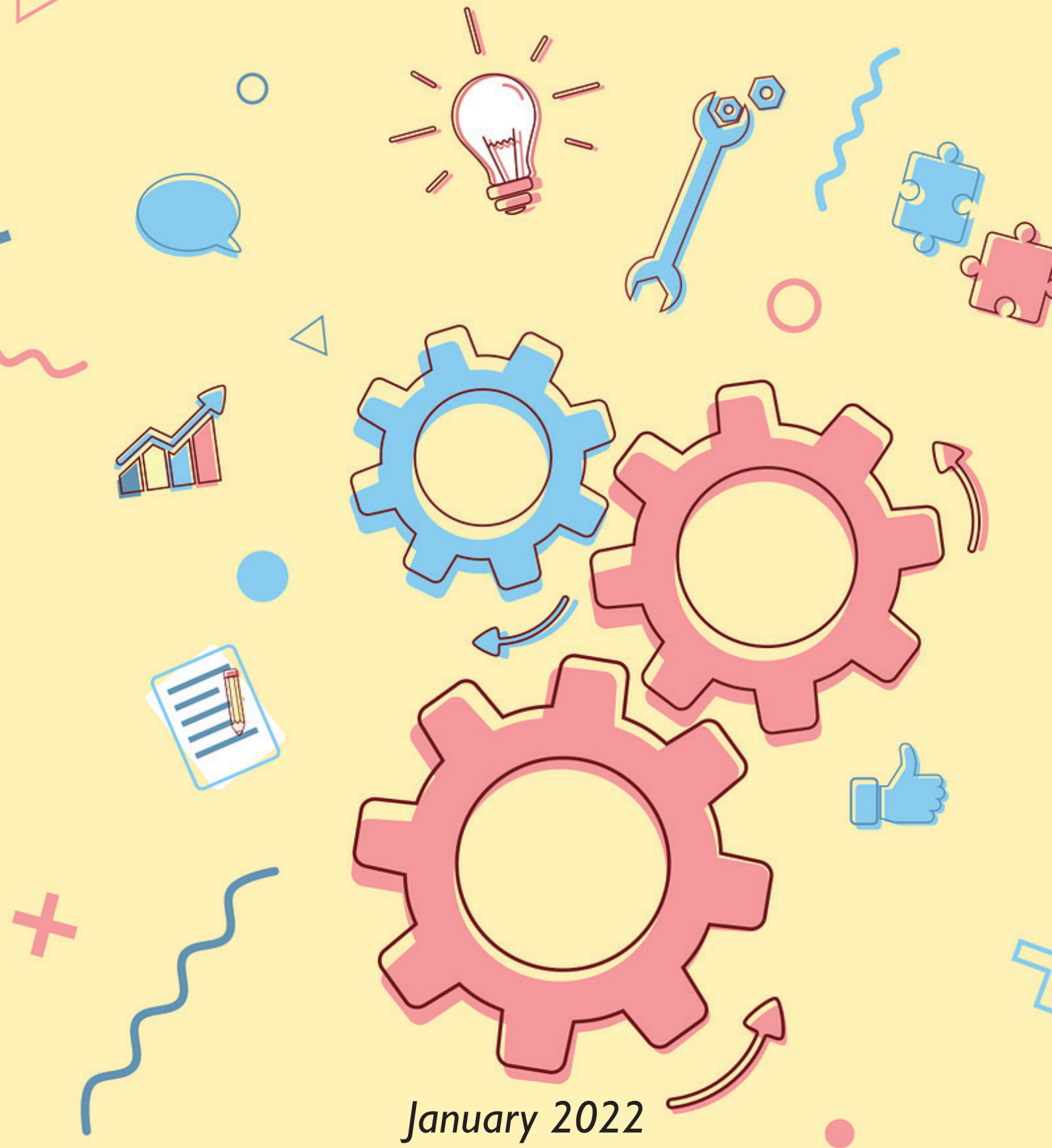


Skills Development Guidelines for Employees in the Basic Education Sector



January 2022



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Skills Development Guidelines for Employees in the Basic Education Sector

January 2022

TABLE OF CONTENTS

ACRONYMS.....	2
FOREWORD.....	4
KEY USED IN THIS GUIDELINE	5
ACKNOWLEDGEMENTS	6
DEFINITIONS.....	7
EXECUTIVE SUMMARY.....	9
1. RATIONALE AND CONTEXT	11
1.1 RATIONALE	11
1.1.1 Change drivers impacting education.....	11
1.1.2 Skills development challenges in the sector	13
1.2 CONTEXT.....	15
1.2.1 Objectives of the guidelines.....	16
1.2.2 Scope of the guidelines.....	17
2. UNFOLDING THE SKILLS DEVELOPMENT PROCESS.....	18
2.1 SKILLS LEVY APPROPRIATIONS.....	18
2.2 SKILLS PLANNING PROCESS	20
2.3 NATIONAL SKILLS DEVELOPMENT PRIORITIES.....	21
2.4 KEY COMPONENTS OF SKILLS PLANNING	22
2.4.1 Appointing a skills development facilitator	23
2.4.2 Establishing the skills development committee	24
2.4.3 Analysing the PMDS, QMS and other information sources	27
2.4.4 Conduct a training needs analysis (TNA).....	28
2.4.5 Identifying Hard-To-Fill Vacancies (HTFV)	29
2.4.6 Identifying skills gaps (Top-Up Skills)	30
2.4.7 Using the Organising Framework of Occupations System	31
2.4.8 Compilation of WSP/ATR.....	34
2.4.9 Instruments used for WSP/ATR compilation	36
2.4.10 Skills development implementation	37
3. ROLES AND RESPONSIBILITIES	41
4. RESOURCE REQUIREMENTS.....	45
5. COMMUNICATION STRATEGY	47
6. CONCLUSION	48
7. DIRECTORS: SKILLS DEVELOPMENT.....	49

ACRONYMS

ATR	Annual Training Report
APIP	Annual Performance Improvement Plan
CFO	Chief Financial Officer
CPD	Continuing Professional Development
CSDC	Circuit Skills Development Committee
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
DoE	Department of Education
DHET	Department of Higher Education and Training
DIP	District Improvement Plan
DPSA	Department of Public Service and Administration
DSDC	District Skills Development Committee
DTDC	District Teacher Development Centre
EEA	Employment of Educators Act
ECD	Early Childhood Development
ELRC	Education Labour Relations Council
EMGD	Education Management and Governance Development
ETD	Education, Training and Development
ETDP SETA	Education, Training and Development Practices: Sector Education and Training Authority
HEIs	Higher Education Institutions
HRD	Human Resource Development
HIV & AIDS	Human Immune Deficiency Acquired Syndrome & Immune Deficiency Syndrome
QMS	Quality Management System
ISPFTED	Integrated Strategic Planning Framework for Teacher Education Development in South Africa (2011-2025)
MMS	Middle Management Services
NDP	National Development Plan
NQF	National Qualifications Framework
NSDF	National Skills Development Framework
NSDP	National Skills Development Plan

NSDS	National Skills Development Strategy
NSLA	National Strategy for Learner Attainment
OFO	Organising Framework of Occupations
PAM	Personnel Administration Measures
PDPs	Personal Development Plans
PD	Professional Development
PEDs	Provincial Education Departments
PGPs	Personal Growth Plans
PIVOTAL	Professional, Vocational, Technical and Academic Learning
PMDS	Performance Management and Development System / Scheme
PSA	Public Service Act
PSETA	Public Service Sector Education Training Authority
SACE	South African Council for Educators
SARS	South African Revenue Service
SDA	Skills Development Act
SDF	Skills Development Facilitator
SDL	Skills Development Levy
SDLA	Skills Development Levies Act
SDC	Skills Development Committee
SDGs	Sustainable Development Goals
SETAs	Sector Education and Training Authorities
SIP	School Improvement Plan
SSP	Sector Skills Plan
TVET	Technical, Vocational Education and Training
WSP	Workplace Skills Plan
WSE	Whole School Evaluation

FOREWORD



The attainment of quality education is paramount and lays the foundation for society and the economy to prosper. The *National Development Plan (NDP) – Vision for 2030* outlines the importance of quality education by emphasising the need to enhance accountability in and across the education sector with the ultimate aim of achieving and ensuring quality teaching and learning in schools. At all levels of the education system, skills planning becomes a critical component of skills development. Therefore, it is important that all relevant processes are well-managed and coordinated by schools, districts, provinces and nationally.

To assist the process of identifying and addressing the skills shortages in the Basic Education Sector, it gives me great pleasure to publish the *Skills Development Guidelines for Employees in the Basic Education Sector*. This *Guideline* is a collaboration between the Department of Basic Education, Provincial Departments of Education (PEDs), Education Training and Development Practices Sector Education and Training Authority (ETDP SETA), South African Council for Educators (SACE) and Labour Unions to improve the skills development processes and ensure that quality education is delivered.

DBE, PEDs and relevant stakeholders have introduced several initiatives to strengthen accountability, management, of skills planning and skills development systems with the ultimate aim of improving the quality of education. Some of these initiatives include the Quality Management System (QMS), Performance Management and Development System (PMDS), Whole School Evaluation (WSE), Skills Development, Teacher Development and Curriculum Management, the National Strategy for Learner Attainment (NSLA), the Incremental Introduction of African Languages (IIAL), and the Three Streams Model (TSM).






The role of managing, coordinating and monitoring these initiatives is critical to ensure that skills planning information is properly identified, recorded, consolidated and reported. Such information will help to inform decision-making for improving the efficiency of the labour market.

Let us continue to work together with all stakeholders to ensure that quality education is achieved.

A handwritten signature in black ink, appearing to be 'HM Mveli'.

