

Blade Nzimande releases the Green Paper for Post-school Education and Training

The Minister of Higher Education and Training, Dr Blade Nzimande recently released the Green Paper for Post-School Education and Training.



Dr Blade Nzimande

Fasset welcomes the opportunity to partner and collaborate with the Department of Higher Education and Training (DHET) to develop a framework for post-school education and training, which will improve delivery. We are reminded of the Ethiopian proverb, which says: "When spider webs unite, they can tie up a lion."

Providing the context

Despite advances and gains that have been made post 1994, post-school education and training does not meet the needs of the economy and society as a whole. Post-education and training is inadequate in quantity, diversity and in some instances, quality; levels of research and innovation are inadequate; there is a lack of coherence within the post-school system as a whole, as well as between basic education and the post-school system, and between the post-school system and the labour market; and the regulatory system is both complex and problematic.

The Green Paper seeks to create a policy framework, which will enable the DHET to shape its strategies and plans for the three pillars of the post-school system, and create a post-school education and training system, which is equitable, accessible and affordable for all sections of the population, including free education and training for the poor.

The central thrust of the document is on how we can improve what is in place, and make delivery more effective and more efficient. Various options are provided.

DHET's vision

The DHET's vision is to create a Further Education and Training (FET) system, with FET colleges located throughout the country, which are rooted in, and serve the needs of the community; to provide a high quality university education for increasing numbers of South Africans, and for all graduates to be empowered to address the needs of the economy and the country; to ensure that those emerging from FET colleges and universities, as well as those already employed, are provided with the skills they need to be productive, flexible, innovative and able to earn sustainable livelihoods in a fast changing economy.

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EDITOR'S NOTE

Marelda Moodley

2012 is a leap year. Judging by the frenetic tempo with which 2012 has commenced, we will certainly need the additional day, to clear our desks.

Our CEO's message is always a must read. I would like to encourage all of our readers to heed Cheryl's call to "give back skills development as part of our gift to the New Year."

The Green Paper was an obvious choice as our lead story. "Blade Nzimande releases the Green Paper for Post-school Education and Training," providing some insight into the context and DHET's vision. Fasset also comments on specifics, which, if approved, will impact on our sector.

DHET has proposed significant changes to SETA funding regulations. The article: "Fasset comments on proposed changes to SETA funding regulations" alerts Fasset stakeholders to some of the proposed changes that they should look out for.

Fasset readers will be delighted to learn that the Fasset team has produced a brochure, which includes a selection of indicators pertaining to transformation of the sector, staff turnover, scarce skills and training offered within the sector. The article, "Fasset provides benchmarks for the sector," summarises some of the findings.

Our readers get the opportunity to meet long-serving Board member and member of Fasset's Audit and Risk Committee, Stadi Mngomezulu, as well as Chartered Secretaries Southern Africa (CSSA) CEO, Stephen Sadie in "Meet Stadi Mngomezulu," and "Meet Stephen Sadie." Our readers are also introduced to Fasset's new Senior Skills Planning Officer, Romaana Vally, in the article: "Fasset welcomes Romaana."

"What makes organisations stand out in Fasset's Best Practice Awards?" will hopefully encourage more and more organisations of all sizes to enter Fasset's Making Best Practice Count Awards. Fasset Learnerships/ETQA Director, Natércia Faustino explains why Ernst & Young and Silica Financial Solutions' submissions stood out.

We were delighted when Institute of Certified Bookkeepers (ICB) CEO, Andrew Carlson volunteered to report back on the 2011

International Career Development Conference. The article makes for an interesting read.

Association of Chartered Certified Accountants (ACCA) has conducted research, which compared the views of male and female ACCA members to confidence and recovery indices in ACCA's quarterly Global Economic Conditions. The article: "Women accountants are more critical of responses to the global economic crisis," provides some very interesting insights.

