership agreement is referred to as an 18(1) learner, and an unemployed learner is referred to as an 18(2) learner (these are paragraphs in the SDA). Certification of learners on successful completion of qualifications flowing from learnership agreements is the responsibility of the relevant SETA, though providers may in some instances provide certification on completion of individual unit standards.</p> | <p>SETAs with the largest number of learnership agreements registered by 2003/04 were SERVICES (8,000), THETA (7,000) and TETA and W&amp;RSETA (each with some 4,500). SETAs determine how much is to be paid towards each learnership agreement. The funding structure varies from SETA to SETA and is also dependent on the gender, disability and employment status of the learner. MERSETA's grant structure is fairly typical: An unemployed learner on a one-year learnership would attract R16,000. Of this amount, R6,000 is said to be intended as an income for the learner, R8,000 for the training provider and R2,000 for administration (it is not quite clear whose administration). It is made clear that the grant is not intended to cover all items, e.g. mentoring within the employer firm, travel of facilitators, books and administration (presumably in excess of the R2,000 amount). However, it is also stated that providers believing that the grant does not adequately cover training costs may, with the consent of the employer and the learner, motivate for additional funding. In their Annual Training Plans employers would report on the actual training costs incurred during the previous year. Employers can claim 100% of the salary paid to unemployed learners and 70% of the salary paid to employed learners as being tax exempt. Although in theory a company may utilise some of the mandatory grant funding received (the 15% plus 45%) for learnership training, this seems to be rare, meaning that learnership agreements must be funded from either the discretionary grant funding of the SETAs or the 20% of the levy funds received by the NSF. A rough calculation where we multiply the 40,000 new learners in 2003/04 by an average of R8,000 per learner gives a total of R320m. The fact that the NSF set aside R700m for learnership training for R2004/05 suggests that more or less a doubling of the number of learners was envisaged.</p> | <p>an employer – only 13 involved direct partnering with a SETA. The total share received by colleges of the overall skills levy pool (whether for learnerships or not) is difficult to establish, but college accounts suggest that definitely no more than 3% of total resourcing in colleges is derived from the skills levy – this would equal around R50m (or 1% of the total skills levy pool). Despite the emphasis on college participation in the learnerships system in, for example, WP4, we should remember that learnerships will probably not attract in excess of around 20% of skills levy funds (around R800m currently), and that the bulk of the skills development market is likely to involve other forms of training activities. In other words, if the FET colleges are to base most of their expansion on the skills levy, and if they are to double in size, perhaps half of the training being provided would have to be in forms other than the learnership form.</p> |
| Provider | A provider is the training provider in a learnership agreement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Each SETA website contains a list of providers. In the case of some SETAs, there are several hundred providers on the list, with a variety of accreditation statuses, for instance full accreditation,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The W&RSETA and THETA websites had a relatively strong FET college presence on their providers lists, with 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| <i>Term</i>      | <i>Definition</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>Quantities</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>FET college link</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Skills programme | A skills programme, defined in the SDA, is like a looser version of a learnership or learnership agreement. It is both a training course, and an actual offering of training covering one or more learners. It does not require separate registration with DoL, meaning it can piggy-back on an existing SAQA programme. Moreover, there is no prescribed three-way agreement, though some formal agreement is needed. SETAs or the DoL may fund skills programmes. | <p>provisional accreditation, and expired accreditation. Full accreditation is valid for five years, partial accreditation for two years. Many of the providers are also the employers in the sector, so Pick n' Pay would be an accredited provider for its own employees.</p> <p>It is not quite clear from the DoL reports what activities undertaken would qualify as skills programmes in terms of the SDA. However, it is clear that a great number of non-learnership training programmes have occurred, especially with respect to capacity building in SMEs. Altogether by 2004 some 40,000 SMEs received some training in SETA-driven programmes (it is not clear whether this is for one year or cumulatively, but it seems to be the latter). Moreover, 'social development projects' directed at the unemployed reached out to almost 150,000 people in 2003/04 (the placement rate was 70%). Some of the projects are referred to as 'incubator programmes'. One-third of the NSF's expenditure is earmarked for social development projects – the actual expenditure on this by the NSF in 2003/04 was R270m. MERSETA, according to its website, has a fixed R5,000 grant that is paid to approved skills programmes.</p> | <p>and 8 colleges respectively. Seven provinces had some presence in either of these two SETAs in terms of colleges.</p> <p>Of the 1,800 audited FET college partnerships, 270 involved the provision of training other than learnership training to private firms. There is thus clearly an awareness within the colleges of the range of training possibilities. We can assume that much of the income received through these 270 'partnerships' would be derived from skills levy reimbursements received by companies.</p> |

### **Processes of the skills development system**

The following are key processes of the skills development system that FET colleges are already to some extent involved in. Deeper involvement is inevitable, and this will have to come with serious consideration of ways in which participation in the processes, or the processes themselves, can be made more efficient. Clearly, all these processes have cost implications for colleges, and this must be dealt with through some or other funding mechanism.

### **Establishment of learnerships**

Although SETAs must take the step of registering a learnership programme with DoL, many SETAs stress that all players, but in particular providers, need to make inputs into the process. Colleges would be well placed in terms of their experiences and knowledge to both propose new learnerships, and be actively involved in the design of individual learnership programmes. It is not clear how much work this involves. Many of the learnership programmes referred to on the SETA websites are simply references to existing qualifications on the SAQA website – obviously if the qualification did not exist previously, then designing the learnership would also involve interacting with the SAQA structures in designing the qualification and unit standards. It is important to keep in mind what makes learnerships special, namely that they include experiential workplace learning and an agreement with an employer. Colleges should play an important role in advising SETAs and employers on optimum mixes of classroom and workplace training, based on logistical, curriculum and funding considerations. Classroom time is probably more costly than workplace time – the learner's pay must be paid wherever the learner is, and in the classroom the cost of an educator's time is incurred. It therefore seems important to carefully gauge whether grant amount offered by the SETA is adequate to cover contact time, planning and assessment time, and workplace visiting time to the extent that the qualification can be realistically achieved. There is clearly a need for careful planning and financial analysis on the part of colleges.

The SETAs acknowledge there are serious policy gaps with regard to the content and funding of skills programmes, as distinct from learnerships. Given that colleges are a potentially important provider of skills programmes, college involvement in this policy process seems necessary.

### **Provider accreditation**

Generally, there are two types of provider accreditation. A provider may acquire 'institutional accreditation' with the SETA covering the provider's main sectoral focus (the assumption being that providers have one of the 25 sectors as their main focus). Secondly, a provider that has already acquired an institutional accreditation with one SETA may acquire 'learning programmes accreditation' with any other SETA. The idea is that a provider should only obtain institutional accreditation with one SETA. Memoranda of Understanding (MoUs) between SETAs have been concluded to deal with the sharing of information and common standards between SETAs with respect to provider accreditation.

FET colleges all enjoy institutional accreditation with Umalusi as far as the SETAs are concerned. Over and above this, however, it seems as if learning programmes accreditation is still a requirement. It is not clear how complex gaining this accreditation is. Gaining institutional accreditation is a relatively lengthy process, involving site evaluations. FET college staff have complained about the complexity of the accreditation processes they have experienced with the SETAs. These have involved much time, and costs relating to the upgrading of facilities to meet the standards of the SETAs.

### **Concluding of learnership agreements**

The initiation of each learnership agreement is largely a task intended for the employer. However, a pro forma agreement between an FET college and the employer found on the LGWSETA website (<http://www.lgwseta.co.za/led/training.htm>) suggests a more pro-active role for colleges, where they undertake much of the management of the learnership and the liaison with the SETA. This pro forma agreement was developed by the Johannesburg Central and Tshwane North colleges.

One SETA mentioned that providers could motivate for additional funding for the training component of a learnership, as long as this occurred before training had begun, and with the consent of the other two parties. FET colleges should be realistic about the cost of training, and motivate strongly for funding over and above the SETA-determined funding levels if necessary.

### **Assessment and certification of learners**

All assessment flowing from a learnership agreement is the responsibility of the provider. With regard to certification, generally the SETA devolves certification with respect to completion of unit standards to the provider, but retains the role of certifier of completed qualifications. Clearly, the more SETAs that a college is involved with, the more costly the transactions that must occur, partly because each SETAs systems and procedures are slightly different.

### **Financial accounting**

The payment routes during the implementation of a learnership agreement can take one of two forms (there may be other options, but two options seem common). In the one, the SETA pays the employer the full learnership grant, and the employer then pays the learner the stipend and the provider for the training. In the other form, the SETA pays the provider directly for the training, and pays the employer the money for the stipend. The option taken would clearly affect the required financial accounting. In the first option, the provider would invoice the employer, and the control would presumably be the employer's satisfaction with the training provided. Presumably, the college would be able to use the same invoicing format for all employers. In the second option, the SETA may require the provider to account for spending according to the SETAs own formats. No examples of such formats could be found, though each SETA has a format in which the *employer* must account for training undertaken, including the cost of training (this is in the Annual Training Report). It is currently not clear which payment option is least efficient for colleges, but colleges would stand to gain from promoting whichever option was the most efficient.

### **Summary of college funding implications**

If colleges are to capture a larger share of the skills levy market, and play a greater role in the 'skills revolution', colleges need to strategise carefully with a view to making full use of current strengths and to opening up new service avenues where there is a clear need and colleges have a potential to deliver. Based on the foregoing facts and discussions regarding the skills levy market, the following pointers seem important for colleges:

#### **One: Maximise the learnership funding options and gauge carefully what can be offered with the available funding**

The grant available to the provider in the reimbursement system of around R6,000 is 57% of the existing recurrent expenditure per FTE (fees plus public expenditure) of around R10,500 (we should remember however, that the national average masks inter-provincial differences of

as much as 80%). The R6,000 level of funding is a minimum, however. Depending on the SETA in question, it can rise by as much as 100% for disabled learners, and by a smaller percentage if learners are female. In addition, some SETAs make provision for an application by providers for additional training funds if costs justify this. The amount earmarked for administration of the learnership by some SETAs is another part of the grant to which colleges can lay claim, depending on their involvement in the management of the learnership.

The cost variables for the college seem to be mainly (1) class size (see comment on economies of scale below), (2) time allocated towards classroom activities vis a vis workplace activities, and (3) the level of effort required to manage the learnership and undertake, for instance, visits to the workplace. Flexibility appears to be provided by the absence of hard and fast rules around the number of classroom hours required. As long as the unit standards can be achieved, classroom time can be reduced to reduce costs. Determining which learnership services are cost effective and which are not is a complex task, given the number of variables (and the fact that SETAs have different rules). Clearly an analysis tool developed by the sector as a whole would assist. It is a task that colleges must undertake to ensure that their input into the learnership market is efficient and sustainable. There will be many service options, including service options that SETAs and employers would like to promote, that are not possible within the given funding regime.

**Two: Explore more direct support to employers to bring them into the skills development market**

In 2004, around 80% of firms were still not claiming back their skills levies. Most of these firms are smaller firms. FET colleges, due to their relatively wide geographical spread, are well placed to advocate greater employer participation in the skills development market. Local media could be used by colleges to advise employers on how to complete their WSPs and how to implement these plans. This advocacy work could be strongly linked to the marketing of services offered by colleges. Basically, colleges would design and promote offerings that would be appropriate within the WSPs of local firms.

**Three: Offer more curriculum development services directly to the SETAs**

SETAs and the NSF have funds available for curriculum development – both the discretionary grant amounts and the administration amounts of the SETAs may be directed towards this work. College staff are well placed to provide services in this regard. This could serve as a first step towards specialisation of particular colleges in particular unit standards and qualifications.

**Four: Try to achieve economies of scale with respect to number of SETAs, number of learners and number of employers**

Due to the fact that each learnership agreement covers only one learner, one employer and one provider, a common complaint is that it is difficult to achieve economies of scale with respect to learnership training. The answer would seem to lie in balancing responsiveness and strategy. On the one hand, colleges need to be responsive to local demand. On the other, they need to strategise with respect to their optimal focus areas. Given that each SETA has, to some degree, its own system of planning and reporting, it appears to make sense for colleges to limit somewhat the spread of their focus across the 25 sectors, in order to reduce administrative burden. To some degree this is already happening. In addition, economies of scale can be obtained with regard to some learnership programmes by targeting larger firms. Finally, uneconomically small classes need to be avoided.