Mr HM Mveli
Director-General
Department of Basic Education

KEY USED IN THIS GUIDELINE

	<p>A question that should be answered</p>
	<p>An activity to be undertaken</p>
	<p>An issue to reflect on</p>
	<p>Explanatory notes for more information</p>
	<p>Required Readings</p>

ACKNOWLEDGEMENTS

The following stakeholders were interviewed for the development of this guideline:

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Mr Vincent Maphumulo	Acting Director: HRD	PED (Kwa Zulu-Natal)
Mr Sekabate Lentsoane	Skills Development Facilitator	PED (Gauteng)
Mr Timothy Makofane	Chief Operations Officer	ETDP SETA
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Dr Renny Somnath	Education Officer	SADTU
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Ms Gaylin Bowles	Chief Executive Officer	NAPTOSA
Mr Habib Karimulla	Director: EPMD & WSE	Department of Basic Education
Ms Merona Ledwaba	Deputy Director: EPMD & WSE	Department of Basic Education

DEFINITIONS

Annual Training Reports (ATR)	An ATR is a record of training undertaken by employees for the previous year in relation to what was planned in the WSP. An employer must submit an ATR and a WSP to become eligible for a mandatory grant. A standard ATR template is contained in <i>Government Notice, Department of Higher Education and Training, No. R. 990, 03 December 2012</i> . Employers are required to use ATR templates of their designated SETAs.
Basic Education Sector	Comprises the nine PEDs and the DBE. We further define stakeholders as the Education, Training and Development Practices: Sector Education and Training Authority (ETDP SETA), Public Sector Education Training Authority (PSETA), Continuing Professional Development (CPD) Providers, SACE, Higher Education Institutions (HEIs), Technical, Vocational Education and Training Colleges (TVET) and Labour Unions.
Discretionary grant	A discretionary grant is a rebate given to qualifying levy-paying employers if they participate in skills development activities that enhance the skills base of their sector. It includes learnerships, apprenticeships, internships, bursaries and skills programmes.
Experiential learning	Refers to the process of learning through experience and is more specifically defined as "learning through reflection on doing."
Intern	Refers to a student or trainee who works, sometimes without pay, to gain work experience or satisfy the requirements for a qualification.
Job	A set of tasks carried out by a person for a particular employer, including self-employment.
Mandatory grant	A mandatory grant is a rebate to levy-paying employers based on a WSP and ATR submission and approval. SETAs may also require PIVOTAL Training Plans (PTPs) and PIVOTAL Training Reports (PTRs), where applicable.
Occupation	A set of jobs whose main tasks are characterised by a high degree of similarity.
Organising Framework of Occupations (OFO)	A coded occupational classification system and the DHET's tool for identifying, reporting and monitoring skills demand and supply in the labour market.
PIVOTAL	Professional, Vocational Technical and Academic Learning Programmes
Prospective employee	Refers to a person who is being considered for employment.
Skill	The ability to carry out the tasks of a given job.
Skills Development Facilitator (SDF)	An SDF is responsible for the planning, implementing and reporting on training in an organisation to a designated SETA.

Skills gap	Refers to a situation in which a worker lacks a particular skill or competency required for a job. It is also referred to as top-up skills or critical skills.
Skills demand	Refers to the competencies in people that employers need to meet their work objectives. Skills demand can also be thought of as skills needs.
Skills imbalances	The skills demanded by employers are not aligned to the skills supplied by individuals in the labour market.
Skills supply	Refers to the availability of people with the appropriate competencies in the labour market.
Workplace Skills Plan (WSP)	A WSP is a training plan that the employer must submit to a SETA to become eligible for a mandatory grant. A standard WSP template is contained in <i>Government Notice, Department of Higher Education and Training, No. R. 990, 03 December 2012</i> . Employers are required to use WSP templates of their designated SETAs.

EXECUTIVE SUMMARY

The *National Skills Development Framework for Employees in Public Education* was first published in 2006 to coordinate skills development activities in the previous Department of Education (DoE). Since the split of the DoE into the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) in 2009, a need arose to review the existing framework and develop a *Skills Development Framework for Employees in the Basic Education Sector* in February 2020.

In August 2021 the Framework was renamed the ***Skills Development Guidelines for Employees in the Basic Education Sector*** to ensure that the document is applications-driven, hands-on, participative, user-friendly, and visually illustrated. The aim is to produce an engaging document that gets the users thinking and applying their efforts to plan better. The PEDs can also use the guidelines to discuss skills development issues with a wider audience as part of the drive to life-long learning.

There are successes and challenges in the implementation of skills development activities in the basic education sector. Some successes include inculcating a culture of life-long learning, enabling employee access to and participation in skills development, and better workforce skills planning and reporting.

From discussions with stakeholders, the challenges of the PEDs are under utilisation of provincial training budgets; diverting part of the training budget to non-training activities; poor training needs analysis; an absence of a consistent approach to training and development; and a lack of quality training providers.

Broadly, the guidelines cover the following areas:

- Rationale and context
- Unfolding the skills development process
- Role and responsibilities of stakeholders
- Resource requirements
- Communication Strategy

The guidelines discuss the processes for skills planning in the basic education sector with clear responsibilities, time frames and outputs to manage skills development. The roles and responsibilities of stakeholders in skills planning and development are discussed.

The skills development budget of 1% of the annual payroll is appropriated as follows:

- 30 % to SETA.
- 20 % for training and development of unemployed individuals.
- 50 % for the capacity building of educators and other personnel in the system.

The guidelines enhance skills planning and development in the sector. It outlines actions needed in response to the *Skills Development Act of 1998*, as amended, and the related statutory bodies such as the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) and Public Services Sector Education and Training Authority (PSETA).

1. RATIONALE AND CONTEXT



What is the rationale, context, objectives and scope for developing this *Skills Development Guidelines for Employees in the Basic Education Sector*?

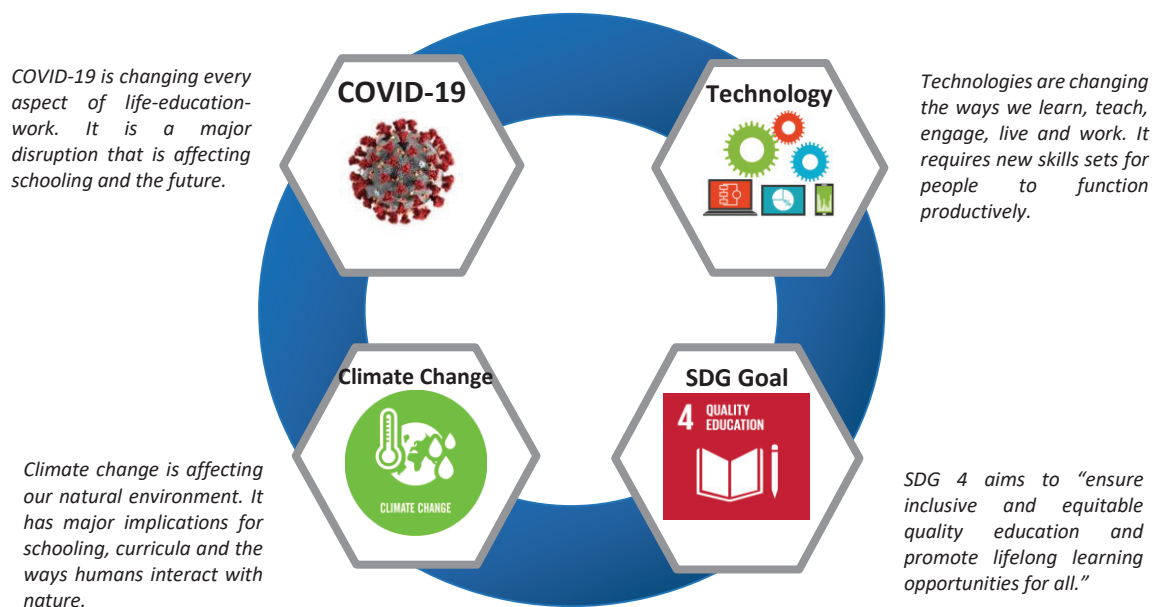
1.1 RATIONALE

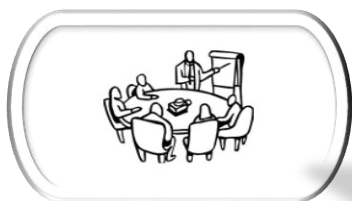
The *Skills Development Guidelines for Employees in the Basic Education Sector* aims to facilitate, monitor and coordinate skills development activities in public schooling.

1.1.1 Change drivers impacting education

So, the questions that arise are the following:

What forces are driving these fundamental changes? What impact are these changes having on education and training? How is it affecting learners, teachers, education managers, parents and society at large? Here are some of the major change drivers.





Let's undertake an activity to understand what factors are driving change in education and training.

What factors are driving change in education and training? We have identified technology, COVID-19, climate change and quality education. List at least two other factors that are driving change that comes to mind.

Change Drivers	How is teaching and learning in schools affected?	What are new skills that you need to acquire as an educator?
Technology		
COVID-19		
Climate Change		
SDG Goal 4: Quality Education		
Other?		
Other?		
What training and development do you require to prepare you for the fast-changing world of education?		