Do read the article: "Fasset launches its brand ambassador campaign." Working in partnership with student platform, Student Village, Fasset will be recruiting and appointing nine well-connected, friendly, self-motivated students, to serve as Fasset brand ambassadors at nine Further Education and Training colleges (FETs) and University campuses around the country. We are very excited about this campaign.

"A significantly larger Fasset Development Project funding pot," details the seven projects, which Fasset has agreed to fund. Read about the launch of the Ithemba Training Programme. We believe the article's headline: "A life-changing programme for many," will prove prophetic.

Our newsletter would be incomplete without a learner success story. "Making the future count one learner at a time," chronicles the difficulties, which Emily has had to overcome in her quest to become a Chartered Accountant. The Fasset-funded Bonani Work Readiness Programme, has played a pivotal role in assisting Emily to achieve her dreams. I am sure you will find the story very heart-warming.

I hope you will enjoy reading this issue as much as I have enjoyed editing it.

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FROM THE CEO'S DESK

Cheryl James

The 2012 journey has begun and it is very much a case of "full steam ahead". It is important nevertheless, to take time every now and then to reflect on the break that we had just enjoyed and to plan and pace ourselves for the year ahead. Here, I am reminded of the well-known, inspirational quotation: "Life is not a race, but a journey to be savoured each step of the way."

From a Fasset perspective, 2012 has seen some exciting new introductions. The first is the launch of our Brand Ambassador Campaign, which confirms that Fasset is taking career guidance very seriously. We are doing everything possible to get the message out to young people, who are embarking on education and training, to seriously consider the Fasset sector as their sector of career choice.

We have also approved funding for seven projects. It is good to see that we have new projects coming into Fasset at different levels and in different provinces. Not only are we seeing a greater spread in terms of skills level, but our geographic footprint is also broadening.

There is also a lot of change. The Green Paper and the Amendment of the Sector Education and Training Authorities (Setas) grant regulations regarding monies received by a Seta and related matters have been released.

We need to be engaged with these discussion documents as a sector. We need to make sure that the changes that come through will facilitate skills development and address skills shortages within our sector.

I would like to take this opportunity to encourage our stakeholders to have renewed energy to assist young people to obtain the skills needed to secure sustainable jobs in our sector. This

will make a difference, not only in young people's lives, but also in the lives of their families and their communities. I would really like to encourage all Fasset stakeholders to give back skills development as part of our gift to the New Year and in the words of our Minister let us all strive to make every workplace a training space.

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Levy-grant institutions (SETAs and the NSF) are to be more closely integrated into a coherent, overall system to advance national education and training objectives.

Themes

Common themes include the following:

- The weakness and small size of the FET college sector is the biggest problem facing the post-school sector
- Educational institutions must work closely together and support each other
- Levy-grant institutions must fund and support provision in public FET colleges, universities of technology and universities
- SETAs must play a crucial role in building relationships between education and the labour market
- Improving relationships between education institutions and employers is a priority
- We need to improve planning at sectoral and national levels to ensure that information exists to inform future investment in skills and human resources
- There is the need for institutional differentiation
- Complex and difficult to understand, the existing regulatory system needs to be simplified
- There is a need to clarify the respective areas of jurisdiction of the qualifications and quality assurance framework
- The Seta mandate needs to be clarified
- DHET needs to prioritise building the public FET college sector
- There is a need to ensure quality in education and training
- The focus is to obtaining whole qualifications
- There is a thrust towards centralisation

The role of SETAs

Levy-grant institutions (SETAs and the NSF) have an important role to play, working with employers, government and educational institutions to develop strong links between education and training and the labour market. They can assist in providing labour market information to educational institutions and to government; help to promote partnerships to enable the training of young apprentices, learners and interns; and channel resources from levy-grant institutions to training for full occupational qualifications rather than short courses.

SETAs are criticised for historically allocating very little of the Skills Levy funding to pay for education in the public universities and FET colleges. Levy-grant institutions are perceived as spending most of their funding on short unit-standards based courses, which have added little value to the workforce.