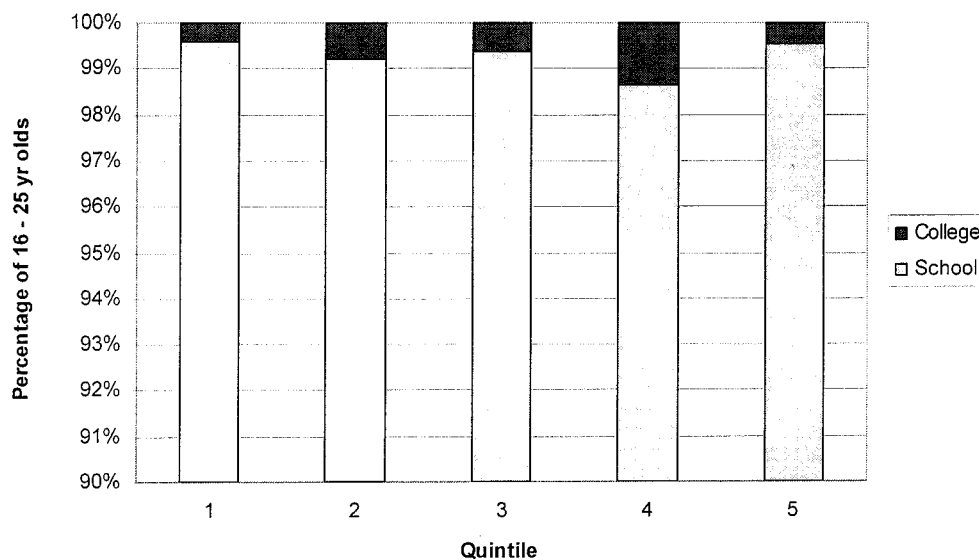
**Five: Concentrate on the whole range of skills development activities**

Much of the policy on FET colleges has focussed on learnership training. However, learnership training is probably unlikely to take up more than 20% of the skills levy market – currently the actual figure may be around 10%. The bulk of the market is made up of activities funded by the ‘mandatory grants’, which comprise (as a maximum) 60% of the total skills levy pool. Given that colleges currently account for only 1% or thereabouts of all skills levy spending, there appears to be ample room for expansion both with respect to learnerships training and other forms of training. Clearly, a large part of the focus of colleges should be on what employers are currently including in their Workplace Skills Plans.

## Appendix E Relationship between income quintiles and college enrolment

Labour Force Survey data 2001 was used to obtain a profile of college enrolment across income quintiles.

*Enrolment against income patterns*



The graph indicates that college enrolment is most common in quintile 4, and least common in quintiles 1 and 5. This might support the hypothesis that there are two opposing factors at play. On the one hand, fees in colleges, which are much higher than fees in schools to which quintile 1 households have access, act as an access barrier for the poor. On the other hand, perceptions that technical college education is a relatively low status type of education keeps the rich, who have more education options, out of these institutions.

## Appendix F Resourcing practices in other countries

This appendix presents the results of a scan of secondary level TVET resourcing practices in other countries. This scan was undertaken partly to identify interesting approaches that could be adapted to the South African situation, and partly to position the resourcing approaches already captured in our policies, e.g. the White Paper, within an international context.

### AUSTRALIA

#### The overall public and private system

Australia has around 4,000 registered training organisations (RTOs), of which some 85 are public 'institutes of TAFE' spread across 300 campuses (TAFE stands for Technical and Further Education). TAFE offers some 95% of training hours in the country, so this sector clearly dominates the market. Around 50% of the funding of the 4,000 RTOs is public, with a ratio of national to sub-national funding (where sub-national means state or territory) of around 70:30. Around 20% of 15 to 19 year olds in the country are enrolled in TAFE.

#### Governance at the national and sub-national levels

Since 1992, the Australian National Training Authority (ANTA) has been at the centre of the macro level governance of publicly funded TVET. ANTA advises the national Minister of Education on the offering of the service, and administers the bulk of public funding in this regard, transferring most of it to sub-national ANTAs on the basis of policy and negotiated agreements.

#### The resourcing of public institutions

The funding flows from the national to sub-national level, and from the sub-national level to the TAFE institutes are based on a mix of formulas determined at the state level, and negotiated business plans and performance contracts. Enrolment is expressed in terms of student contact hours, or SCHs. The average monetary amount per SCH differs from state to state, in some cases by as much as 100%. Within a state, there is differentiation according to the assumed cost of the type of programme being offered. The assumed costs are established by researchers in the state governments. *N.B. Get actual examples of the research and calculations.* In the last decade, the average monetary amount per SCH has declined in real terms, and this has caused tensions. It has also been argued that the monetary amounts are not sufficiently sensitive to type of programme, and the location of the service provider. Output or performance is not considered in any formulaic way when funding of institutions is determined. Industry-driven 'competency standards' are commonly considered when evaluating the quality of the service, though this does not directly or explicitly feed back into the level of funding any institution receives (though there could be an informal influence). There is no explicit pro-poor funding formula in place, though introducing the one in existence in the higher education system has received some serious consideration. Targeting of disadvantaged students for enrolment is a policy imperative, and seems to be actively pursued, though there are no hard quotas in this respect.

The state governments, and to some extent the state level Industry Training Advisory Boards (ITABs), bodies representing industry interests, appear to have considerable say in determining levels of enrolment, spread across programmes, and targeting of disadvantaged students in the TAFE institutes. Institutions receive public funding on the basis of a negotiated agreement in this regard. The space that institutions have to themselves determine the enrolments and programmes that the public funds will cover varies from state to state. Increasingly, there is an understanding that the state government is purchasing the enrolments per programme from the institution, and this implies diminishing manoeuvrability of

institutions as far as the use of public funds is concerned. An under-supply of places in TAFE institutions relative to demand (demand has been rising) puts pressure on institutions to stretch the public funds to cover a greater number of SCHs, and where institutions are able to make efficiency savings, this is permitted, at least in certain states.

In some states, institutes of TAFE are themselves the employers of their staff. In New South Wales, the country's most populous state, the state is the employer, and posts are distributed to institutions – this is similar to the South African post provisioning approach. In all states a variety of employment modes, including many part-time modes, are used in order to meet the demand for particular staff within the budget.

Fees comprise around 10% of the income of TAFE institutes. Most states cap the amount that may be charged per SCH – in 2001 the capped amount averaged around one Australian dollar per SCH. Around 25% of students qualify for fee exemptions on the basis of income, and institutes themselves are expected to bear the cost of this.

TAFE institutes are free to conclude agreements to offer training privately. *How much of the TAFE's income is from completely private rendering of services?* Financial accounting rules require a separation of the publicly and privately funded services, in order to minimise undesirable cross-subsidisation of private services using public funds. Around 10% of public training funds go to completely private training institutions, which would be funded on a basis similar to that applicable to the public TAFE institutes. The 10% figure is more or less a conscious strategy of government. Funding private providers is in keeping with the government's commitment to a 'national training market' and 'user choice' approach to the public funding of TVET.

### **Policy pressures**

A decline in real terms in the funding of TVET over the last years has caused much political tension. In 2004, the Prime Minister announced that the government would place renewed emphasis in this area, and ensure that training was geared towards the needs of industry. Key institutional changes currently occurring in Australia to underpin these policy shifts are the abolishment of ANTA (during 2005) and the creation of a new ministerial post, that of the Minister for Vocational and Technical Education.

There do not appear to be major labour tensions relating to modes of employment in the TAFE institutes.

#### **Possible lessons for South Africa**

- The strong emphasis on national institutional capacity for planning TVET, be it in the form of ANTA or a separate Ministry, seems an important lesson.
- The capping of fees is something we may want to consider.
- Modelling carried out on an ongoing basis by Victoria to determine skills and training demand in the region, in order to inform the supply of publicly funded training, seems interesting (Australian National Training Authority 2001, 35-8).

## **BRAZIL**

### **The overall public and private system**

TVET in Brazil is explicitly spread across the primary, secondary and tertiary levels. At the primary level (called 'basic' in Brazil, and spanning Grades 1 to 8), 2 million of a total of 35

million learners are considered to be in TVET. Here we concentrate on the TVET occurring in the secondary level, or Grades 9 to 11. At this level, around 450 public TVET institutions cater for around 400,000 learners, whilst 820 private TVET institutions cater for around 300,000 learners. This is according to a major census of TVET undertaken in 1999. Most of the 450 public institutions are run by states. 139 of them, however, are run nationally, by the federal government, and are referred to as Federal Institutions of Technological Education, or IFETs. Of the IFETs, 34 are Federal Centres of Technological Education, or CEFETs, and much of the political attention around the strengthening of TVET has focussed on the CEFETs. Though predominantly secondary level institutions, the CEFETs have also increasingly been branching into post-secondary TVET.

Parallel and rather separated from the system of public institutions, is a system of industry-driven training that is well-established and is often regarded as a model for innovation in Latin America. The industry-driven system is known as the 'S System', and revolves around a training body for the commercial sector, SENAC, one for the industrial sector, SENAI, and a few smaller ones. (These bodies are similar to our SETAs, though they are more autonomous than the SETAs, and fewer in number.) A legal framework requires employers to contribute financially to the training bodies, and to send employees to them for training, some for full-time pre-service training. SENAC's skills development broadcasts, some of which span 600 radio stations, and involve rigorous and ongoing evaluation of the quality of content via student and media surveys, are regarded as models of best practice. SENAI runs 'incubator programmes' in which trainers coach small and emerging entrepreneurs through the steps needed to improve their businesses. Banks are involved in the programmes, and this facilitates access to loans. These programmes are highly centred around the trainee, and have received very positive assessments.

SENAC and SENAI also receive some funding for training off the regular government budgets.

### **Governance at the national and sub-national levels**

In the Ministry of Education, TVET is managed by SETEC, a secretariat dedicated to this function. SETEC is divided into two branches, one with three directorates dealing with policy, evaluation and supervision of institutions respectively, and another branch dealing with special projects.

1994 legislation, designed to deal with a problem of policy fragmentation with regard to TVET, places the Ministry of Education more firmly in the centre of TVET governance and policymaking, and creates a national advisory body, the National Council for Technological Education (unfortunately, no details on the actual work of this body could be found).

### **The resourcing of public institutions**

The emphasis here is on the resourcing of the 34 federally run CEFETs. These institutions are governed by statutory governing bodies that must be representative of the whole range of stakeholders, including industry (this is unlike South Africa, where the councils of the FET colleges are not explicitly required to include industry representatives). The members of these statutory bodies are appointed by the state government, though apart from this, the CEFETs enjoy considerable autonomy. The area of emphasis of the CEFETs is considered to be the secondary level, though training at the basic and higher levels also occurs. The CEFETs perform full-time training, offer accommodation for students, organise learnerships, and have recently begun to run incubator programmes similar to the SENAI ones. Through PROEP, a large scale programme funded by the Inter-American Development Bank, CEFETs can obtain additional funding for more innovative training modes, in particular more modularised training. PROEP has reportedly caused a major shift in the emphasis of the CEFETs, away

from full-time programmes, towards more modularised programmes. This shift has not been without controversy. Critics have accused PROEP of under-valuing the general education aspects of TVET, and of causing job insecurity amongst CEFET educators.

Formulas for the funding of the CEFETs could not be found. A few financial reports from the CEFETs indicate, however, that over 90% of all the income of the institutions is from the federal government. Furthermore, the emphasis on enrolment statistics suggests that funding occurs according to the number full-time equivalent students. What is not clear at all is whether the public funding system differentiates between types of programmes, and whether outputs or completion of programmes by students is taken into account. It seems as if there is no pro-poor funding of students. Apart from the standard recurrent funding from the state, CEFETs receive capital investment funds linked to particular plans, and PROEP funding. In the institutions examined, an average of 5% of income was from the completely private sale of services. Less than 1% of income was from student fees. Demand for places in the CEFETs outweighs their supply by far. Entrance examinations determine who gets in and who does not.

CEFETs themselves employ their staff, but according to rather stringent public service rules. Unions are strong, and this is part of the reason why most employment is full-time. There has, however, been a slight drift towards greater part-time employment of educators.

In summary, the CEFETs are highly public institutions. They provide few services directly to private firms, they charge very minimal student fees, and they follow public service regulations in terms of employment and procurement. The quality of their training seems high, at least relative to that in other public institutions, which explains the great demand.