1.1.2 Skills development challenges in the sector



PEDs face several challenges with skills planning, development, monitoring and evaluation, and impact assessments concerning employees (educators and office personnel) on their payroll. Some of these challenges include the following:

Finance

- ⇒ Under-utilisation of the 1% skills development levy for staff training
- ⇒ 1% skills levy not ring-fenced or timeously disbursed to the SETAs

Skills Planning and Reporting

- ⇒ Lack of proper training needs analysis
- ⇒ Late or non-submission of WSPs and ATRs
- ⇒ Poor monitoring and evaluation
- ⇒ Non-alignment between training needs and the WSPs

Training and Development

- ⇒ Ad hoc and fragmented approach to skills development
- ⇒ Lack of quality training providers and customised training
- ⇒ Lack of prioritisation of training needs
- ⇒ Physical resources and equipment needs
- ⇒ Slow implementation

Emerging Skills Needs

- ⇒ Lack of understanding of the impact of changes on teaching, learning, assessment, and pedagogy
- ⇒ Insufficient understanding of future skills needs of educators and office personnel
- ⇒ Need for technology training among employees



What are the consequences of these skills development challenges for the following groups if left unattended?

LEARNERS



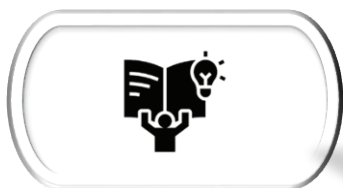
EDUCATORS



EDUCATION QUALITY


1.2 CONTEXT

South African Schools Act, 1996 (Act No. 84 of 1996)
National Integrated Early Childhood Development Policy (2015)
ELRC Collective Agreement 3 of 2017
ELRC QMS Collective Agreement 02 of 2020
Employment Equity Act (No. 55 of 1998)
Employment of Educators Act (No 76 of 1998)
Integrated Strategic Planning Framework for Teacher Education & Development in South Africa for 2011-2025
Labour Relations Act (No. 66 of 1995)
Minimum Requirement for Teacher Education Qualifications
National Development Plan (2030)
National HRD Strategy for South Africa (2010-2030)
National Policy Framework for Teacher Education and Development (2007)
National Skills Development Strategy III, 2011-2020
DPSA Directive - HRD Circular No. 1 of 2013
Employee Performance Management and Development System (EPMDS), 2007
Performance management and development system of employees other than members of the senior management service for implementation (with effect from 1 April 2018)
Personnel Administrative Measures (PAM), 2016
Public Finance Management Act, 1999 (Act No. 1 of 1999)
Public Service Amendment Act (No.30 of 2007)
Skills Development Act, 1998 (Act No. 97 of 1998)
Skills Development Levies Act (No.9 of 1999)
South African Council for Educators Act (No. 31 of 2000)



[DPSA Directive - HRD Circular No. 1 of 2013](#)
[Skills Development Act, 1998 \(Act No. 97 of 1998\)](#)
[Skills Development Levies Act \(No.9 of 1999\)](#)

1.2.1 Objectives of the guidelines

	Increase participation in workplace skills planning activities
	Ensure that skills development is needs-based, supports the government's development plan, and contributes to improved employee performance
	Provide SDFs and Directors in PEDs with the relevant information to develop WSPs/ATRs and access discretionary grants from SETAs
	Ensure that proper budgeting, utilisation and accountability measures for skills development are in place
	Improve the knowledge, skills and abilities for employees to achieve the goal of quality education
	Equip SDFs to identify skills gaps, Hard-To-Fill-Vacancies (HTFVs), and sectoral priority occupations for skills planning
	Develop a culture of life-long learning
	Strengthen compliance with the relevant skills development legislation
	Broaden accessibility to skills development for employees

1.2.2 Scope of the guidelines

This *Guidelines* apply to all areas of skills development for serving and prospective employees in the basic education sector and includes:

- Employment of Educators Act employees
- Public Service Act employees
- Interns, experiential learners and prospective employees

The *Guidelines* support the following transformational and developmental imperatives:

Race - focus on giving more opportunities to previously disadvantaged South Africans

Class - Provision of skills in a manner that significantly reduces social inequalities in our economy and society

Gender - programmes to promote gender equality in skills development, employment and career development

Geography - increase its focus and attention on the production of skills for rural development

Age - must pay particular attention to the training of our youth for employment

Disability - opportunities for skills training for people with disabilities

HIV and AIDS pandemic - incorporate the fight against this pandemic and management of HIV and AIDS in the workplace.

2. UNFOLDING THE SKILLS DEVELOPMENT PROCESS



What is the skills development process for employees in basic education?

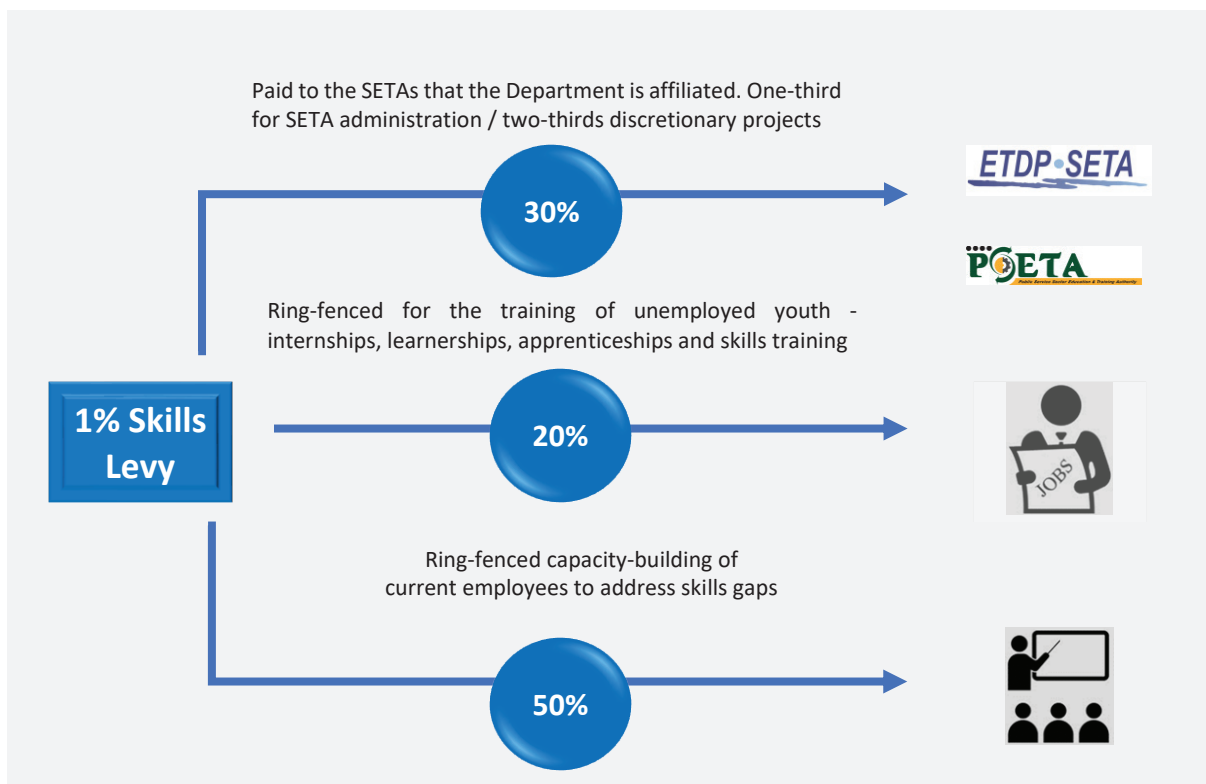
2.1 Skills Levy Appropriations



The *HRD Circular No. 1 of 2013*, issued by the Department of Public Service and Administration (DPSA), provides a framework for allocating and utilising the Department training budgets to ensure that each public Department spends its allocated training budget.

All public departments are required in terms of *the Skills Development Levies Act (No.9 of 1999)* to set aside a minimum of **1%** of their total annual employee payroll for skills development of the current employees and potential employees.

The 1% is to be appropriated as follows:

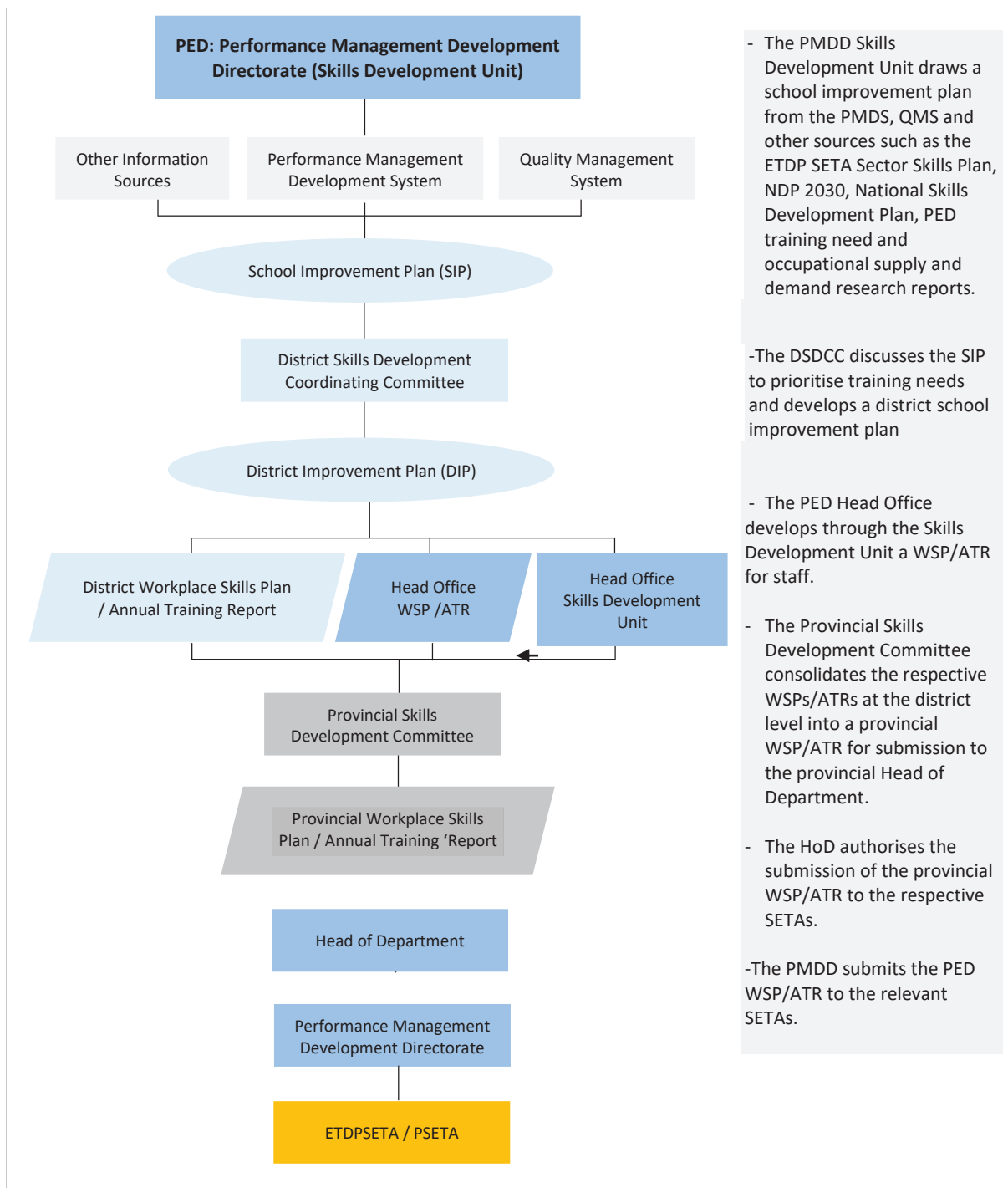


- (1) The 50% of the training budget does not include bursaries awarded by the PEDs/DBE to current employees and tertiary institutions. The Departments fund bursaries, over and above the 1% of their payrolls.
- (2) Departments affiliated with more than one SETA will split the 30% according to the functions represented in the Department proportionally.
- (3) Provincial Education Departments (PEDs) use a 95%/5% split in proportioning the 30% portion payable to SETAs. The 95% is paid to the line function SETA (ETDP SETA), while the 5% is paid to the transversal SETA (PSETA).
- (4) The Department of Basic Education uses an 85%/15% split in proportioning the 30% portion payable to the SETA(s). The 85% is paid to the line function SETA(s), while the 15% is paid to the transversal SETA.
- (5) A figure representing salaries should be used to calculate the total annual employee expenditure. It excludes conditional grants, pensions and transfers held on behalf of government and other entities.
- (6) The total number of employees and the planned salary budget, which are the primary basis for calculating the Department's training budget amounts, must be confirmed and signed off by the Head of Department (HoD) annually.
- (7) The HoD shall submit this data annually to the DPSA by the **30 September**. The DPSA shall prepare recommendations to the National and Provincial Treasuries for funds to be allocated to the SETAs.
- (8) The contribution of the 30% component shall be payable to the SETAs quarterly and not later than the last day of the first month of each quarterly – **30 April, 31 July, 31 October and 31 January**.

2.2 SKILLS PLANNING PROCESS



The skills planning process in a PED leads to the development and submission of a provincial workplace skills plan (WSP) and an annual training report (ATR) to the ETDP SETA and PSETA. There might be slight variations between PEDs of this process, but the underlying objectives are the same. As an example, a typical skills planning process of the Gauteng PED is illustrated below:



2.3 NATIONAL SKILLS DEVELOPMENT PRIORITIES



The sector draws its priorities from, amongst others, Chapter 9 of the *National Development Plan* and the *National Skills Development Plan*, which focus on the following key issues:

- Build a properly qualified, professional, competent, committed teaching, academic, research, administrative and support staff.
- Increase the supply of better and qualified teachers in scarce and critical subjects.
- Expand the Funza Lushaka Bursary Scheme¹.
- Develop educators' skills and commitment with a priority focus on School Leadership, Management and Curriculum delivery in all phases.

The *Action Plan 2024: Towards the Realisation of Schooling 2030* encapsulates the priorities, targets and programmes articulated in the *National Development Plan* and provide a detailed five-year plan and fifteen-year targets and programmes for the entire Basic Education Sector, as listed below:

- Improve systems for skills planning and shaping the production of skills.
- Build strong and streamlined quality assurance and qualification systems.
- Expand Funza Lushaka bursary scheme.
- Further Education and Training and Skills Development.
- Build a properly qualified, professional, competent, and committed teaching, academic, research and public service cadre.
- Early Childhood Development for 2030.
- Higher education, Science and Technology.
- School management for instructional leadership.
- Provide more support to professional bodies.
- Ensure that appropriately qualified and competent people become principals.

¹ Funza Lushaka Bursary Scheme is a multi-year programme to promote teaching as a profession. Bursaries are available to enable eligible students to complete a teaching qualification in an area of national priority

By 2030, the schooling system should be characterised by learners and teachers who are highly motivated while principals are effective managers who provide administrative and curriculum leadership.

2.4 Key Components of Skills Planning

The key components of skills planning involve a series of steps consisting of:

Appointing of a skills development facilitator in each Provincial Head Office	
Establishing the skills development committee	
Analysing the PMDS, QMS and other information sources	
Conducting a training needs analysis	
Identifying Hard-to-fill vacancies and sector priority occupations	
Identifying skills gaps	
Using the organising framework of occupations system	
Compiling and submitting the workplace skills plan and annual training report.	
Identifying instruments for WSP/ATR compilations	
Implementing skills development	

2.4.1 Appointing a skills development facilitator

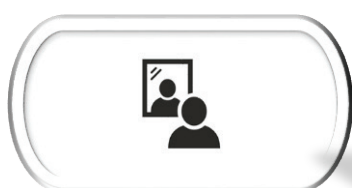


A skills development facilitator (SDF) is responsible for planning, implementing, monitoring and reporting training activities in an organisation.

A human resources employee may be appointed as an SDF in large organisations, while in small organisations, it may be the manager, administrator, or owner. The role can also be outsourced to an independent SDF.



The employer must provide the SDF with resources, training and facilities to carry out their functions.



If you are a skills development facilitator, what other attributes do you need for the task? Why?

2.4.2 Establishing the skills development committee



Skills development is the sole responsibility of the training and development or skills planning department. Managers identify what training their employees need and send through a request to the department. A training provider is identified. The department then determines what training will be given to employees based on their training budget.



Skills development planning must be aligned to an organisation's strategic objectives. Line managers should know the skills needs of the department. They should know how the skills are acquired and evaluate the impact of training investments on their performance.



All organisations with more than 50 employees must establish a Skills Development Committee (SDC). The regulations do not prescribe the composition of the committee. The SDC should reflect the interests of all employees from all occupational levels of the workforce. Various options exist concerning its composition. For example, you may want to have a joint Employment Equity/Skills Development Committee.

Composition of the Skills Development Committee

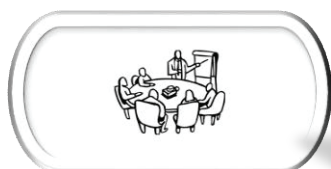
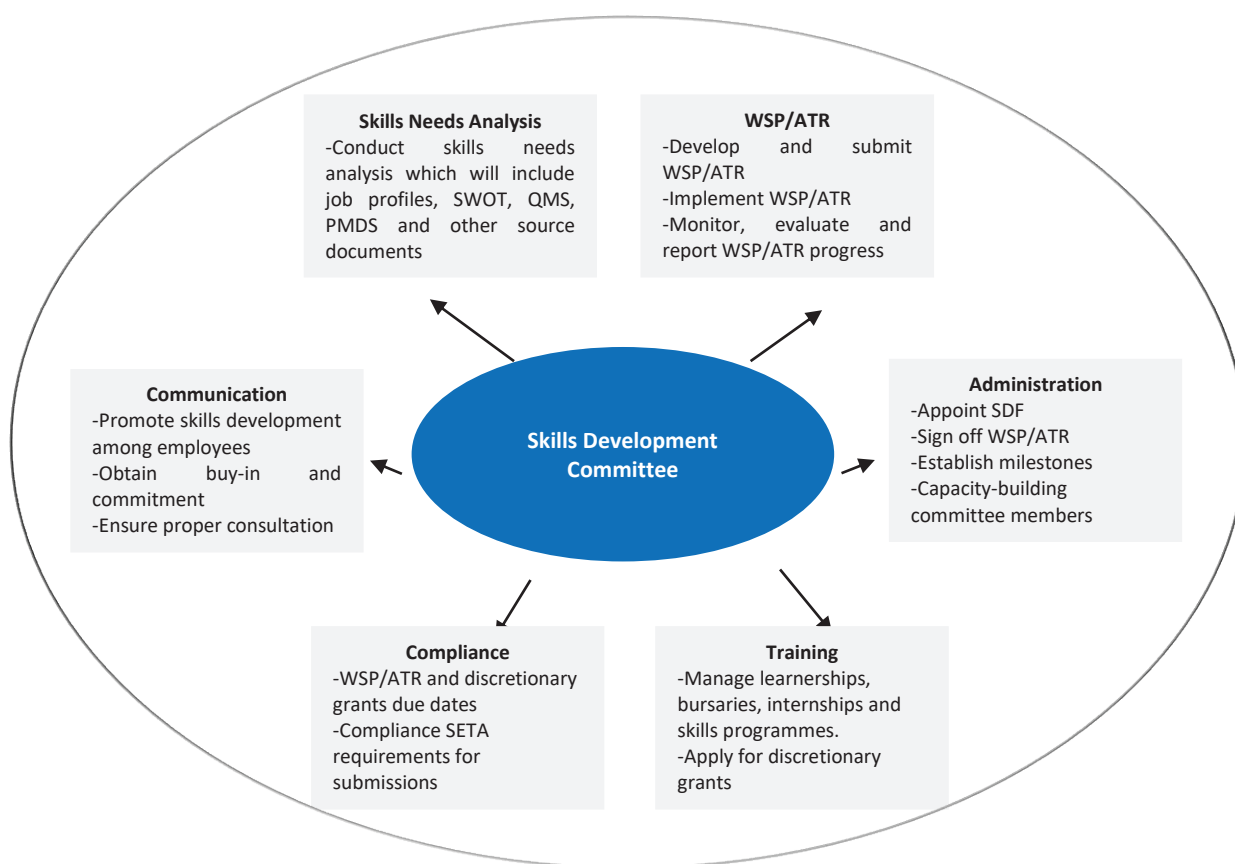
The committee should consist of 6-10 of the following people:

- Skills development facilitator
- Union representatives
- HR manager/director
- Employee representatives from designated groups (race, gender and people with disabilities) and management.