Fasset has always supported the achievement of full qualifications. Fasset acknowledges, however, that in a knowledge-based economy,

a one-size-fits-all approach (full qualifications), may not always meet employer's needs. There is a real danger that employers will only be rewarded if their training is aligned to Pivotal qualifications.

Improving the co-ordination of funding is seen as key to building and expanding the FET college sector. Money provided through the Levy Grant system has been identified as one of the sources of funding, for steering priorities.

Fasset comments on specifics

Comments are due by 30th April 2012. Fasset will be finalising its submission once feedback has been obtained from the sector. Some of Fasset's current thinking is outlined below:

A strengthened, expanded and diversified FET college sector

Fasset agrees that FETs should be strengthened at an institutional level.

Fasset supports the creation of a strengthened, expanded and diversified FET college sector. Greater clarity is, however, needed on what general vocational qualifications (the NCV) will look like.

Fasset recommends the appointment of a convenor per FET course: this individual should be tasked with setting standards and developing a common syllabus across FET colleges.

A combination of funding from the fiscus and the levy-grant scheme is envisaged. "FET colleges must develop integrated operational and strategic plans in order to be in a position to effectively utilise funding from the fiscus, the SETAs, employers and other sources." Fasset does not have a problem with the proposed funding model, provided that the SETA funds a qualification, which meets the scarce skills needs that have been identified in the sector.

Since the demand for skills is at a relatively high level within the Fasset sector, it would be more appropriate for Fasset to work with universities, using the same funding model.

"In the short-term, working with all relevant stakeholders, particularly universities, SETAs and industry, the DHET will ensure that existing lecturers are supported and, where necessary, obtain further training, and that the development of large numbers of lecturers is fast-tracked." Operationally, Fasset anticipates some challenges, since areas of responsibility are unclear, for example, who employs university staff?

Greater clarity is needed in the area of placement into the workplace for workplace-based learning. The Green Paper is not very clear whether FETs or SETAs are responsible for placement.

Fasset has built bridges with universities through Fasset-funded programmes such as the Bonani and the Thusanani Work Readiness Programmes. Part of Fasset's positive contribution, may include other SETAs learning from Fasset's experience, to build bridges with FETs.

Workplace-based learning

Fasset agrees that government departments should pay a Skills Levy.

The Seta believes all employers should be seen to be equal in their contribution to the training of young people and the upliftment of the workforce.

Universities

Fasset supports the need to open up access to universities, but is mindful of capacity constraints.

Fasset agrees that low graduation and throughput rates at universities should be addressed. Fasset also agrees that it is unrealistic to expect universities to have comparable research outcomes and performance to that of top performing institutions. Fasset supports the view that there should be research-intensive universities, and others, which have a very strong focus on teaching.

Addressing disability within post-school education and training institutions

A national policy on disability to guide education and training institutions in the post-school domain has never been developed. Fasset supports DHET's proposal to commission a disability prevalence study, so as to facilitate better planning at institutional and national levels.

Open and distance learning: flexible and innovative modes of delivery

It is proposed that a network of distance-education providers and a network of learning centres and or connectivity for students, shared among providers, be created. While Fasset supports the promotion of open and distance learning, issues such as the cost of infrastructure and data, limited bandwidth and the fact that there is no access in rural areas, need to be addressed.

Building state institutions and streamlining the regulatory system

SETA performance is described as "patchy and, in most cases, has not met expectations." While this may be true in some instances, Fasset believes it is important to highlight what has worked well, so that areas of excellence can be replicated by other SETAs.

There is the acknowledgment that one of the central problems with SETA performance is the fact that SETAs "are expected to do too many things." While the Green Paper makes some attempt at spelling out the scope and the role of SETA work, the SETA mandate has not been clearly defined.