### Policy pressures

With the shift toward the left in government in 2002 has come a major questioning of the approaches taken by the country in the area of TVET over the preceding decade. There is currently a strong commitment towards firmer government involvement in the sector, greater emphasis on the general education needs of workers, and less modularisation of the TVET curriculum. The extent to which these political thrusts become translated into new policies has yet to be seen. So far, no concrete changes to the TVET system have been proposed.

#### Possible lessons for South Africa

- The 1999 census of TVET, the first of its kind in Brazil, provided a knowledge base of both public and private TVET in the country that has been invaluable for planning. In South Africa, we seem to be in need of something like this. The reputedly large private TVET system in South Africa is under-studied and arguably under-regulated.
- The incubator programme approach towards linking TVET directly to entrepreneurship appears interesting.
- The reliance on the mass media in Brazil to increase the reach of skills development seems something we could learn from.
- The Brazilian emphasis (even under the previous government) on keeping the CEFETs as strongly public centres of excellence should be of interest to us. This emphasis in Brazil is due to a mix of union pressures emanating from the staff of the institutions, and serious economic development thinking. The Brazilian system could serve as an interesting test case for us of the advantages and/or dangers of having TVET institutions with a strongly public stamp.

## **UNITED KINGDOM**

### **The overall public and private system**

Public FE colleges in the UK provide services to some 6 million youths and adults over a wide range of ages every year.

### **Governance at the national and sub-national levels**

The Labour Government has re-introduced a stronger public hand into the FE college sector, following years of state withdrawal during the Conservative years. The Learning and Skills Council (LSC) was established in 2001, with local LSC offices being set up in 47 sites around the country. The role of the LSCs is to plan for the country's TVET services for students over the age of 16, and to fund individual institutions based on transparent criteria.

### **The resourcing of public institutions**

The UK system can be considered a highly advanced programme funding system. A set of funding formulas distribute on an annual basis around £9bn to the colleges in the system, based on data relating to individual students, and some whole-college performance data. The system is called 'plan-led funding', reflecting the fact that funding is based on development plans that are negotiated between the LSCs and individual colleges. The system is not exclusive to FE colleges – other types of institutions such as adult centres and schools can utilise it to access funding.

The following calculations are performed to arrive at funding levels:

- A 'rate' is attached to each student, depending on what the student is studying. There is a 'national base rate' attached to each of 25 'learner aims' (these are more or less groups of qualifications). A database of individual qualifications clarifies which national base rate applies to which qualification. If the student is not studying for a qualification, a 'loadbanded rate' is used instead of the national base rate. The loadbanded rate is based on the number of 'guided learning hours' (or 'GLHs') that the studies involve. The rate is weighted by one of five weights, each of which depends on the subjects being taken.
- From the unweighted rate for each student, an amount of 25% is deducted for students who can be expected to pay fees. In other words, it is assumed that the fees will cover the 25%. Many students are exempt from fees, for example students taking basic skills courses, students age 18 and below, students receiving social grants, and students who have been classified as unemployed. The exemption is called a 'fee remission' and is always complete (it would seem from the available documentation) – there is thus no partial remission. It is important that the unweighted rate is used as a basis for calculating the assumed fee income. This method ensures that students enrolled for subjects implying a higher unit cost, do not pay more in fees.
- The socio-economic status of each student is gauged, using the postal code of the student's home address. Students from socio-economically depressed areas attract between 8% and 24% in additional funding.
- When a student completes a qualification, an additional amount equal to 10% of the weighted rate is paid to the college. The weighted rate plus this 10% amount come to the total cost of the training. The 10% amounts are paid to colleges after graduation, implying a retroactive funding component.

- Whole colleges are eligible for performance-related bonuses if they perform sufficiently well in terms of their development plan. These bonuses are a percentage of total funding, so a bonus could imply, say, a 2 per cent overall increase in the funding level of one institution. Three different percentages apply, and they are linked to achievement of highly transparent goals. For instance, for 2004 the only goal was that the development plan of the institution should be of an acceptable standard.

The funding system for FE institutions underwent some changes following a major 2003 review of the system. This review looked back at what was already many years of programme funding, and identified problems and possible solutions. The main recommendation of this review was that funding should move away from what was seen as an excessive concern with matching training and planning data to funds in a very detailed way, and toward a relationship between the authorities and institutions based more on trust and strategy, than on data. The existing funding regime was seen as implying too heavy an administrative burden, and focussing too little on the ability of managers in institutions to respond flexibly to challenges. Reference was made in the review to the importance of getting the 'level of granularity', or the level of detailed planning required, right in the system. It was emphasised that a distinction should be made between poorly managed colleges (which tend to be colleges that use data poorly) and better managed colleges (which tend to have more information to use in the planning process), and that the authorities should bring more trust-based planning into their relationships with the better managed colleges, whilst more interventionist relationships were needed for the poorly managed institutions. Concretely, the review advocated the abolition of retroactive clawback mechanisms, except in instances of truly poor institution management. Clawback mechanisms were identified as an element of the system that demanded much planning time, and caused tensions, yet their efficiency gains were small. The review advocated that effort spent on clawbacks should rather be spent on better forward planning, to improve the match between funds disbursed and services delivered.

#### **Possible lessons for South Africa**

- The British programme funding system is sufficiently mature to have been through a major review. Moreover, resources on the British system are quite easily available on the Internet. Whilst we should guard against adopting systems uncritically from other countries (especially if those countries have very different socio-economic circumstances), there is clearly a lot that we can learn from the British system. Perhaps the element of the British system that is most easily applicable to South Africa is the organisation of programme weights based on service delivery cost. The fact that the British group programmes into similar cost categories is interesting. This prevents excessive worrying about the differences between individual programmes, and presumably simplifies the costing process.
- The fact that the British system aims to charge equal fees to all students, regardless of whether they are taking more or less costly programmes should be noted by us.
- It should also be noted that the British system deals with socio-economic disadvantage in two stages. Firstly, it exempts particular students from the payment of fees. Secondly, it provides institutions with additional funding relative to the socio-economic profile of students. This sounds like a rather complex way of dealing with socio-economic disadvantage. The system could be mixing incentives to enrol disadvantaged students with real cost issues relating to the training of these students. The rationale does not seem very clear from the documentation that was reviewed. Arguably, we should develop a redress system that is more transparent in terms of what it should achieve, especially given the different nature and magnitude of the challenge in South Africa.

- The emphasis on balancing trust and detailed planning in the 2003 review should be viewed as critical by us. At the same time, we should be aware of the fact that the British system in 2003 involved highly detailed planning, with data on the contact hours and course by course enrolment of individual students being taken into account. The 2003 reaction was therefore one against a degree of micro-planning that has never existed in South Africa.
- The strong opposition to the clawback mechanism in the 2003 review should be taken seriously by us. Clearly, there are difficult incentive and administrative problems associated with such a mechanism.

## Appendix G References

### South African documents

- Cosser, M., McGrath, S., Badroodien, A. & Maja, B. (2003). *Technical college responsiveness: Learner destinations and labour market environments in South Africa*. Pretoria: HSRC. Available from: <<http://www.hsrapublishers.ac.za>> [Accessed 29 November 2004].
- Crouch, L. & Lombard, C. (2000). *Funding transformation in Further Education and Training*. [Internet] Pretoria, District Development Support Program. Available from: <<http://www.rti.org/ddsp>> [Accessed 17 May 2005].
- Department of Education (1997). *Report of the National Committee of Further Education: A framework for the Transformation of Further Education and Training in South Africa*.
- Department of Education (1998). *Green Paper on Further Education and Training*.
- Department of Education (1998). *Education White Paper 4: A programme for the transformation of Further Education and Training*.
- Department of Education (1999). *National strategy for Further Education and Training 1999-2001*.
- Department of Education (2001). *A new institutional landscape for public Further Education and Training Colleges*.
- Department of Education (2002). *Quantitative overview of the Further Education and Training college sector: The new landscape*.
- Department of Education (2002). *Resourcing a transformed FET institutions sector*. [Report prepared by Branch P].
- Department of Education (2003). *A new funding framework for public Further Education and Training colleges*. [Report prepared with assistance of Australian consultants.]
- Department of Education (2003). *Financial and institutional review of FET colleges in South Africa*. [Nine accompanying provincial reports were also consulted. All reports produced by KPMG.]
- Department of Education (2003). *Investing in South Africa's FET system: Financial proposals to implement the national strategy for FET*. [Report prepared with assistance of Australian consultants.]
- Department of Education (2003). *Report on the proceedings of the 3<sup>rd</sup> Further Education and Training Convention*. [Obtained off [www.ccf.org.za](http://www.ccf.org.za).]
- Department of Education (2003). *Review of the National Student Financial Aid Scheme: Report to the Department of Education*. [Non-public report produced by Dr Pundy Pillay].
- Department of Education (2003). *Toolkit for Further Education and Training Colleges*. \*
- Department of Education (Notice 1791 of 2003). *Funding of public Higher Education*.
- Department of Education (2004). *Draft: Norms and standards for funding Adult Learning Centres*.
- Department of Education (2004). *Linkages & partnerships: An audit 2003*. \*
- Department of Education (2004). *National analysis of financial trends of FET colleges 2000-2002*. [Produced by KPMG.] [Obtained off [www.ccf.org.za](http://www.ccf.org.za).]
- Department of Education (2004). *Quantitative overview of the Further Education and Training college sector: April 2004*. [Obtained off [www.ccf.org.za](http://www.ccf.org.za).]
- Department of Education (2004). *The FET colleges qualifications framework*. [Discussion paper.]
- Department of Education (2004). *The new FET professional: The challenge of staffing & responsiveness in FET colleges*. [Obtained off [www.ccf.org.za](http://www.ccf.org.za).]
- Department of Education and Department of Labour (2001). *Human resource development strategy*.
- Department of Labour (2004). *National Skills Development Strategy: Implementation Report 1 April 2003-31 March 2004*.

- Gamble, J. (2003). *Curriculum responsiveness in FET colleges*. [Internet] Available from: <[http://www.hsrepress.ac.za/user\\_uploads/tblPDF/1945\\_00\\_Curriculum\\_Responsiveness\\_in\\_FET\\_Colleges~21012005025201PM.pdf](http://www.hsrepress.ac.za/user_uploads/tblPDF/1945_00_Curriculum_Responsiveness_in_FET_Colleges~21012005025201PM.pdf)> Tshwane, HSRC. [Accessed 20 April 2005].
- HSRC (2003a). *Human resources development review 2003: Education, employment and skills in South Africa*. [Internet] Pretoria. Available from <<http://www.hsrepublishers.ac.za/index.html?HRD.html~content>> [Accessed 5 December 2004].
- HSRC (2004). *The state of the South African Further Education and Training college sector*. [Non-public analysis produced by Simon McGrath of HSRC as part of the World Bank funded PHRD].
- National Student Financial Aid Scheme (2005). *NSFAS means test: Building a sustainable financial aid scheme*. [Handbook that includes the means test questionnaires.]
- Parliament (Act 98 of 1998). *Further Education and Training Act*.
- Parliament (Act 97 of 1998). *Skills Development Act*.
- Parliament (Act 56 of 1999). *National Student Financial Aid Scheme Act*.