Regulation Gazette No: 9867, Vol. 570, Pretoria, 3 December 2012, No. 35940.

The Role of the Skills Development Committee



Attempt the following questions.

What does your skills development committee do?	What is your skills development committee not doing (that it is supposed to do)?



Keep in Mind

SDF TRAINING

It is not a requirement for an SDF to have any formal training to practice as an SDF. However, there are accredited skills programmes for SDFs with the following unit standards:

- Develop organisational training and development plan (15217)
- Conduct an analysis to determine outcomes of learning for skills development and other purposes (15218)
- Provide information and advice regarding skills development and related issues (15221)
- Promote a learning culture in the organisation (15222)
- Conduct skills development administration in an organisation (15227)
- Advice on the establishment and implementation of a quality management system for development practices in an organisation (15228)
- Coordinate planned skills development interventions in an organisation (15232)

Consultation Process

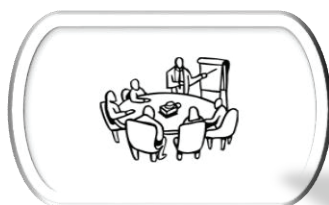
- An organisation cannot be prevented from continuing with completing a WSP/ATR in the event where a union does not concur/accept the information in the submission.
- However, consultation must take place before taking the final decision on completing the WSP/ATR.
- All minutes of the Training Committee and written documents about this process should be made available to avoid any suggestion that the organisation had already reached its decision before the conclusion of the process.
- Proper consultation includes:
 - The opportunity for labour to meet and consult their respective constituency and report back to employees and management.
 - Reasonable opportunity for employee representatives to meet with the organisation.

2.4.3 Analysing the PMDS, QMS and other information sources



It is necessary to analyse the PMDS, QMS and other information sources to determine occupational surpluses/shortages and skills gaps.

Some of these sources are identified below:



What are other information sources that should be used to develop a WSP?

2.4.4 Conduct a training needs analysis (TNA)



A TNA is a systematic approach used to assess an organisation's training needs. It involves assessing the skill, knowledge and attitude that the people currently possess and what is required to achieve organisation objectives and goals.

TNA ensures that organisational training is targeting the correct competency and employee and is addressing the business need. There are many ways of conducting a TNA. The most appropriate way is the most suitable for your organisation based on its structure and makeup.

Here is a typical example of a TNA that should be adapted to your organisation:



Training needs should be captured at three levels:

Needs at organisational level

- What are the weaknesses in the organisation?
- What weaknesses are skill-related and non-skills-related?
- What training is most needed by department units?

Needs at occupational level

- What occupations are in demand or experiencing shortage (excessive demand) currently?
- What occupations are expected to be in high demand in the future? Why?

Needs at individual level

- What skills, knowledge and attitude deficiencies exist among individual employees?
- What "top-up" skills are needed by individuals?
- Who is best able to provide the training?

2.4.5 Identifying Hard-To-Fill Vacancies (HTFV)

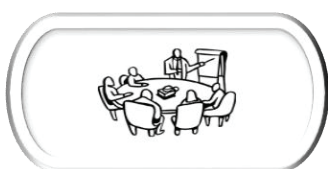


HTFVs are a strong indicator of occupational shortages. In the case of PEDs, this information can be obtained from the department's planning unit.

HARD-TO-FILL VACANCY (HTFV) refers to an occupation in your department that takes longer than **06 months** to find a suitably qualified and experienced candidate.

It is necessary to determine the causes of HTFVs to address the problem in the future. These causes generally relate to the following:

Reasons For HTFV	Key
Lack of relevant qualifications	A
Lack of relevant experience	B
Department budget cuts	C
Poor wages and benefits	D
Unsuitable job location	E
Unsuitable working hours	F
Equity considerations	G



- Develop a list of core and support occupations covering all employees in the PED.
- Drawing on the information from the planning unit, identify the following in the last 12 months:
 - The type of HTFVs by occupation.
 - Number of HTFVs per occupation.
 - The reason(s) for the HTFV.

EXAMPLE:

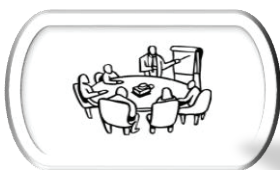
OCCUPATION	Number	Reasons
Core Occupations		
Mathematics teacher (Grades 10-12)	46	A-C-E
Physical Science Teacher (Grades 10-12)	36	B-D-G
Junior Primary Teacher	103	A-B-E
Support Occupations		
Data analyst	14	D
Computer technician	23	A-B
Office Administrator	0	n/a

2.4.6 Identifying skills gaps (Top-Up Skills)

A **SKILLS GAP** refers to skills that an employee needs to carry out job tasks competently. It is also referred to as "top-up" skills.

Examples of Skills Gaps

Skills Gaps / Top-Up Skills					
1	Decision making	13	Leadership	25	Financial
2	Interpersonal	14	Managing	26	Bookkeeping
3	Assertiveness	15	Mentoring and coaching	27	Accounting
4	Teamwork	16	Planning	28	Marketing and Sales
5	Communication	17	Project management	29	Pharmacy assistance
6	Listening	18	Conflict management	30	Product knowledge
7	Time management	19	Negotiation	31	Merchandising
8	Financial literacy	20	Analytical	32	Ethics
9	Numeracy and literacy	21	Report-writing	33	Personal hygiene
10	Computer	22	Presentation	34	First aid
11	Telephone	23	Labour relations	35	Customer service
12	Anger management	24	Contract management	36	Productivity



List the top 3 most common skills gaps by major occupation level. Use the key above and indicate by inserting the number of the skills gap / top-up skill in the appropriate column.

MAJOR OCCUPATIONS	List the top 3 most common skills gaps / Top-up skills		
	1 st	2 nd	3 rd
Managers			
Professionals			
Technicians & Associate Professionals			
Clerical Support Workers			
Service & Sales Workers			
Craft & Related Trades Workers			
Plant & Machine Operators			
Elementary Occupations			

2.4.7 Using the Organising Framework of Occupations System



The Organising Framework for Occupations (OFO) is a coded classifications system of occupations that is used by the DHET and SETAs to identify, report and monitor occupational demand and supply in the labour market.

What is the Organising Framework of Occupations (OFO)?

The OFO is best described as a skills-based coded classification system that captures all jobs in occupations. It provides the framework for identifying, articulating, reporting and monitoring skills demand and supply in the South African labour market.

How is the OFO constructed?

The OFO is said to have been constructed from the bottom up:

- analysing all jobs according to similarities in tasks and skills required
- categorising similar jobs into occupational groupings
- classifying occupations into these larger occupational groupings

What is the purpose of the OFO?

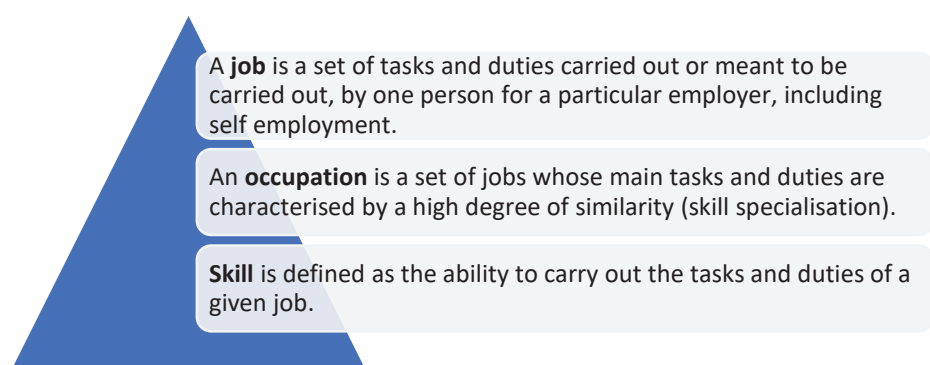
The OFO adds value to skills development planning and implementation. It:

- provides a common language when talking about occupations
- captures jobs in the form of occupations
- groups occupations into successively broader categories and hierarchical levels based on similarity of tasks, skills and knowledge

Why is it necessary to understand the OFO system?

The SETAs require that employers, including the public sector, develop their WSP/ATR using the OFO system to be eligible for mandatory grant rebates.

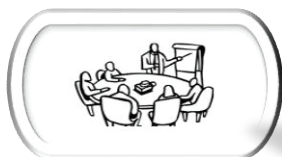
What are the key concepts to understand the OFO system?



What are Skills Levels?