It is proposed that a consolidated mandate be developed for SETAs. Fasset believes that a general framework for SETAs should be developed. This framework should, however, allow for differentiation among SETAs to ensure that they are able to meet the skills needs of the economic sector, which they serve.

The focus over the next five years is on ensuring that SETAs operate

as clusters. Fasset is not opposed to clustering: it recognises that economies of scale can be achieved and in some instances, common qualifications developed. While in favour of working together with other SETAs, Fasset is opposed to forced integration.

A decision will be taken in five-year's time, based on the extent to which clustering arrangements have improved efficiency, whether SETAs should be merged.

The debate on how levy-grant funding for use by SETAs should be distributed, is an area of concern. The suggestion has been made that the grant money currently allocated to SETAs, primarily for mandatory and discretionary grants should be held in a central fund, possibly the National Skills Fund (NSF). Funding should be allocated to SETAs on the basis of proposals and in accordance with the importance of the sector to national economic growth, job creation and skills needed within the sector. There is an alternative proposal that mandatory grants monies should be retained by SETAs, while discretionary grants could be located centrally.

Fasset believes SETAs need to be able to engage with and fund training in their respective sector in accordance with scarce skills needs and not to have to go through a central agency to source funding. Fasset's greatest success has been its coal-face interaction with learners.

There is also a debate in the Green Paper on the current configuration of Quality Councils. Options include amalgamating all quality assurance into a single overarching Quality Assurance Authority with three chambers corresponding to the current Quality Councils: continuing to build the bodies – CHE, Umalasi and the QCTO in their current forms, with their current jurisdictions and qualifications remaining; or continuing to build the three bodies in their current form, and shift all occupational and professional qualifications to the QCTO.

It is Fasset's view that SETAs should maintain some responsibility for quality assurance in their sector, since they are responsible for workplace training in their sector. Furthermore, Fasset also believes that the role that Professional Bodies play in quality assurance should be factored into the quality assurance model as they play a vital role in setting and maintaining professional standards.

Conclusion

Fasset is only able to comment on areas, which impact on SETAs. Recognising that there may be specific applications, which may impact on specific stakeholder groupings, Fasset urges stakeholders, who have not already done so, to independently submit their comments to DHET. As management guru, Peter Drucker points out: "The best way to predict the future is to create it."

Fasset comments on proposed changes to SETA funding regulations

The Department of Higher Education and Training (DHET) published Amendment of the Sector Education and Training (SETAS) Grant regulations regarding monies received by a Seta and related matters in Government Notice R.20 in Government Gazette No.34932 of 12 January 2012.

Comments on the regulations had to reach DHET within 21 calendar days of the publication of this Notice.

Fasset's Board and Secretariat have consulted on the draft regulations. Comments from the Fasset Board were received by email; the Fasset Secretariat work-shopped the draft document in depth; and Fasset employers, Skills Development Facilitators (SDFs), private and public training providers and learners were invited via the Fasset website and the Fasset electronic newsletter to comment. All comments received were considered and integrated into the written order of the published regulation.

Broadly speaking, the draft regulations seek to: expand on the operationalisation of the skills development levy-grant scheme; detail the mechanics associated with the newly introduced Pivotal Grant; and modify the format of the Mandatory Grant, which includes the Workplace Skills Plan (WSP) and Annual Training Report (ATR) and Pivotal Grant.

While Fasset agrees with the principles contained in the draft regulations, FASSET has some concerns around the operationalisation and implementation contained therein.

If passed, the proposed changes will impact on the funding decisions taken at the Fasset Board's annual Strategic Planning Session for the period 1 April 2012 to 31 March 2013. One of the important decisions taken, was that for the 2012/13 year, with the exception of lifelong learning, Fasset will only use discretionary funding to fund African learners, where the sole purposes is to fast-track transformation.

While the proposed changes below are not the only areas on which Fasset has submitted comments, Fasset would like to flag the following proposed changes:

1) Surplus Mandatory Grants

The draft regulations state that if the employer does not claim a Mandatory Grant within the time period specified, the SETA must transfer the employer's unclaimed Mandatory Grant funds to the Pivotal Grant Fund.