#### Non-South African documents

- Atchoarena, D. & Delluc, D. (2002). *Revisiting technical and vocational education in sub-Saharan Africa: An update on trends, innovations and challenges*. [Internet] Paris: IIEP. Available from <<http://unesdoc.unesco.org/images/0012/001293/129354e.pdf>> [Accessed 21 January 2005].
- Australian National Training Authority (2001). *The economics of vocational education and training in Australia*. [Internet] Leabrook, NCVER. Available from <<http://www.ncver.edu.au/research/proj2/mk0004.pdf>> [Accessed 5 December 2004].
- Australian National Training Authority (2004). *Resourcing vocational education and training in Australia*. [Internet] Leabrook, NCVER. Available from <<http://www.ncver.edu.au/research/proj/nr1006.pdf>> [Accessed 5 December 2004].
- Brazil: Ministério da Educação (2004). *Políticas públicas para a educação profissional e tecnológica*. [Internet] Brasília. Available from <<http://www.mec.gov.br>> [Accessed 11 January 2005].
- Goozee, G. (2001). *The development of TAFE in Australia*. [Internet] Leabrook, NCVER. Available from <<http://www.ncver.edu.au/research/proj2/mk0003.pdf>> [Accessed 5 December 2004].
- ILO (2001). *Modernization in vocational education and training in the Latin American and the Caribbean region*. [Internet] Montevideo, Cinterfor/ILO. Available from <[http://www.ilo.org/public/spanish/region/ampro/cinterfor/publ/sala/moder\\_in/moder\\_in.pdf](http://www.ilo.org/public/spanish/region/ampro/cinterfor/publ/sala/moder_in/moder_in.pdf)> [Accessed 10 January 2005].
- Noonan, P. (2002). *The role of TAFE: Outcomes of consultations and identification of key issues*. [Internet] Melbourne, State of Victoria. Available from <<http://www.otte.vic.gov.au/publications/KnowledgeandSkills/pdf/Project4-VLESC-Noonan.pdf>> [Accessed 5 December 2004].
- Souza, P.R. (2001). *Education and development in Brazil: 1995-2000*. [Internet] Cepal Review, 78. Available from: <<http://www.eclac.cl/id.asp?id=19957>> [Accessed 12 January 2005].
- TAFE Directors Australia (2004). *Funding for TAFE: A TDA position paper*. [Internet] Available from <[http://www.tda.edu.au/position\\_papers/position\\_papers/Funding%20for%20TAFE%20Paper.pdf](http://www.tda.edu.au/position_papers/position_papers/Funding%20for%20TAFE%20Paper.pdf)> [Accessed 15 December 2004].
- UNESCO (1996). *Financing technical and vocational education: Modalities and experiences*. [Internet] Paris. Available from <<http://www.unevoc.unesco.org/publications/pdf/iug006e.pdf>> [Accessed 17 January 2005].

- United Kingdom: Learning and Skills Council (2003). *Plan-led funding for Further Education (Circular 03/15)*. London. Available from: <<http://www.lsc.gov.uk>> [Accessed March 2005].
- United Kingdom: Learning & Skills Council (2004). *Funding guidance for further education in 2004/05* [Internet] London. Available from <<http://www.lsc.gov.uk>> [Accessed 1 January 2005]
- Watson, L., Wheelahan, L. & Chapman, B. (2002). *A cross-sectoral funding model: Is it fair and feasible?* [Internet] Leabrook, NCVER. Available from <<http://www.ncver.edu.au>> [Accessed 5 December 2004].
- Ziderman, A. (1997). *National programmes in technical and vocational education: Economic and education relationships*. [Internet] Journal of Vocational Education and Training, 49(3): 351-366. Available from: <<http://www.triangle.co.uk/pdf/viewpdf.asp?j=vae&vol=49&issue=3&year=1997&article=Ziderman&id=163.195.192.74>> [Accessed 10 January 2005].

### Websites (South African)

- Central Johannesburg College (CJC).  
[www.cjc.co.za](http://www.cjc.co.za)
- Colleges Collaboration Fund (CCF).  
[www.ccf.org.za](http://www.ccf.org.za)
- Council for Quality Assurance in General and Further Education and Training (UMALUSI).  
[www.umalusi.org.za](http://www.umalusi.org.za)
- Department of Labour (DoL).  
[www.labour.gov.za](http://www.labour.gov.za)
- Education, Training and Development Practices Education and Training Authority (ETDPSETA).  
[www.etdpseta.org.za](http://www.etdpseta.org.za)
- Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA).  
[www.merseta.org.za](http://www.merseta.org.za)
- National Business Initiative (NBI).  
[www.nbi.org.za](http://www.nbi.org.za)
- National Student Financial Aid Scheme (NSFAS).  
[www.nsfas.org.za](http://www.nsfas.org.za)
- Services Sector Education and Training Authority (SERVICESETA).  
[www.serviceseta.org.za](http://www.serviceseta.org.za)
- Wholesale and Retail Sector Education and Training Authority (WRSETA).  
[www.wrseta.org.za](http://www.wrseta.org.za)
- South African Qualifications Authority (SAQA).  
[www.saqa.org.za](http://www.saqa.org.za)
- The Skills Portal (TSP)  
[www.skillsportal.co.za](http://www.skillsportal.co.za)
- Wholesale and Retail Sector Education and Training Authority (WRSETA).  
[www.wrseta.org.za](http://www.wrseta.org.za)

### Websites (non-South African)

- Australian National Training Authority (ANTA).  
[www.anta.gov.au](http://www.anta.gov.au)
- Learning & Skills Council (LSC).  
[www.lsc.gov.uk](http://www.lsc.gov.uk)
- National Centre for Vocational Education Research (NCVER).

[www.ncver.edu.au](http://www.ncver.edu.au)

UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.

[www.unevoc-unesco.org](http://www.unevoc-unesco.org)

**ANNEXURE B: TRANSLATIONS OF POINT 3  
OF ANNEXURE A PAGE 4:  
“WHAT WILL CHANGE”  
IN THE FOLLOWING  
LANGUAGES:**

- 5) Afrikaans**
- 6) IsiZulu**
- 7) Sesotho**
- 8) Tshivenda**

### Die volgende sal verander

Hierdie afdeling verskaf 'n opsomming van die basiese verskille tussen die ou en die nuwe finansieringstelsels, soos vervat in die onderstaande matriks:

|                                         | <i>Die stelsel wat vervang word</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   | <i>Die stelsel wat ons wil hê</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Die dienste wat gefinansier word</b> | Die program 5-begrotings van die provinsiale onderwysdepartemente (POD's) word tans bestee volgens 'n programdoelwit (opgeneem in die tabel van rekeninge) wat lui dat fondse gebruik moet te word om Voortgesette Onderwys en Opleiding (VOO) in openbare VOO-kolleges te verskaf, ingevolge die VOO-wet. Daar is egter geen verdere spesifikasies nie en die Wet verskaf geen besonderhede oor watter dienste gefinansier moet word nie. Witskrif 4 verskaf belangrike algemene riglyne, maar dit is nie herlei tot uitvoerige finansierings- en bestuursimperatiewe nie. Kolleges verskaf dienste hoofsaaklik op die grondslag van historiese praktyke, met sterk beklemtoning van die Nasionale Tersiêre Onderwys (NATOD)-programme. | → | Alhoewel die finansieringsnorme 'n oormatige uitvoerige en onpraktiese 'mannekragbeplannings'-benadering vermy, sal dit die riglyne, soos vervat in Witskrif 4, oor watter dienste verskaf moet word volg, en dit koppel aan die finansierings-, beplannings- en verslagdoeningstelsels. Die klem sal val op 'n verskuiwing na opleiding wat die probleme m.b.t. vaardighede en werkloosheid meer aggressief sal aanspreek deur byvoorbeeld 'n meer toepaslike opleidingsinhoud, asook deur dienste wat buite die normale kollege-ure val. Die finansieringsnorme sal spesifiseer hoe die regering, in samewerking met belanghebbendes in die bedryf, sal bepaal watter programme waar en tot watter mate aangebied behoort te word, en op watter wyse kolleges finansiering sal ontvang om op hierdie behoeftes te reageer. Die toekoms van die NATOD-programme sal nie in besonderhede uiteengesit word in die finansieringsnorme nie, alhoewel die finansieringstelsel, wat deur die norme in werking gestel is, voorsiening sal maak vir 'n verskeidenheid toekomstige kurrikulum-scenario's. |
| <b>Billikheid en regstelling</b>        | Alhoewel daar relatief sterk klem gelê is op 'n toename in die inskrywings van histories-benadeelde studente oor alle kampusse heen, deels in reaksie op Witskrif 4, is die meganismes om hierdie tendens vol te hou, asook om te verseker dat kollege-gelde in besonder nie 'n struikelblok vir transformasie word nie, onvoldoende.                                                                                                                                                                                                                                                                                                                                                                                                    | → | Die finansieringsnorme sal die belangrikheid daarvan beklemtoon om openbare fondse op opleiding, wat nie voldoende deur die privaatsektor gefinansier word nie toe te spits, wat tot 'n groot mate opleiding vir histories-benadeeldes sal wees. Daar sal van kolleges vereis word om doelwitte, wat verteenwoordigend is van ras, geslag en spesiale behoeftes, in die drie-jaarlanse strategiese planne wat hulle in samewerking met                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                  | <i>Die stelsel wat vervang word</i>                                                                                                                                                                                                                                                                                                                                                          |   | <i>Die stelsel wat ons wil hê</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  |                                                                                                                                                                                                                                                                                                                                                                                              |   | POD's opstel, te inkorporeer. 'n Geldelike subsidie, wat deur die staat betaal word, sal armer studente in staat stel om gedeeltelik of ten volle vrygestel te word van die betaling van kollege-gelde.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Die grootte van die VOO-kollege sektor</b>    | Gemeet aan internasionale standaarde is die VOO-kollege sektor te klein vir die grootte en ontwikkelingsvlak van ons ekonomie. Die ouderdomsgroep 15 tot 19 jaar, wat 'n belangrike teikenmark vir hierdie sektor behoort te wees, het slegs 'n 2%-inskrywingstempo in tegniese en beroepsgerigte VOO. Daar kan maklik geargumenteer word dat hierdie syfer vyf keer groter behoort te wees. | → | Verbeterde bestuur van die sektor, wat voortvloei uit die samesmeltingsproses, tesame met die nuwe finansieringsnorme en 'n inspuiting van nuwe openbare fondse vir die sektor, sal die nodige uitbreiding teweegbring, nie slegs omdat meer opleiding verskaf word nie, maar ook omdat transformasie binne die sektor lei tot 'n groter vraag onder die jeug, werkgewers, werknemers en werkloses.                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Beheer op nasionale en provinsiale vlakke</b> | Huidiglik bepaal die strategiese planne van die nasionale Departement van Onderwys en die POD's die stand van sake in openbare VOO. Hierdie meganismes is egter onvoldoende om te verseker dat die kwantiteit en gehalte van die dienste wat deur die kolleges verskaf word aan maatskaplike en ekonomiese behoeftes voldoen.                                                                | → | Die finansieringsnorme sal bepaalde beplanningsverantwoordelikhede en magte aan die nasionale, provinsiale en kollege-vlakke toewys. Samewerking met alle toepaslike regeringsorgane, asook met die privaatsektor, sal op alle vlakke beklemtoon word. Toegewyde navorsing oor die koste verbonde aan die lewering van programme, asook oor die optimale diensverskaffingsdoelwitte van die kollege-sektor in sy geheel, sal spesifiek die verantwoordelikheid van die nasionale Departement van Onderwys wees. POD's sal baie nou met kolleges saamwerk om drie-jaarlangse strategiese en prestasieprogramme vir elke kollege te ontwikkel en in werking te stel. D.m.v. hierdie meganisme sal nasionale en provinsiale prioriteite herlei word tot gefinansierde aktiwiteite wat deur die kolleges bedryf word. |
| <b>Die finansierings-formule</b>                 | Die grootste gedeelte van regeringsfondse vir kolleges kom via die Posvoorsieningsmodel, wat                                                                                                                                                                                                                                                                                                 | → | Die grootste gedeelte van POD-finansiering van kolleges sal in die vorm wees van formule-finansiering van programme, waar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                       | <i>Die stelsel wat vervang word</i>                                                                                                                                                                                                                                                                                                                                                                                    |   | <i>Die stelsel wat ons wil hê</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <p>onderwysposte vanuit 'n sentrale poel in elke provinsie onder individuele kolleges verdeel, en wel op die grondslag van voltydse ekwivalent (VTE)-studente aan wie een van drie gewigte toegeken word, waar die gewig deur die soort NATOD-kursus bepaal word. Daarbenewens word nie-personeel fondse aan kolleges toegewys volgens eenvoudige VTE-gebaseerde formules wat van provinsie tot provinsie verskil.</p> |   | <p>die formule 'n reeks diensverskaffingsvraagstukke in ag sal neem, met inbegrip van die soort program wat aangebied word (die program kan 'n NATOD-program wees al dan nie), VTE-studente, die koste van diensverskaffing, die behoefte aan kapitaal-infrastruktuur, asook die vermoë van kolleges om hulpbronne doeltreffend te gebruik. Die finansieringsformule sal 'n finansieringstelsel in werking stel wat meer sensitief is vir die werklike koste van diensverskaffing en wat ook uitsette en gehalte in aanmerking neem. Om mededingendheid tussen openbare kolleges te bevorder, asook om te voldoen aan die opleidingsbehoefte, soos geïdentifiseer deur die regering, wat nie onmiddellik deur die kolleges bevredig kan word nie, mag 'n beperkte gedeelte van die formule-finansiering van programme onderworpe wees aan 'n bod-proses waaraan enige verskaffers van opleiding, sowel openbare as private verskaffers, mag deelneem.</p> |
| <b>Kapitaal-belegging in kolleges</b> | <p>Die kapitaalvoorraad van kolleges het na bewering in waarde verminder en die gereedheidsvlak vir nuwe uitdagings hang duidelik van groter kapitaalbelegging af.</p>                                                                                                                                                                                                                                                 | → | <p>Daar sal met die kapitaaluitgawe-behoefte vir die vervanging van bestaande voorraad gehandel word d.m.v. die nuwe finansieringsformule. Bykomende kapitaal sal egter benodig word, veral gedurende die aanvanklike groeiperiode. Sedert vroeg in 2005 het die Tesourie fondse hiervoor geoormerk wat 'n veelvoudige toename in bestaande kapitaalbeleggingsvlakke verteenwoordig. Die finansieringsnorme sal 'n raamwerk vir kapitaaluitgawes, wat hoër is as die vervangingsvlak daarstel, asook vir die toegang van kolleges tot kapitaalleninge en deelname aan openbare/private vennootskappe (OPVs).</p>                                                                                                                                                                                                                                                                                                                                          |