Jobs are classified into major groups according to skill level. Skill level is associated with occupation and not an individual and is measured by: (i) formal education and training; (ii) work experience; and (iii) amount of on the job training required to perform the tasks with an occupation competently. The OFO is organised around five skills levels, which is correlated to the education and training levels of the NQF and the skills levels referred to in the National Skills Development Plan.

NSDP Skills Levels	NQF Levels	OFO Skills Levels	OFO Major Groups			
Advanced	10	5	1. Managers	2. Professionals		
	9					
	8					
	7	4	5. Service & Sales Workers	4. Clerical Support Workers	3. Technical & Associate professionals	
	6					
Intermediate	5	3			6. Skilled Trade Workers	7. Plant & Machine Operators & Assemblers
	4					
Elementary	3	2		8. Elementary Occupations		
	2					
	1	1				



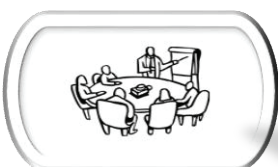
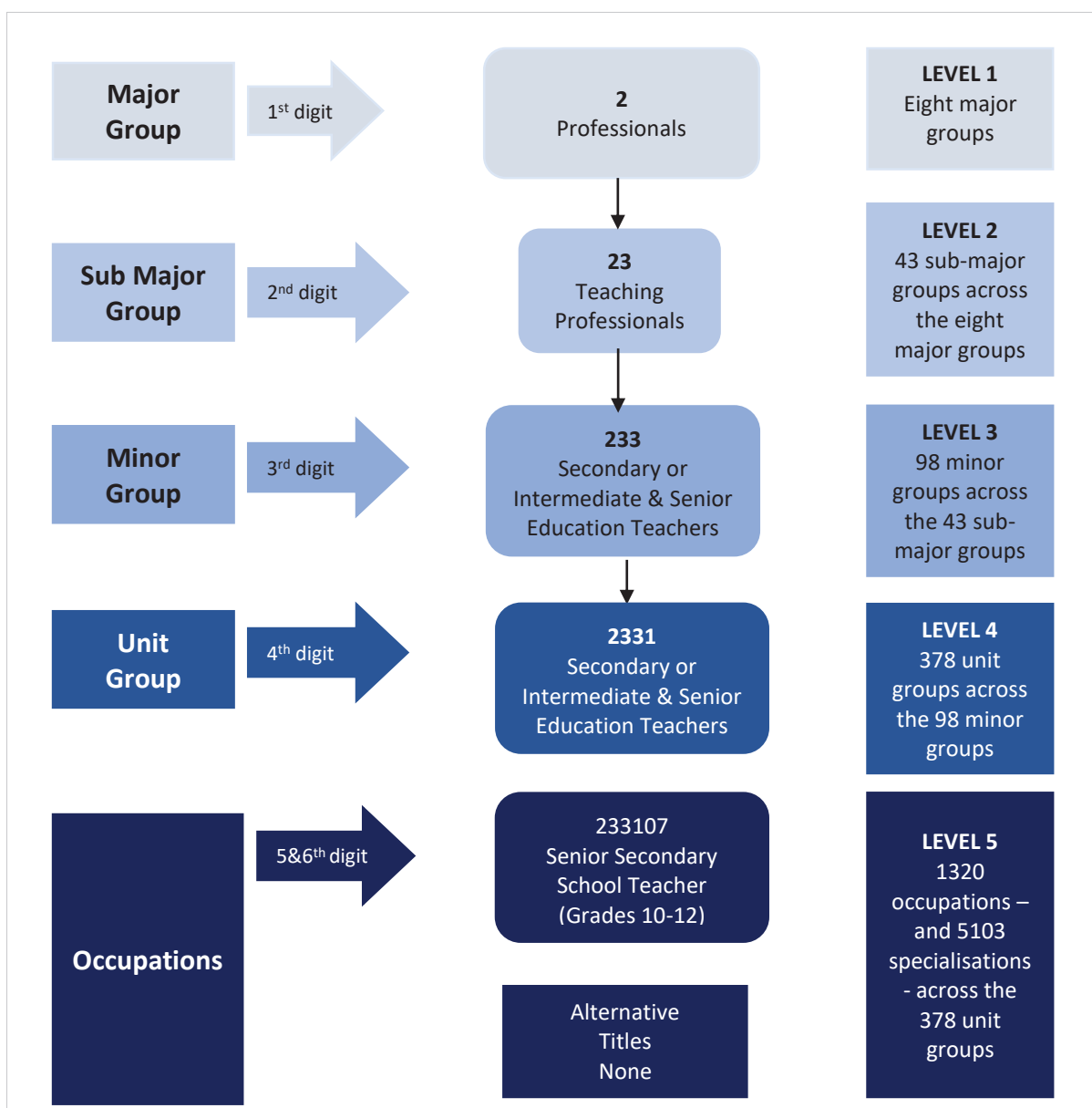
How to match job titles to OFO titles?

- List any five jobs in your organisation. Try to include in your list jobs across the various employment levels and grades.
- Review the job descriptions of these jobs that you have selected.
- Review the OFO tasks in the OFO major groups, sub-major groups.
- See if you can find an initial match between the five jobs in your organisation and the occupation title and its 6-digit code.

Jobs in my organisation			Possible matches to the OFO	
Number	Job title	Job Description	Tasks	Occupational Title and 6-digit code
1				
2				
3				
4				
5				



Using the Organising Framework of Occupations System



Find the 6th digit code for the following occupations:

Refer to <http://www.etdpseta.org.za/education/ofo-codes>
For OFO system

Occupational Title	Code	Occupational Title	Code
School Principal		Secretary (General)	
District Education Manager		Foundational Phase School Teacher	

2.4.8 Compilation of WSP/ATR



All employers that pay 1% of their payroll as a skills development levy to the South African Revenue Services may claim a mandatory grant rebate from its designated ETDP SETA by submitting a workplace skills plan (WSP) and an Annual Training Report (ATR). The WSP/ATR (referred to as Annexure 2) must be submitted to the ETDP SETA in the required format, containing all the required information and by the given deadline date.

The 1% is appropriated as follows:

- i. 30% of this amount shall be paid to the ETDP SETA with which this Department is affiliated and to the PSETA for staff that fall in the scope of the PSETA. One-third is to be used for ETDP SETA administration and two-thirds to fund ETDP SETA discretionary projects.
- ii. 20% of the 1% shall be set aside for the training and development of unemployed youth via internships, learnerships, apprenticeships and skills training.
- iii. Departments shall utilise the remaining 50% of the 1% for capacity-building for serving employees, addressing skills gaps and mandatory training programmes.

It is recommended that the WSP be created in consultation with and signed off by the Skills Development Committee. The penalty for submitting Mandatory Grant Applications late is losing the grant in full.

The submission deadline for mandatory grant applications is **30 April** each year. In terms of *sub-regulation 4(8) of the SETA Grant Regulations*, a SETA may grant an extension up to a maximum period of one month from the date contemplated in sub-regulation (2) for late submission of an application for a mandatory grant, subject to a written request by an employer.

All written requests must be duly signed by the authorised signatory of the organisation and must be submitted to the ETDP SETA at least one month before the submission deadline.

Employers can access the WSP/ATR (Annexure 2) templates from the ETDP SETA's website.

GOVERNMENT NOTICE

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

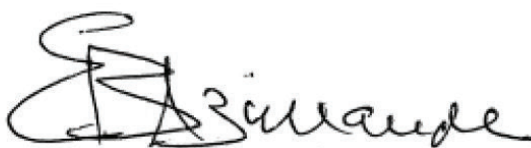
No. R. 990

3 December 2012

SKILLS DEVELOPMENT ACT, 1998 (ACT NO. 97 OF 1998)

THE SECTOR EDUCATION AND TRAINING AUTHORITIES (SETAs) GRANT REGULATIONS REGARDING MONIES RECEIVED BY A SETA AND RELATED MATTERS

I, Bonginkosi Emmanuel Nzimande, MP, Minister of Higher Education and Training, hereby publish the Sector Education and Training Authorities (SETAs) Grant Regulations regarding monies received by a SETA and related matters, as contained in the Schedule, in terms of section 36 of the Skills Development Act, 1998 (Act No. 97 of 1998), after consultation with the National Skills Authority, and repeal the Sector Education and Training Authorities (SETAs) Grant Regulations regarding monies received by a SETA and related matters, published in Government Notice No. R.713 in *Government Gazette* No. 27801 of 18 July 2005, as amended by Government Notice No. R88 published in *Government Gazette* No. 29584 of 2 February 2007.



Dr Bonginkosi Emmanuel Nzimande, MP
Minister of Higher Education and Training

Date: 15/11/12

2.4.9 Instruments used for WSP/ATR compilation



There are several instruments used to compile a WSP/ATR. The instruments do not limit the responsible line managers and responsible units from dealing with emerging issues based on new mandates after discussions with their supervisors.

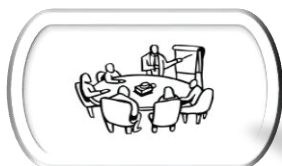
Some needs are identified through different methodologies over and above the listed instruments, e.g. sector skills plans and diagnostic reports.

In dealing with the schooling system, the NSLA provides direction on what needs to be addressed.