|                                               | <i>Die stelsel wat vervang word</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   | <i>Die stelsel wat ons wil hê</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Kollege-gelde en vrystelling van gelde</b> | Daar is aanduidings dat kollege-gelde tot sewe keer hoër kan wees as die gelde vir gewone skool-VOO. Anders as wat die geval is met skole, het kolleges geen stelsel van vrystelling van gelde vir armer studente nie. Dit verklaar dus gedeeltelik hoekom kolleges, in besonder, ontoeganklik is vir armer huishoudings.                                                                                                                                                                              | → | Drie maatreëls wat vervat is in die finansieringsnorme sal die probleem van buitensporige privaat kostes vir armer studente aanspreek. Eerstens sal die finansieringsformule en die nuwe kollege-beplanningsraamwerke 'n duidelike skakel daarstel tussen beskikbare openbare finansiering en die dienste wat verskaf moet word. Dus word verbeterde finansiering van openbare prioriteitsprogramme in die vooruitsig gestel. Tweedens sal gelde beperk word tot vlakke wat in voeling is met die vlak van openbare finansiering en met die geraamde totale koste van diensverskaffing. Derdens sal 'n geldsubsidie aan kolleges oorbetal word wat hulle in staat sal stel om studente, wat nie die volle of 'n gedeelte van die kollege-gelde kan betaal nie, van betaling vry te stel. Die verspreiding van die geldsubsidies tussen kolleges sal bepaal word deur gestandaardiseerde maatstawwe wat verteenwoordigend is van die inkomste-vlakke van studente-huishoudings. |
| <b>Dienste aan ander kliënte</b>              | Tans vra kolleges geld van 'n verskeidenheid van organisasies, sowel openbare as privaat organisasies, vir die verskaffing van opleidingsdienste. Dit is egter beperk tot nie meer as 5% van die totale inkomste van kolleges nie. Daar is tans geen wetlike raamwerk wat spesifiek gemik is op kollege-inkomste afkomstig van organisasies buiten POD's nie. Die gebruik van POD-gefinansierde kapitaal-infrastruktuur vir die kruis-subsidiëring van dienste vir ander kliënte is a bron van kommer. | → | Die gunstige reaksie van kolleges op ander kliënte, wat parallel loop met die verskaffing van programme wat deur die finansieringsformule gedek word, sal steeds aangemoedig word. Dit moet egter ekonomiese ontwikkeling ondersteun en nie toegelaat word om strydig te wees met die kernbedrywighede van kolleges nie, naamlik om opleiding te verskaf ingevolge ooreenkomste wat met die POD's gesluit is. Die nuwe finansieringsnorme sal 'n aanduiding verskaf van die bestaande finansiële bestuurs- en verslagdoeningsregulasies wat in hierdie verband toegepas moet word, en nuwe vereistes sal ingestel word waar daar leemtes voorkom.                                                                                                                                                                                                                                                                                                                              |

|                                                               | <i>Die stelsel wat vervang word</i>                                                                                                                                                                                                |   | <i>Die stelsel wat ons wil hê</i>                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Beplannings-<br/>en verslag-<br/>doening-<br/>siklusse</b> | Alhoewel die program 5-begrotings van POD's bepaal word vir die drie jaar van die mediumtermyn-uitgawe-raamwerk (MTUR), kom mediumtermynbeplanning stuksgewys voor en op 'n wyse wat nie voldoende aan begrotings gekoppel is nie. | ➔ | 'n Duidelike stel stappe vir beplanning en verslagdoening, wat alle belanghebbendes in die sektor insluit, sal in werking gestel word. Boonop sal die duidelike koppeling van planne, begrotings en diensverskaffing d.m.v. drie-jaarlange prestasie-ooreenkomste, geskoei op 'n basiese nasionale formaat, bydra tot 'n meer deursigtige beplanningsproses wat 'n groter verskeidenheid belanghebbendes kan betrek. |

**Ke eng se tla fetohang?**

Karolwana ena e kgutsufatsa phapano tse teng pakeng tsa mokgwa wa kgale le o motjha wa ho fumantshwa diresose tikolohong tse latelang:

|                                                        | <i>Sisteme tse tswang</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   | <i>Sisteme tse re di batlang</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ke ditshebeletso dife tse fumantshwang matlole?</b> | <p>Ha jwale, ditekanyetso tsa lenaneo la bohloko (5) la Menyako ya Thuto ya Porovense (PEDs) di sebediswa ka tlasa boikemitso ba lenaneo (e ngotsweng mo tshateng ya diakhaonte) e bolelang hore matlole a tlameha ho neha Thuto le Thupello e Tswellang (FET) Di kholetjheng tsa Thuto le Thupello e Tswellang tse boletsweng bohle ho tsamaisana le molao wa Thuto Le Thupello e Tswellang. Le ha ho le jwalo, ha ho a bolelwa hape le molawana hao fane ka tlhalosetso hore ke ditshebeletso dife tse tlamehang ho fumantshwang matlole. White Paper 4 e fana ka tataiso feela empa hona ha ho hlalose letho ka phumantsho ya matlole kapa yona taolo ya ona. Dikholetjhe mona di fana ka ditshebeletso di shebile haholoholo maemo a maoba a histori, ka toboboketso e kgolo e le mananeong a Thuto e Phahameng ya Naha (NATED).</p> | → | <p>Melawana ya phumantsho ya matlole le ha e kgannela pele mokgwa wa di sa kgoneheng matleng a batho, White Paper 4 e fana ka tataiso e hlokolosi hore ke ditshebeletso dife tse ho tlamehang ho fana ka tsona, e be e di hokele ho mokgwa o motjha wa phumantsho ya matlole, boitokisetso le ho faneng ka raporoto ya disisteme tse ntjha. Toboketso e tla ba haholo ho yeng ho thupello e hlalising bokgoni/tsebo e bile e tadimane le ho fedisa tlhokeho ya mesebetsi. Ho etsa mohlala, thupello e boleng bo hodimo e thusang le ha nako ya dikholetjhe e se e fetile. Melawana ya phumantsho ya matlole e bolela kamoo mmuso, ka tshebedisammoho ya mmuso le batshwara indaseteri hore ke mananeo a feng a rutwang, ho fihlela kae, le tsela eo dikholetjhe di tla fumantshwang matlole, sena se arabela ditlhoko. Bokamoso ba mananeo a Thuto e Phahameng ya Naha di keke tsa hlalose hantle melawaneng ya phumantsho ya matlole, le ha ho jwalo sisteme ya phumantsho ya matlole e tla tshehetsa bokamoso ba diponahalo tsa kharikhulamo.</p> |
| <b>Ho se kgetholle le tukiso botjha</b>                | <p>Le ha, ho tobokeditse haholo kgodisong ya ngodiso ya baithuti ba hisitori ya maoba ya ba kobo di mahetleng dikhampaseng tsohle, hanyenyane e le karabelo ho White Paper 4, e leng mokgwa wa ho tshwarella</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | → | <p>Melawana ya phumantsho ya matlole e tla hatella bohlokwa ba ho lebisa/tsepamisa matlole a setjhaba thupellong e sa fumantshwang matlole a lekaneng ho tswa seketareng ya poraefete. Sena se tla laolwa haholo ke ho fumantshwa ha thupello haholoholo ho ba tswang historing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                                           | <i>Sisteme tse tswang</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   | <i>Sisteme tse re di batlang</i>                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | mekgweng ena, le ho netefatsa hore tefello tsa baithuti tsa dikholetjhe, haholoholo ha di iphetole ditshitiso diphetohong.                                                                                                                                                                                                                                                                                                                                                                                                                           |   | ya maoba ya bofuma. Dikholetjhe di tla lokela ho kenyelletsa batho bohle di sa kgetholle, bong le ditlhoko tse tlhophisitsweng tsa lebaka la lemo tse tharo tsa moralo o hlophisitsweng e entsweng. Ka kopanelo le Mafapha a Thuto a diprovence (PEDs). Tshehetso ya tjelete ya sekolo ho tswa mmusong e tla dumella baithuti ba fumanehileng ho lefa tjelete ya sekolo hanyenyana kapa ho se lefe ho hang. |
| <b>Boholo ba kholetjhje Thuto le Thupello e Tswellang</b> | Ho ya ka maemo a lefatshe ka bophara, seketara ya dikholetjhe tsa Thuto le Thupello e Tswellang ha di a lekana, ho bolelang hore di mmalwa ho ya ka bohola le maemo a shebaneng le ntshetsopele ya moruo ya naha. Mphato o lemong tse 15 ho isa ho 19 tlameha ho ba ona wa bohlokwa seketareng ena, o na le feela palonyana e nyenyana ya ba ingodiseditseng thekenoloji le bokgoning bo hlwahlwa ba ho sebetisa ka matsoho Thutong ya Thupello e Tswellang (FET). Ngangisano e ka ba teng hore dipalopalo tsena di ka hodiswa ha hlano ho menahane. | → | Ntjhafatso ya taolo ya seketari ho tloheng ho kopaneng le mokgwa o motjha wa phumantsho ya matlole le kenyeletso e ntjha ya matlole a setjhaba seketareng, e tla tlisa kgodiso e hlwahlwa, e seng feela hobane thupello e batsi e phethahala hape le hobane diphetoho seketareng di etella pele ho batla batjha, basebetsi, boramesebetsi le ba hlokanang mesebetsi ho nka seabo.                           |
| <b>Taolo maamong a naha le diporovenseng</b>              | Ha jwale, moralo o hlophisitsweng wa Lefapha la Thuto la Naha le Mefapha a Thuto a diprovence o tataisa se tlamehang ho etsahala seketareng ya dikholetjhe tsa setjhaba tsa Thuto le Thupello e Tswellang. Le ha ho le jwalo, mekgwa ena ha e a lekane ho netefatsa boleng le bohlohlwahlwa ba                                                                                                                                                                                                                                                       | → | Melawana ya phumantsho ya matlole, e tla nehelana ka moralo o ikgethileng hammoho le matla mekgeng ya naha ka bophara, diprovenseng le dikholetjheng. Mekgeng eo yohle, kगतello e tla ba hodima tshebedisanommoho, mafapheng ohle a mmuso hammoho le a poraevete. Dipatlisiso tse tebileng maloka le nehelano ya ditshebeletso tse hlokolosi e tla ba boikarabelo ba Lefapha la Thuto (DoE). Mafapha        |

|                                          | <i>Sisteme tse tswang</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   | <i>Sisteme tse re di batlang</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | ditshebeletso tse nyehelwang ke dikholetjhe ho leka ho arabela ditlhoko tsa maemo a bophelo ba setjhaba le a moruo.                                                                                                                                                                                                                                                                                                                                                                                                                                          |   | a thuto a Diprovence (PEDs). Mafapha ana a tla sebetsa ho tswelletsa le ho kenya mokgwatshebetsong moralo o hlophisitsweng ka lemo tse tharo. Ka mekgwa ena, kgethollo ya ditlhoko ya naha hammoho leya diprovence e tla fetoletswa ho ditshetso tse fuwang matlole tse tsamaiswang ke dikholetjhe.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Mokgwa wa kabo ya matlole</b>         | Boholo ba matlole a mmuso a dikholetjhe a hlahiswa ka Post Provisioning Model, e abelang dikgeo tsa matitjhere ho tswa kgethong e mahareng ya provence ho ya kholetjhe ka nngwe ho ya ka e nngwe ya ditekanyetso tse tharo tsa baithuti ba Thuto le Thupello e Tswellang (FET) . Moo tekanyetso e laolwang ke mofita wa thuto (course) ya Thuto ya Naha e Phahameng (NATED). Ho tloha moo matlole a sa sebedisetsweng batho a arolelwa dikholetjhe ho ya ka ditlhophiso tse nolofaditsweng tsa Thuto le Thupello e Tswellang e fapaneng ho ya ka diprovence. | → | Boholo ba matlole a dikholetjhe tsa Lefapha la Thuto la Provence e tla baka mokgwa wa mananeo a dikabelo tsa matlole, moo mokgwa o tla kenyelletsa ditshetso tse fapafapaneng, ho shebilwe mefuta ya mananeo e nyehelwang (mananeo a ka ba a e nngwe kapa ya se be ya e nngwe ya dithuto tsa Thuto e Phahameng (NATED)).Ho baithuti ba Thuto tsa Thupello e Tswellang, ho shebilwe tefo e ba tlisetsang ditshetso, ditlhoko matlole, le bokgoni ba dikholetjhi ho sebedisa kuno ka bohlwahlwa. Mokgwa wa kabo ya matlole e tla kenya tshebetsong <b>kakaretso ya mananeo (system)</b> ya ho bona hore ditshetso di pele ka nepo e bile di lebile diphetho le bohlwahlwa. Ho kgothaletsa tlhodisano pakeng tsa dikholetjhe tsa setjhaba le ho kgotsofatsa ditlhoko tsa thupello tse qhollotsweng ke mmuso mme di ke ke tsa fihlellwa kapelenyana ke dikholetjhe, karolwana e nang le moedi ya porogeramo ya phumantsho ya matlole e ka nna ya buletswa phehisano moo morupelli e mong le e mong e ka ba wa setjhaba kapa wa poraevete a ka nkang karolo. |
| <b>Polokelo ya phaello dikholetjheng</b> | Polokelo ya phaello dikholetjheng e tlalehuwe e nyopile haholo, kahoo diphephetso tse ntjha di se di lebane le ho ntlafatsa                                                                                                                                                                                                                                                                                                                                                                                                                                  | → | Ditlhoko tsa tshebediso ya matlole di tla sebetsa ho ya ka mokgwa o motjha wa phumantsho ya matlole. Le ha ho le jwalo, haholoholo nakong eo ho sa holwang ka yona                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|  | <i><b>Sisteme tse tswang</b></i>     |  | <i><b>Sisteme tse re di batlang</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--|--------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | dipehelo tsa matlotlo dikholetjheng. |  | <p>ho tla hlokahala keketso ya phumantsho ya matlole bakeng sa kgolo ena. Mekgwa ya phumantsho ya matlole e tla hlahisa tsela ya tshebediso ya matlole. E tla hlahisa hape hore dikholetjhe di etse kadimo ya ditjhelete hape di be seabo kgwebisanong e kopanetsweng.</p> <p>Mehato e nepahetseng ya ho itukisetsa le hotlaleha ka nkang karolo ho tswa mahlakoreng ohle. Le ha ho le jwalo, boqhamano le boitukisetso ba mananeo a matlotlo le ditshebeletso tsa setjhaba do batleha dilemong tse tharo tsa phethahatso ya tumelano e latelang motheo wa setjhaba, e tla thusa ho be pepeneneng mokgwa wa ho itukisetsa le ho akaretsa bohle ba nkang karolo.</p> |

**Okuzoguquka**

Lesi sigamu sifinyeza umehluko osemqoka phakathi kohlelo lwakuqala kanye nalolo olusha lokunikezela ngezinsiza ngale ndlela elandelayo:

|                                                         | <i><b>Uhlelo oluqedwayo</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   | <i><b>Uhlelo esilufunayo</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yimiphi imisebenzi ehlinzekelwa ngezimali</b>        | Okwamanje izimali ezabelwe iminyango yemfundo yezifunda okubizwa i-programme 5 budgets zisetshenziswa ngaphansi kohlelo olungachemi (olutholakala emqulwini wokusetshenziswa kwezimali) olugagula ukuthi izimali zombuso kumele zisetshenziselwe ukuxhasa ngezimali imFundo eQhubekayo nokuQeqesha kumakholishi abhekene nalokho ngokulandela umthetho wemFundo eQhubekayo nokuQeqesha. Nakuba kunjalo, akukho kuphawula okuthile okuqondile, kanti futhi nomthetho awunikezi mininingwane ngemisebenzi okumele ihlinzekelwe ngezimali. I-White Paper 4 inikeza imihlahlandlela ebalulekile evamile, kodwa lokhu akwenziwa indlela yokuhlinzekelwa ngezimali kanye nokuphatha. Amakolishi ahlinzekela ngemisebenzi ngokubhekela ikakhulukazi inqubo yangaphambili, ngokugcizelela ikakhulukazi ezinhlelweni zemFundo ePhakeme kaZwelonke (NATED). | → | Nakuba imigomo yokuhlinzekela ngezimali icacisa kahle ngendlela 'yokuhlela okwenziwa ngabantu' engenakusebenza, izobheka imihlahlandlela ye-White Paper 4 ukuthi yimiphi imisebenzi okumele ihlinzekelwe bese ixhunyaniswa nendlela entsha yokuhlinzekelwa ngezimali kanye nohlelo lokuhlela nokubika. Kuzogcizelelwa ekubhekeni kwezokuqeqesha okuyikhona okuxazulula ngamandla izinkinga zokungabi namakhono kanye nokwentuleka kwemisebenzi, njengokuqeqesha okufanele okuhambisana nengqikithi kanye nemisebenzi okwenziwa ngale kwamahora okufunda. Imigomo yokuhlinzekela ngezimali izogagula ukuthi uhulumeni ngokubambisana nabathintekayo kwezezimbongi bazonquma kanjani ngokuthi yiziphi izinhlelo okumele zinikezelwe kuphi nokuthi kangakanani, kanye nokuthi amakolishi azohlinzekelwa kanjani ngezimali ukuze abhekane nalezi zidingo. Ikusasa lezinhlelo zemFundo ePhakeme kaZwelonke (NATED) alizukugagulwa emigomweni yokuhlinzekela ngezimali, nakuba uhlelo lokuhlinzekela ngezimali olwethulwe yimigomo luzobe luvumela izimo ezahlukahlukene zohlelo lokufunda lwesikhathi esizayo. |
| <b>Ukulingana kanye nokulungisa isimo sangaphambili</b> | Nakuba kube khona ukugcizelela okukhulu ekwandiseni inani labafundi abebencishwe amathuba ababhalisayo kuzo zonke izikhungo zemfundo, njengomphumela we-White Paper 4, izindlela zokusimamisa lokhu, kanye nokuqinisekisa ukuthi ikakhulukazi izimali zokufunda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | → | Imigomo yokuhlinzekela ngezimali izogcizelela ekubalulekeni kokunikezela izimali zomphakathi ekuqeqesheni okuwuhlangothi olungaxhaswa ngokwanele yizinkampani ezizimele, lokhu kuzobe kuwukuqeqesha ikakhulukazi kwalabo abebencishwe amathuba. Amakolishi kuzodingeka ukuba ahlanganise izinhlelo eziphathelele                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                       | <i>Uhlelo oluqedwayo</i>                                                                                                                                                                                                                                                                                                                                                                                                                                             |   | <i>Uhlelo esilufunayo</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                       | azibi yisihibe ekuguqukeni zona ziyantengantenga.                                                                                                                                                                                                                                                                                                                                                                                                                    |   | nobuhlanga, ubulili kanye nezidingo eziyisipesheli ohlelweni lweminyaka emithathu olwenziwa ngokuhlanganyela neminyango yemfundo yezifunda. Imali yokuxhasa ekhokhwa umbuso izokwenza ukuba abafundi abantulayo bakhokhe kancane noma bakhokhe ingxenywe yemali yokufunda ekolishi.                                                                                                                                                                                                                                                                                                                                          |
| <b>Ubukhulu bengxenywe yesikhungo semFundo eQhubekayo nokuQeqesha</b> | Ngokwamazinga amazwe wonke omhlaba, ingxenywe yesikhungo semFundo eQhubekayo nokuQeqesha yincane kakhulu ukuthi ingabhekana nobukhulu kanye nezinga lokuthuthuka komnotho wethu. Isigaba seminyaka yawo 15 ukuya ko 19, okumele siqukathe okusemqoka kwalesi sikhungo, sinezinga elingu 2% lwababhalisele ukufundela imisebenzi kanye nemisebenzi yezandla emFundweni eQhubekayo nokuQeqesha. Kungashiwo nokuthi lesi sibalo kumele sikhuphuke ngokuphindwe kahlanu. | → | Ukuphathwa kwengxenywe yesikhungo okwenziwe ngcono ukusukela ohlelweni lokuhlanganisa, ngokubambisana nemigomo emisha yokuhlinzekelwa ngezimali kanye nokufakwa esikhungweni kwezimali zomphakathi okusha kuzoletha ukwanda okudingekayo, kungabi wukuthi yingoba kunikezelwa ukuqeqeshwa okuningi nje kuphela, kodwa nokuthi inguquko kulesi sikhungo iholela esidingweni esikhulu ngasohlangothini lwentsha, abasebenzi, abaqashi kanye nakulabo abangasebenzi.                                                                                                                                                            |
| <b>Ukuphatha emazingeni kazwelonke nawezifunda</b>                    | Okwamanje, izinhlelo zomnyango wemFundo kazwelonke kanye neminyango yemFundo yezifunda zihlahla indlela ngalokho okwenzeka engxenyeni yesikhungo semFundo eQhubekayo nokuQeqesha komphakathi. Nakuba kunjalo lezi zinhlelo azanele ukuqinisekisa ukuthi ikhethelo kanye nenani lemisebenzi ehlinzekwa yikolishi ihlangabezana nezidingo zezenzhlalo kanye nezomnotho.                                                                                                | → | Imigomo yokuhlinzekela ngezimali izonikezela imisebenzi yokuhlela namandla emazingeni kazwelonke, ezifunda nawekolishi. Emazingeni wonke kuzogcizelelwa ukusebenzisana nezinhlelo ezifanele zikahulumeni kanye nezinkampani ezizimele. Ikakhulukazi ucwaningo olubhekiwe enanini lokwethulwa kwezinhlelo kanye nasekwethulweni kwemisebenzi okuhloswe yingxenywe yekholiji lonke kuzoba ngumthwalo womnyango wemFundo kazwelonke. Iminyango yemFundo yezifunda izosebenza ngokubambisana namakholishi ekuthuthukiseni uhlelo lweminyaka emithathu lwekolishi ngayinye. Ngale ndlela, imisebenzi kazwelonke neyezifunda izoba |