Instruments/tools that are used to identify E&T needs are as follows:

- Annexure E 2 - QMS
- Personal Development Plans - PDPs (Education Management Service (EMS): Performance Management and Development System
- District Improvement Plans (DIPs);
- School Improvement Plans - SIPs (WSE)
- Self-Diagnostic Assessments
- Annual Performance Improvement Plan (APIP)
- Professional Development Portfolio
- Competency Assessments for SMS & MMS members
- Skills Audits
- Diagnostic Assessments for NSC examinations

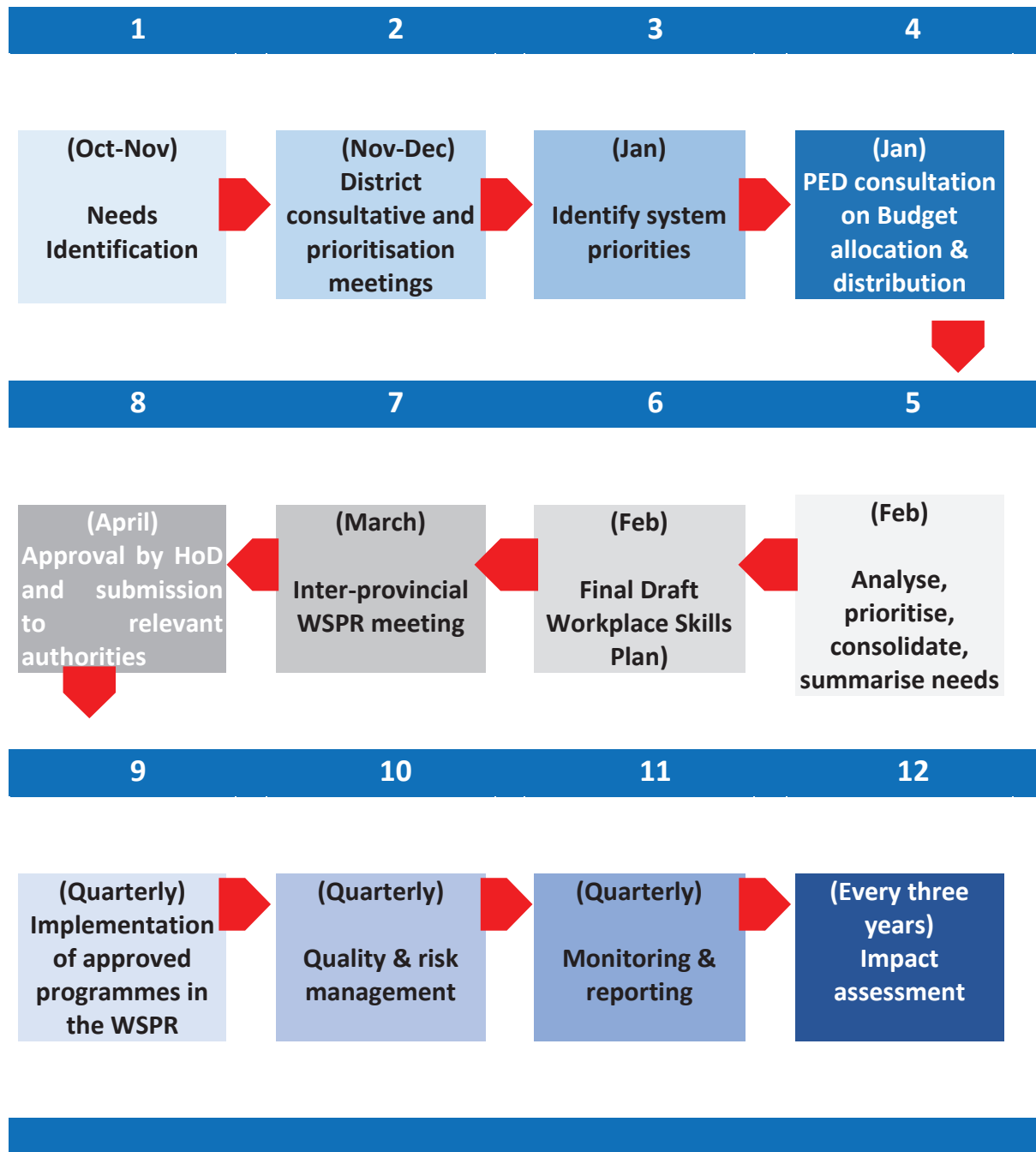


Which of the above instruments are you using?

2.4.10 Skills development implementation



Overview of Skills Development Implementation





Management Process for Skills Development Implementation

Management Process	Responsibility	Timeline	Outputs
1. Needs Identification: Collection of personal developmental plans from QMS, PMDS to determine the respective skills needs.	<ul style="list-style-type: none"> Skills Development Facilitator in consultation with PMDS/ QMS & Teacher Development Curriculum, EMGD & Inclusive Education Units. 	<ul style="list-style-type: none"> Third Quarter (October – November) for Office-based educators, support staff at all levels as well as teachers. 	<p>A comprehensive list of needs from:</p> <ul style="list-style-type: none"> Schools Circuits Districts Province DBE
2. District Consultative and prioritisation meetings on Skills Development.	<ul style="list-style-type: none"> District Directors District Skills Development committees. 	<ul style="list-style-type: none"> November / December each year 	<ul style="list-style-type: none"> Record of consultative meetings List of prioritised development needs per occupational category. List of beneficiaries.
3. Identify system priorities and all key issues emanating from different reports, e.g., the National Senior Certificate results.	<ul style="list-style-type: none"> DBE (TD, Curriculum, Exams, EMGD, QMS, Inclusive Education) PEDs (TD, Skills Development, HR, Curriculum, Exams, EMGD, QMS, Inclusive Education) 	<ul style="list-style-type: none"> End of January each year 	<ul style="list-style-type: none"> National list of prioritised development needs per occupational category.
4. Provincial Consultative meetings on the Skills Development budget allocation and distribution.	<ul style="list-style-type: none"> HRD Director Provincial skills development committee 	<ul style="list-style-type: none"> January each year 	<ul style="list-style-type: none"> Analysis and budget allocation for prioritised needs (Review)
5. Provincial Consultative meeting with all	<ul style="list-style-type: none"> Skills development facilitator 	<ul style="list-style-type: none"> February each year 	<ul style="list-style-type: none"> Draft Work Skills Plan

Management Process	Responsibility	Timeline	Outputs
stakeholders to analyse, prioritise, consolidate, summarise for approval into the WSPR.	<ul style="list-style-type: none"> Provincial Skills Development Committees 		
6. Presentation of the Draft Plan to the Provincial Executive Management Teams.	<ul style="list-style-type: none"> HRD Director Skills Development & Teacher Development Units 	<ul style="list-style-type: none"> February each year 	<ul style="list-style-type: none"> Record of meeting Draft Workplace Skills Plan
7. Inter-provincial WSPR meeting before submissions to Authorities (ETDP SETA, PSETA and Premier's Office)	<ul style="list-style-type: none"> DBE PEDs 	<ul style="list-style-type: none"> March each year 	<ul style="list-style-type: none"> Record of meeting Summary of draft Work Skills Plans from all nine PEDs and DBE.
8. Approval of WSPR by Head of Department and submission to relevant Authorities	<ul style="list-style-type: none"> HRD Director Skills Development Facilitators 	<ul style="list-style-type: none"> April each year 	<ul style="list-style-type: none"> Approved and signed off WSPR
9. Implementation of approved programmes in the WSPR	<ul style="list-style-type: none"> Skills Development Unit, Curriculum, EMGD, Inclusive Education, Teacher Development and any other training units. 	<ul style="list-style-type: none"> Quarterly 	<ul style="list-style-type: none"> Implementation Plan/Training Schedule Attendance Registers Quarterly monitoring reports Pre & post-assessment reports
10. Quality and Risk management	<ul style="list-style-type: none"> Implementing Units 	<ul style="list-style-type: none"> Quarterly 	<ul style="list-style-type: none"> Evaluation Reports Standard Operating procedures Risk register
11. Monitoring and reporting of implemented programmes (including	<ul style="list-style-type: none"> Skills Development Facilitator Skills Development Committees 	<ul style="list-style-type: none"> Quarterly 	<ul style="list-style-type: none"> Monitoring report Quarterly Reports

Management Process	Responsibility	Timeline	Outputs
submission of quarterly reports to relevant authorities).	<ul style="list-style-type: none"> Implementing Units 		
12. Impact Assessment	<ul style="list-style-type: none"> DBE initiated - research unit or outsourced 	<ul style="list-style-type: none"> Every three years post the implementation of programmes 	<ul style="list-style-type: none"> Impact assessment report



Skills Development Interventions

The following skills development interventions are available to in-service and preservice educators:

ACCREDITED	NON-ACCREDITED
<ul style="list-style-type: none"> NQF qualifications: Full programmes and learnerships Credit-bearing skills programmes Internships 	<ul style="list-style-type: none"> Non-credit bearing skills programmes Short courses Micro-learning

Accredited skills development/learning programmes are registered as qualifications or part qualifications on the National Qualifications Framework (NQF). These are offered by accredited education and training institutions. Accredited learning programmes are credit-bearing. Non-accredited short courses are not accredited by a quality assurance body.



Continuing Professional Teacher Development (CPTD)

The South African Council of Education (SACE) is responsible for the implementation of the CPTD Management system in all provinces. The purpose of the system is to ensure that educators participate in CPTD. SACE works with stakeholders and the relevant directorates in the PEDs to coordinate and facilitate the implementation of the CPTD management system.

SACE will also provide on-going support to teachers in terms of their CPTD sign-up processes, availability and accessibility of the professional development (PD) providers and activities databases, recording and reporting their participation in PD activities, utilisation of the CPTD-IS self-service portal, managing the cycles and general information of the CPTD management system.

Additionally, SACE liaises with skills development providers for recording points earned by educators and updating educator's record of points. SACE provides educators with information on endorsed CPTD activities available on the database, points earned, and any other CPTD information they may want to know.

It is responsible for developing educator support material and advocacy content material on the CPTD system.

For more information of the CPTD management system:

<https://www.sace.org.za/pages/cptd-management-system>

3. ROLES AND RESPONSIBILITIES



What are the roles and responsibilities of different parties in the skills development process?