|                                          | <i>Uhlelo oluqedwayo</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   | <i>Uhlelo esilufunayo</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   | yimicimbi eyenziwa ngamakolishi ehlinzekelwe ngezimali.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Indlela yokuhlinzekelwa ngezimali</b> | Ingxenywe enkulu yokuhlinzekelwa kwamakholishi ngezimali okwenziwa nguhulumeni kwenzeka ngohlelo oluthile lokukhishwa kwezikhala zokusebenza olubizwa nge Post Provisioning Model, olusabalalisa izikhala zabafundisi ukususela endaweni eyodwa esifundeni ngasinye ukuya ekolishi ngalinye, kuye ngenani labafundi uma kulinganiswa ngesisindo esisodwa kwezintathu, lapho isisindo sincike ohlotsheni lwesifundo semFundo ePhakeme kaZwelonke (NATED). Ngaphezulu kwalokho, izimali ezibhekene nabaqashiwe zinikezwa amakolishi ngezindlela ezikahle ezibhekela amanani abafundi ezehlukile esifundeni ngasinye. | → | Ingxenywe enkulu yokuhlinzekelwa kwamakholishi ngezimali okwenziwa iminyango yemFundo yezifunda izoba ngezindlela zezinhlelo zokuhlinzekelwa kwezimali, lapho indlela izobhekela udaba lokwethulwa kwemisebenzi, kufaka phakathi ubunjalo bohlelo olunikezwayo (uhlelo kungaba noma kungabi olwesifundo semFundo ePhakeme kaZwelonke (NATED), abafundi abafunda ngesikhathi esigcwele, inani lokwethulwa kohlelo, isidingo semali yengqalasizinda kanye nekhono lekolishi lokusebenzisa izinsiza ngokufanele. Indlela yokuhlinzekela ngezimali izokwethula uhlelo lokunikezela ngezinsiza oluzonakekela inani eliqondile lowethulwa kwemisebenzi lubuye futhi lubhekelele umkhiqizo kanye nekhethelo lawo. Ukuthuthukisa ukuqhudelana kumakholishi omphakathi kanye nokwanelisa izidingo zokuqeqesha okukhunjwe nguhulumeni okungasoze kwahlangatshezanwa nakho ngokushesha ngamakholishi, ingxenywe elingene yendlela yokuhlinzekelwa kwezinhlelo ngezimali kungalandela uhlelo lokuphikisana okungabamba kulo iqhaza inoma iyiphi ingxenywe, kungaba umphakathi noma inkampani ezimele. |
| <b>Ukutshalwa kwezimali kumakolishi</b>  | Impahla ethengiwe esetshenziswa ngamakholishi kubikwe ukuthi yehlile ngokwenani kanti ukuma ngomumo ekubhekaneni nale nselelo entsha kuncike kakhulu ekutshalweni kwezimali.                                                                                                                                                                                                                                                                                                                                                                                                                                       | → | Izidingo zokuchithwa kwezimali ekuthengeni enye impahla esikhundleni saleyo ekhona kumanje kuzobhekanwa nako kule ndlela entsha yokuhlinzekela ngezimali. Nakuba kunjalo, ikakhulukazi esigabeni sokuqala sokukhula, kuzodingeka ukuhlinzekelwa ngezimali okwengeziwe. Ukusukela ngo 2005, umnyango wezokuchithwa                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                | <i>Uhlelo oluqedwayo</i>                                                                                                                                                                                                                                                                                                                                                                 |   | <i>Uhlelo esilufunayo</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                |                                                                                                                                                                                                                                                                                                                                                                                          |   | kwezimali zikahulumeni usubekele eceleni izimali ezizosetshenziselwa ukwandisa ukutshalwa kwezimali emazingeni asekhona kumanje. Umgomo wokuhlinzekela ngezimali uzosungula uhlaka lokuchithwa kwezimali ngaphezulu kwezinga lokuthenga okunye, kanye nokufinyelela kwamakholishi ekubolekeni kwemali nokuzibandakanya ekuhlanganyeleni komphakathi nezinkampani zangasese (PPPs).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Izimali zokufunda emakolishi kanye nalezo ezingakhokhwa</b> | Kunezinkomba zokuthi izimali ezikhokhwa emakholishi zingaba ngeziphindwe kasikhombisa kunalezo ezikhokhwa ezikoleni eziwayeleleke zemFundo eQhubekayo nokuQeqesha. Amakolishi awanalo uhlelo lokuba abafundi abantulayo bangakhokhi njengoba kwenzeka ezikoleni. Lokhu kuchaza ingxenye yokuthi kungani abafundi abavela emindeni edla imbuya ngothi bangakwazi ukufinyelela emakolishi. | → | Zintathu izindlela emgomweni omusha wokuhlinzekela ngezimali ezizobhekana nenkinga yamanani aphezulu angasese abafundi abantulayo. Okokuqala, indlela yokuhlinzekela ngezimali kanye nezinhlela ezintsha zokuhlela kwekolishi zizosungula ukuxhumana okusobala phakathi kokutholwa kwezimali kumphakathi okukhona kumanje kanye nemisebenzi okumele ihlinzekelwe. Kuhlangozwa indlela engcono yokuthola izimali zomphakathi ezizosetshenziselwa izinhlelo eziphambili zomphakathi. Okwesibili, izimali zokufunda zizogcinwa zisemazingeni azohambasana namazinga ezimali zomphakathi kanye nezilinganiso zamanani onke okwethulwa kwemisebenzi. Okwesithathu, ukuxhaswa ngezimali zokufunda kuzodluliselwa emakolishi ukuze azokwazi ukusiza abafundi abangakwazi ukukhokha imali yonke noma ingxenye yemali yokufunda. Ukusatshalaliswa kwezimali zokuxhasa kuwo wonke amakolishi kuzoncika ezindleleni ezibekiwe zamazinga amaholo atholwa emakhaya abafundi. |
| <b>Imisebenzi ehlinzekelwa abanye abethulelwa yona</b>         | Amakholishi okwamanje akhokhisa izinhlangano ezahlukahlukeni, zomphakathi nezangasese ukuzethulela imisebenzi yokuqeqesha. Nakuba kunjalo, lokhu akwevi                                                                                                                                                                                                                                  | → | Ukusabela kwamakolishi obizweni lwabanye abadinga imisebenzi yawo okuhambisana nokwethulwa kwezinhlelo ezikhokhelwa ngendlela yokuhlinzekelwa kwezimali kuzoqhubeka                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                                             | <i>Uhlelo oluqedwayo</i>                                                                                                                                                                                                                                                                                                                                           |   | <i>Uhlelo esilufunayo</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | kumaphesenti ama-5 emali yonke eyenziwa ngamakholishi. Okwamanje kuseze ingxenye yomthetho ephathelene nemali etholwa ngamakholishi evela ezinhlanganweni ngaphandle kwaleyo evela kumnyango wemFundo wesifunda. Ukusetshenziswa kwengqalasizinda yemali etholwa ngamakholishi ekuxhaseni imisebenzi yonke eyethulelwa abanye abayidingayo kube yinto ekhathazayo. |   | nokugququzelwa. Nakuba kunjalo, lokhu kumele kuxhase ukuthuthuka kwezomnotho kanti futhi akumele kuphambane nomsebenzi osemqoka wekolishi ongowokunikeza ukuqeqesha ngokulandela izivumelwano okufinyelelwe kuzo neminyango yemfundo yezifunda. Umgomo omusha wokuhlinzekela ngezimali uzokwendlala ukuthi iyiphi imithetho yokuphathwa kwezimali kanye neyokunika okumele isetshenziswe kulokhu, kanti futhi kuzosungulwa imithetho emisha lapho kukhona ugebe olubonakalayo. |
| <b>Imijikelezo yokuhlela kanye nokubika</b> | Nakuba izimali ezabelwe iminyango yemFundo yezifunda okubizwa i-programme 5 budgets kubekelwe iminyaka emithathu ohlakeni lwesikhashana lokuchithwa kwezimali (MTEF), ukuhlela okusendimeni mayelana nokubhalisa kwabafundi kanye nokwehlukahlukana kwezinhlelo kwenzeka ngendlela eyizicucu futhi engaxhumananga ngokwenele ekwabelweni kwezimali.                | → | Kuzosungulwa izinyathelo ezisobala zokuhlela nokubika ezizobuye zifake phakathi bonke abathintekayo kulo mkhakha. Ngaphezulu kwalokho, ukuxhumanisa kwezinhlelo, isabelo zimali nokwethulwa kwemisebenzi ngokucacile kusetshenziswa izivumelwano zokusebenza zeminyaka emithathu kulandela indlela eyisisekelo kazwelonke kuzosiza ohlelweni lokubeka izinto obala olungabuye lufake phakathi abathintekayo abehlukahlukene.                                                   |

**Hu o shanduka mini**

Khethekanyo iyi i nweledza phambano dza ndeme vhukati ha sisi<sup>o</sup>eme ya kale na ntswa ya u kovha zwiko kha thebu<sup>o</sup>u i tevhelaho:

|                                             | <i>Sisi<sup>o</sup>eme ine ya khou bvela nn<sup>o</sup>a</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   | <i>Sisi<sup>o</sup>eme in era khou o<sup>o</sup>a yone</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ndi dzifhio tshumelo dzi lambedzwaho</b> | <p>Zwa zwino, mivhalelano ya mbekanyamushumo ya 5 ya dziPED i shumisiwa nga fhasi ha ndivho ya mbekanyamushumo (yo dodombedzwa kha tshati ya dziakhaundu) ya uri gwama o<sup>o</sup>a muvhuso o<sup>o</sup>i tea u shumisiwa u o<sup>o</sup>ea FET magudedzini a FET a nnyi na nnyi u ya nga Mulayo wa FET. Fhedzi-ha, a huna mbuletshedzo ya u isa phan<sup>o</sup>a, hafhu Mulayo a u dodombedzi tshumelo dzi teaho u lambedzwa.</p> <p>N<sup>o</sup>ivhadzamaluyotibe ya 4 i o<sup>o</sup>ea tsumbamaitele dza ndeme nga u angaredza, fhedzi a dzi dodombedzi nga vhu<sup>o</sup>alo ndaela ya u lambedza na ndangulo. Dzikho<sup>o</sup>itshi dzi o<sup>o</sup>ea tshumelo vhuhulu ho sedzwa maitele a kale, a ombedelaho nga maan<sup>o</sup>a dziphurogireme dza NATED.</p> | → | <p>Ngona ya ndambedzo, kha u langa kuitele kwo dodombedzwaho lwo kalulaho hafhu ku sa shumisei kwa 'u dzudzanya ho sedzwa vhashumi/maan<sup>o</sup>a a u shuma', i o<sup>o</sup>o tevhedza mbekanyamaitele ya N<sup>o</sup>ivhadzamaluyotibe ya 4 malugana na uri ndi dzifhio tshumelo dzo teaho u o<sup>o</sup>etshedzwa na u dzi o<sup>o</sup>umanya na sisi<sup>o</sup>eme ntswa dza u lambedza, u dzudzanya na u vhiga.</p> <p>Nyombedzelo i o<sup>o</sup>o vha kha u sudzulutshela kha vhugudisi vhu tandululaho thaidzo dza vhukoni na vhusayamishumo tsho<sup>o</sup>he, tsumbo, vhugudisi ha vhungomu ho teaho na tshumelo dza nga murahu ha dziawara dzo o<sup>o</sup>owelehaho dza kho<sup>o</sup>itshi. Ngona ya u lambedza dzi o<sup>o</sup>o dodombedza n<sup>o</sup>ila ine Muvhuso, nga tshumisano na dziindasi<sup>o</sup>iri dzi na dzangalelo, dza o<sup>o</sup>o ta uri ndi dzifhio mbekanyamushumo dzinza o<sup>o</sup>o o<sup>o</sup>etshedzwa nahone ngafhi hafhu u swika ngafhi, na uri dzikho<sup>o</sup>itshi dzi o<sup>o</sup>o wana hani ndambedzo uri dzi o<sup>o</sup>o kona u nyanyutshela o<sup>o</sup>ho<sup>o</sup>ea idzi.</p> <p>Vhumatshelo ha mbekanyamushumo dza NATED a vhu nga o<sup>o</sup>alusiwi kha ngona dza u lambedza, naho sisi<sup>o</sup>eme ya u lambedza i o<sup>o</sup>ivhadzwaho nga ngona i tshi o<sup>o</sup>o tendela nyimelo dzo fhambanaho dza kharikhu<sup>o</sup>amu ya tshifhinga tshi o<sup>o</sup>aho.</p> |

|                                                  | <i>Sisi□eme ine ya khou bvela nn□a</i>                                                                                                                                                                                                                                                                                                                                                                                      |   | <i>Sisi□eme in era khou □o□a yone</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>U lingana na u lulamisa</b>                   | Naho ho vha na nyombedzelo khulwane kha u engedza u □walisa matshudeni vhe kale vha vha vho thudzelwa thungo dzikhamphasini dzo□he nga vhuphara, sa tshipi□a tsha u nyanyutshela<br>N□ivhadzamalayatibe wa 4, maitele a u bveledza phan□a vhuutwa uhu, na u ita vhungoho ha uri mitendelo ya khou□itshini a i imi phan□a tshanduko, a na vhufofoli                                                                          | → | Ngona ya u lambedza i □o ombedzela ndeme ya u livhisa gwama □a muvhuso kha vhugudisi vhune ha sa khou lambedzwa zwavhu□i nga sekithara ya phuraivete, zwine nga maan□a zwa □o vha kha vhugudisi ha vhe kale vha vha vho thudzelwa thungo. Dzikho□itshi dzi □o tea uri dzi □anganye ndivho dza malugana na murafho, vhu□e na □ho□ea dza sipesha□a kha nzudzanyo ya kuitele ya mi□waha miraru ine vha ola nga tshumisano na DziPED. Thusedzo ya mbadelo ya mutendelo i badelwaho nga muvhuso i □o tendela matshudeni vha shayaho u sa badela tshipi□a tsha mutendelo kana mitendelo yo□he ya khou□itshi. |
| <b>Vhuhulu ha sekithara ya Magudedzi a FET</b>   | U ya nga maimo a dzitshakha, sekithara ya khou□itshi dza FET ndi □hukhusa ho sedzwa vhuhulu na maimo a mvelaphan□a ya ikonomi yashu. Thangana ya murole ya mi□waha ya 15 u swika 19, vhane vha tea u vha tshipi□a tshihulwane tsha ndivho ya sekithara iyi, hu tou vha na 2% fhedzi yavho vho □i□waliselaho FET ya zwa thekinika□a na zwa mushumo wa zwan□a. Khonadzeo yauri mbalo iyi i nga kona andiswa nga □hanu i hone. | → | Ndangulo yo khwiniseaho ya sekithara nga murahu ha □hanganyo, nga tshumisano na ngona ya u lambedza ntswa na ndambedzo nga masheleni i bvaho kha gwama □a muvhuso kha sekithara iyi, zwi □o □isa nyaluwo yo teaho, hu si nga u □etshedzwa ha vhugudisi vhunzhi fhedzi, hafhu ngauri tshanduko i re kha sekithara iyi i tshi □o □isa muvhilo wo khwa□haho siani □a vhaswa , vhatholiwa, vhatholi na vha sa shumihlo.                                                                                                                                                                                    |
| <b>Ndangulo kha maimo a lushaka na a mavun□u</b> | Zwa zwino, nzudzanyo ya kuitele kwa zwithu ya DoE na PED i dededze zwine zwa tea u itea kha sekithara ya dzikho□itshi dza FET dza nnyi na nnyi. Fhedzi-ha, maitele aya ho ngo lingana u khwa□hisedza uri vhunzani na vhunzhi ha tshumelo dzi □ewaho nga dzikho□itshi idzi dzi tandulula □ho□ea dza zwa matshilisano na dza ikonomi.                                                                                         | → | Ngona ya u lambedza i □o □ea vhu□ifhinduleli na maan□a a u ita nzudzanyo kha maimo a lushaka, mavun□u na dzikho□itshi. Maimoni o□he, tshumisano na zwiimiswa zwa muvhuso zwo teaho hafhu na sekithara ya phuraivete zwi □o ombedzelwa. Nga maan□a, □ho□isiso ndivhanywa kha mutengo wa u vuledza mbekanyamushumo na n□isedzo ya tshumelo nga tshifhinga sekitherani ya khou□itshi nga vhuphara hu □o vha                                                                                                                                                                                               |

|                                            | <i>Sisi□eme ine ya khou bvella<br/>nn□a</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   | <i>Sisi□eme in era khou □o□a yone</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   | vhu□ifhinduleli ha DoE. DziPED dzi □o shumisana na dzikho□itshi u bveledza na u dzhenisa tshumisoni nzudzanyamaitele ya mi□waha miraru na nzudzanyo ya kushumele kwa kho□itshi i□we na i□we. Nga kha kuitele ukwu, thangeli dza lushaka na dza vun□u dzi □o shandulelwa u vha mishumo i lambedzwaho i langwaho nga dzikho□itshi.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Fomu□a ya ndambedzo</b>                 | <p>Vhuhulu ha ndambedzo ya Muvhuso ya dzikho□itshi hu itea nga kha <i>Post Provisioning Model</i>, ine ya kovhela dziposo dza vhagudisi u bva tshisikuni tshithihi vun□uni □i□we na □i□we u ya kha dzikho□itshi ho sedzwa matshudeni a FTE a kalwaho ho sedzwa tshithihi tsha zwileme zwiraru, hune tshileme tsha tiwa kha lushaka lwa khoso ya NATED.</p> <p>Hafhu, gwama □i si □a vhashumi □i □ewa dzikho□itshi u ya nga fomu□a zwadzo dza FTE dzo fhambanaho u ya nga vun□u □i□we na □i□we.</p> | → | <p>Vhuhulu ha ndambedzo ya PED ya dzikho□itshi vhu □o vha nga tshivhumbeo tsha fomu□a ya u lambedza dzimbekanyamushumo, hune fomu□a i □o sedza zwite□wa zwo fhambanaho zwa n□isedzo ya tshumelo, hu tshi katelwa na lushaka lwa dziphurogireme dzi □etshedzwaho (phurogireme i nga vha kana ya si vhe khoso ya NATED), matshudeni vha FTE, mutengo wa n□isedzo, □ho□ea ya tshiimiswa tsha pfuma, na vhukoni ha dzikho□itshi ha u shumisa zwiko nga n□ila yo teaho. Fomu□a ya u lambedza i □o □ivhadza sisi□eme ya u kovha zwiko ine ya nyanyutshela mutengo wa n□isedzo ya tshumelo na u sedza kha zwibveledzwa na vhunzani/khwa□ithi. U □u□uwedza vhupikisani kha dzikho□itshi dza nnyi na nnyi, na u fusha □ho□ea dza vhugudisi dzo vhone waho nga muvhuso dzine dza nga si kone u swikelelwa zwenezwo nga dzikho□itshi, tshipi□a tshi□uku tsha fomu□a ya u lambedza dziphurogireme tshi □o bva kha vhupikisani vhune ha □o dzhenelwa nga vha□etshedzi vha vhugudisi vha fhio na vha fhio, vha muvhuso kana vha phuraivete.</p> |
| <b>Vhubindudzi ha pfuma dzikho□itshini</b> | <p>Hu vhigiwa uri tshi□oko-pfuma tsha dzikho□itshi tshi khou tsela fhasi, lune u □ilugisela khaedu iyi ho □isendeka tsho□he kha</p>                                                                                                                                                                                                                                                                                                                                                                | → | <p>□ho□ea ya u renga pfuma vhudzuloni ha tshi□oko tshi re hone i □o □hogomelwa nga fomu□a ntswa ya u lambedza.. Fhedzi-ha, nga maan□a kha</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                                                      | <i>Sisi□eme ine ya khou bvela<br/>nn□a</i>                                                                                                                                                                                                                                                                                                  |   | <i>Sisi□eme in era khou □o□a yone</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                      | vhubindudzi ha pfuma.                                                                                                                                                                                                                                                                                                                       |   | tshifhinga tsha nyaluwo ya u thoma, u lambedzwa ha pfuma ha nyengedzedzo hu □o □o□ea. U bva mathomoni a 2005, ofisi ya mulangagwama yo vhea i□o ndambedzo yazwo, vhudzuloni ha nyengedzedzo nga hunzhi ya maimo a vhubindudzi ha pfuma. Ngona ya u lambedza i □o sima murango wa u renga pfuma nga n□ha ha vhuimo ha u thivha vhudzulo, hafhu na tswikelelo ya kho□itshi kha khadzimiso ya pfuma na u shela mulenzhe kha dzi PPP.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Mitendelo ya Kho□itshini na thendelo ya u sa badela mutendelo</b> | Zwi tou nga mitendelo ya kho□itshini i n□hesa ka sumbe hu tshi vhambedzwa na zwickolo zwazwo zwa FET. Zwi sa ngi sa zwa zwickoloni, dzikho□itshi a dzi na sisi□eme ya u tendela uri matshudeni vha shayaho vha si badele mitendelo. Izwi ndi tshipi□a tsha □halutshedzo ya uri ndi ngani dzikho□itshi dzi sa swikelelei kha mi□a i shayaho. | → | Zwickalo zwiraru kha ngona ntswa ya u lambedza zwi □o tandulula thaidzo ya mitengo yo kalulaho ya matshudeni vha shaesaho. Tsha u thoma, fomu□a ya u lambedza na muhangatshumo muswa wa u pulana wa dzikho□itshi u □o sima □humano i vhonekho ya vhuimiso u lambedzwa ha muvhusho hu re hone na tshumelo dzine dza tea u □etshedzwa. U lambedzwa nga muvhusho ha khwine ha dziphurogireme thangeli dza muvhusho hu □o londiwa. Tsha vuvhili, mitendelo i □o swika ma□hakheni kha maimo a tshimbilelanaho na vhuimo ha ndambedzo ya nnyi na nnyi na ngaganyo ya □hanganyelo ya mutengo wa n□isedzo ya tshumelo. Tsha vuvhili, thusedzo ya mutendelo i □o fhiriselwa dzikho□itshini uri dzi kone u sa badelisa matshudeni vha sa koni u badela mutendelo wo□he kana tshipi□a tsha mutendelo wa kho□itshi. U kovhiwa ha thusedzo dzikho□itshini nga vuvhusho hu □o langiwa nga maimo a u kala miholo ya mahaya a matshudeni. |
| <b>Tshumelo dzi livhiswaho kha vha□we vhaledzwa</b>                  | Zwa zwino dzikho□itshi dzi tshadza/vhila madzangano o fhambanaho, a muvhusho na a phuraivete, u itela tshumelo dza vhubindudzi dzo □etshedzwaho                                                                                                                                                                                             | → | U nyanyuwa ha dzikho□itshi kha vha□we vhaledzwa kha n□isedzo ya dziphurogireme dzo sedzwaho nga fomu□a ya u lambedza hu □o bvela phan□a u □u□uwedzwa.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                                                     | <i>Sisi□eme ine ya khou bvela<br/>nn□a</i>                                                                                                                                                                                                                                                                                                                                             |   | <i>Sisi□eme in era khou □o□a yone</i>                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | ayo madzangano. Fhedzi-ha izwi a zwo ngo tea u vha nga n□ha ha 5% ya □hanganyelo yo□he ya mbuelo ya dzikho□itshi. Zwa zwino a huna muhangatshumo wa zwa milayo u shumanaho fhedzi na mbuelo dza kho□itshi u bva kha ma□we madzangano nga n□ani ha PED. Tshumiso ya zwiimiswa zwa pfuma zwi lambedzwaho nga PED u thusedza tshumelo dza vha□we vhaeledzwa ndi tshithu tshi vhilaedzaho. |   | Fhedzi-ha, izwi zwi tea u tikedza mveledziso ya zwa ikonomi hafhu a zwo ngo tea u ku□ana na mushumo wa mutheo wa dzikho□itshi wa u □isa vhugudisi u ya nga thendelano dzo khunyeledzwaho na PED. Ngona ntswa ya u lambedza i □o □enula zwine ndangulo i re hone ya gwama na milayo ya u vhiga ya tea u shumisiwa, hafhu □ho□ea ntswa dzi □o simiwa hune ha vha na magake.                                             |
| <b>Mutevhe□han<br/>□u wa u<br/>dzudzanya/pul<br/>ana na u vhiga</b> | Naho mbekanyagwama dza mbekanyamushumo ya 5 ya dziPED dzi tshi sedzwa lwa mi□waha miraru ya MTEF, nzudzanyo ya vhugimo ha vhukati malugana na u □walisa matshudeni na u fhambana ha mbekanyamushumo i itiwa nga n□ila i sa fushiho hafhu i si na vhu□umani na mbekanyagwama.                                                                                                           | → | Sete i vhonealaho ya maga a u ita nzudzanyo na u vhiga dzi □o simiwa hafhu i □o katela vho□he vha re na dzangalelo kha sekithara. U fhirisa afho, u □umana hu vhonealaho ha dzipulane, mbekanyagwama na n□isedzo ya tshumelo nga kha thendelano ya kushumele ya mi□waha miraru ho sedzwa fomati zwayo ya lushaka zwi □o thusa kha kupulanele ku si na tshidzumbi kune kwa nga katela vhunzhi ha vha re na dzangalelo. |

Printed by and obtainable from the Government Printer, Bosman Street, Private Bag X85, Pretoria, 0001  
 Publications: Tel: (012) 334-4508, 334-4509, 334-4510  
 Advertisements: Tel: (012) 334-4673, 334-4674, 334-4504  
 Subscriptions: Tel: (012) 334-4735, 334-4736, 334-4737  
 Cape Town Branch: Tel: (021) 465-7531

Gedruk deur en verkrygbaar by die Staatsdrukker, Bosmanstraat, Privaatsak X85, Pretoria, 0001  
 Publikasies: Tel: (012) 334-4508, 334-4509, 334-4510  
 Advertensies: Tel: (012) 334-4673, 334-4674, 334-4504  
 Subskripsies: Tel: (012) 334-4735, 334-4736, 334-4737  
 Kaapstad-tak: Tel: (021) 465-7531