1

Department of Basic Education

According to the policy on the National Skills Development Framework (NSDF), the Department of Basic Education (DBE) has the responsibility to monitor and ensure that PEDs comply with the provisions of the *Skills Development Act No. 97 of 1998*, as amended, referred to as SDA, *Skills Development Levies Act of 1998*, as well as other regulations.

- Coordinate skills development processes by collecting provincial strategic information, supporting, monitoring, and reporting to all relevant forums and stakeholders and monitoring the implementation of skills plans.
- Supporting PEDs with developing and implementing their Workplace Skills Plans and ensuring that the QMS and PMDS systems are integrated into the implementation of ETD initiatives.
- Facilitating general communication and sharing information on principles of good practices and skills development legislation with each PED in consultation with the ETDP SETA.
- Consolidating skills development plans and quarterly reports that reflect skills development across provinces and at a national level.
- Initiate an impact study on the implementation of *education, training, and development* activities.

2**Provincial Education Departments (PEDs)**

- Constitute a Provincial/District Skills Development Committees (SDCs). Teacher Union Collaboration (TUC) Programme Operations Committees (POC) and, where viable, Circuit Skills Development Committee (CSDCs) representative of all relevant departmental units and stakeholders.
- Support and monitor the activities of the Skills Development Committees.
- Develop Annexure 2 Work Skills Plan and Reports (WSPRs) in consultation with the Skills Development Committee (SDC).
- Budget a minimum of 1% of the personnel payroll for ETD purposes.
- Monitor the implementation of Annexure 2 WSPR.
- Provide quarterly and annual reports.

3**Skills Development Committee**

The role of different committees and units within a province are to:

- Guide the direction of education, training and development to ensure integrated and focused capacity building for efficient and effective delivery of quality basic education.
- Compile the WSPR and quarterly reports within the time frames and in terms of the guidelines with the participation of all relevant units.
- Ensure that the WSPR reflects the ETD priority needs for all categories of employees.
- Guide the allocation of the education, training and development budget in line with the skills development priorities of the Department.
- Ensure that all training initiatives comply with quality assurance requirements set out by the South African Council for Educators and Skills Development legislation.

4**District**

The District being the first-level administrative division of a Provincial Education Department (PED), is responsible for:

- Establishing its District Skills Development Committee.
- Coordinating the arrangement of ETD programmes per the identified needs of employees own improvement plan and compliance to the SACE CPTD requirements.
- Monitoring and supporting circuits on skills development activities.
- Providing a quarterly and annual report to the circuit.

5**Circuit**

The circuit office is responsible for:

- Collecting information on the identified ETD needs of employees within the circuit.
- Coordinating and monitoring the delivery of ETD programmes in schools in line with the DIP.

- Supporting the development opportunities in schools.

6

School

A school, through the principal, is responsible for:

- Identifying key development and training needs of employees within the school.
- Planning and conducting school-based staff development activities in line with the SIP.
- Uploading educators' PD points on the SACE CPTD information system.

7

Supervisor

A Supervisor is expected to:

- Assist employees with the development and refinement of their personal growth/development plans.
- Coach and mentor employees.

8

Employee

An employee is expected to:

- Develop their personal growth/development plan, together with their supervisor.
- Attend, when nominated, training and development programmes in terms of the areas identified for development.
- Upload PD points from participation in training programmes.

9

Chief Financial Officer (CFO)

The Chief Financial Officer's role is to:

- Ensure that the Department budgets for the prescribed minimum amount to the value of 1% of the personnel budget for skills development purposes.
- Support, monitor and assist in the utilisation of such funds.

10

Labour Unions

The role of Labour Unions is to:

- Participate in the Skills Development Committee.
- Provide training and development to members in collaboration with the Department (e.g. TUC programmes).
- Engage in advocacy for participation and awareness of its members in all relevant skills development activities.

11**Skills Development Facilitator**

The Skills Development Facilitator is responsible for:

- Compiling and facilitating the implementation of the Annexure 2 Workplace Skills Plan.
- Implementing the Workplace Skills Plan.
- Submitting the Annual Training Report (ATR) to the ETDP SETA, PSETA and the DBE.
- Assisting the employer and employees with developing a Workplace Skills Plan which complies with ETDP SETA requirements (content and submission) – *Administrator*.
- Advise the employer on the implementation and reporting of the WSP – *Advisor*.
- Act as a contact person between the employer and the ETDP SETA – *Mediator*.
- Serve as a resource regarding skills development aspects – *Expert*.
- Communicate ETDP SETA initiatives, grants and benefits to the employer - *Facilitator*.

12**SETAs**

SETAs are responsible for:

- The development, approval and implementation of the sector skills plan to provide information for workplace skills planning.
- Establishing and promoting structured learning programmes.
- Researching schooling.
- Facilitating the delivery of sector-specific skills interventions that help to achieve the goals of the national skills development plan, 2030.

4. RESOURCE REQUIREMENT



What are the resource requirements for workplace skills planning?

Human Resources



It is important to have a dedicated skills development unit in the Department (DBE and PEDs) which can provide the coordination function to consolidate all the provincial skills planning and development information for reporting and validation purposes. The *Skills Development Act of 1998* states that each province must have an appointed Skills Development Facilitator to carry out the required roles and functions.

Financial Resources



It is therefore imperative for the sector to consider the following proportionate appropriation of the training budget. The appropriation of the training budget should be distributed in proportion to the personnel budget of office-based educators, teachers and public service employees in the department in the education sector. The flow chart in Figure 3 below provides an outline of the annual training budget appropriation across the different levels of employees in the department.



Appropriation Of Annual Skills Budget Across Different Levels

Each Department is required to fully comply with the above budget structure which is assumed to be easier to follow, monitor and account on.

- Skills Development Act (Act No. 97 of 1998)
- Skills Development Levies Act No.9 of 1999
- DPSA Directive - HRD Circular No. 1 of 2013



Education Sector
Skills Budget = 1% of personnel payroll
(PEDs - 70%; SETA – 30%)



PEDs appropriate the 70% as follows:

- Training and development of unemployed individuals – 20%
- Capacity building of serving employees, addressing skills gaps,
- mandatory training programmes – 50%



Skills budget for capacity building of serving *employees*, addressing skills gaps, mandatory training programmes to be appropriated as follows:

- Office-based Educators - 5% (as indicated in Activity 1.5. in the ISPFTED)
- PS employees (all levels) - 15%
- School-based educators - 80%
 - To be allocated proportionally to School Leaders, HODs, practicing teachers, teachers, un and under-qualified and special needs teachers for both short courses and qualification-based programmes.
 - Consideration should be given to delivery of programmes at PTDIs and DTDCs.

5. COMMUNICATION STRATEGY



A communication strategy expresses the goals and methods of the department's outreach activities.

The communication strategy should encompass engagement with key stakeholders to build trust for changes in training and education. It should also build the credibility of those personnel that are driving change.

Effective communication should be:

- Clear and accurate
- Inclusive and meaningful
- Targeted and tailored
- Timely and honest
- Value the employees
- Linked to strategic priorities and plans
- Provide follow-up

The different channels of communication that can be used are:

- Face to face
- Online/Digital
- Written
- Social media

Collaboration between the provincial skills development facilitator and the coordinators of the implementing units and stakeholder representatives should be embedded in the communication strategy.

6. CONCLUSION

This framework serves as a guide for skills development implementation for the basic education sector. It presents the internal activities in response to the *Skills Development Act of 1998* and the related statutory bodies such as the Education, ETDP SETA, PSETA and SACE.

The framework provides a standardised approach for the implementation of Skills Development programmes in PEDs and the DBE. Furthermore, it outlines a coordinated planning, monitoring, training, and reporting approach on skills development activities in the sector.

In its implementation, the framework should strive to achieve the strategic objectives of the sector, in the National Development Plan, the Minister's Delivery Agreement and Action Plan 2019 - Towards the Realisation of Schooling 2030 as well as the development of all employees and future employees.

7. DIRECTORS: SKILLS DEVELOPMENT

Additional information, clarity, or general information in relation to the Skills Development Framework for the Basic Education Sector - Implementation Guide or related information may be requested from the Skills Development facilitators in their respective provinces/departments as follows:

EASTERN CAPE Name: Ms L Sidiya Position: Acting Director Tel: 040 608 4753 Mobile: 073 923 6960 Email: lukhanyo.sidiya@ecdoe.gov.za	FREE STATE Name: Ms T Supi Position: Acting Director Tel: 079 503 5546 Mobile: 051 430 8938 Email: T.Supi@fseducation.gov.za
GAUTENG Name: Mr S Nankoo Position: Director Tel: 011 843 6645 Mobile: 082 385 5253 Email: Shashi.nankoo@gauteng.gov.za	KWA ZULU-NATAL Name: Mr VB Maphumulo Position: Acting Director Tel: 033 846 5298 Mobile: 079 576 2679 Email: Vincent.maphumulo@kzndoe.gov.za
LIMPOPO Name: Ms S Malima Position: Director Tel: 015 290 9423 Mobile: 082 900 0512 Email: malimas@edu.limpopo.gov.za	MPUMALANGA Name: Mr CD Maebela Position: Director Tel: 082 807 7652 Mobile: 082 731 3622 Email: cd.maebela@mpuedu.gov.za
NORTHERN CAPE Name: Ms C Wood Position: Director Tel: 053 839 65 68 Mobile: 082 338 7847 Email: claudiwood@ncdoe.gov.za	NORTH WEST Name: Ms M Lukhaimane Position: Director Mobile: 082 900 0512 Email: mlukhaimane@nwpg.gov.za
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