Fasset currently uses surplus Mandatory Grant funding to fund lifelong learning, Development Projects, research and various grants, including the Strategic Cash Grant (SCG), Learnership Cash Grant (LCG), Small Medium and Micro Enterprises (SMME) Grant, and the Assessor and Moderator Grant. If all unclaimed Mandatory Grants are swept into the Pivotal Grant Fund as proposed in the draft regulations, Fasset will no longer have a discretionary funding pool from which to fund the above-mentioned initiatives.

The recommendation to sweep surplus Mandatory Grants into the Pivotal Grant Fund will also result in a strategic focus on learners only (if the current Pivotal Grant forms are implemented in the draft format as proposed), and will remove Seta discretion to implement strategic projects covering elements of the SETA Strategic Plan from the Pivotal Grant funding window. Simply stated, funding will not be available to fund programmes, which target unemployed learners, unemployed graduates, or learners at school-level.

The proposed Pivotal Grant is available to all population groups. If all unclaimed Mandatory Grant funding is swept into Pivotal Grants, this will inhibit Fasset's ability to fast-track transformation. Mention has already been made of the fact that in order to meet its strategic targets as identified in the SSP and the targets set to achieve National Skills Development Strategy (NSDS) III and the DHET deliverables, Fasset's Management decision took the decision that for 2012/13 year, with the exception of lifelong learning, discretionary funding would only be used to fund African learners. This strategy is devised to fast track transformation.

By making this funding available to all population groups, Fasset may not be able to achieve its NSDS III targets and DHET deliverables.



2) Allocation of Mandatory Grants

The draft regulations do not mention that small employers i.e. employers employing fewer than 50 people, are eligible to claim back their SDL via the Mandatory Grant.

Fasset believes small employers should be included in the beneficiary groups of the Mandatory Grant. Within the Fasset environment, many employers with fewer than 50 people have substantial salary bills and over 50% of the small employer grouping submits Mandatory Grant applications to the SETA. Fasset and many of the other SETAs have cultivated and developed the people and skills development practices in small firms. These firms employ 50% of employees within the Fasset sector.

3) Mandatory Grant format

While the draft funding regulations speaks of "Minimum Requirements" the recommended format is very detailed. In Fasset's view these requirements are extensive, rather than minimal. A high level of disclosure is required including information pertaining to geography, municipality, and urban versus rural of the person.

Fasset is of the view that the documentation should only reflect minimum requirements. Furthermore, no provision has been made for a simplified Mandatory Grant form for small employers.

4) Quality Council for Trades and Occupation (QCTO)

The draft regulations recommend that SETAs contribute 0,5% of total monthly levies received to the QCTO for quality assurance functions as part of administration costs. Fasset's concern amongst others is that the SETA will not be able to monitor the deliverables of the QCTO in terms of the Public Finance Management Act 1 of 1999 (PFMA, 1999). Fasset raises as a concern, the fact that while the draft regulations make reference to the SETA, including the QCTO costs in its annual strategic plans, SETAs do not have further details on QCTO deliverables. The PFMA creates a monitoring obligation for the entity that transfers monies to another organisation. Via the transferring of funds, the SETA is made responsible for the deliverables of the receiving organisation.

As a result of the proposed changes in funding regulations, Fasset would like to alert stakeholders that grant application forms may not be available for downloading from the Fasset website, within the usual timeframes.

Fasset undertakes to update its stakeholders on any developments in this area.

Fasset welcomes Romaana



Romaana Vally

Romaana Vally joined Fasset on 3rd October 2011 as Senior Skills Planning Officer. Romaana has a wealth of relevant experience having previously worked for both an Events Management Company and a Design and Advertising Agency where amongst other skills, she acquired

strong project management experience.

Pretoria born, Romaana attended Irish Catholic School Christian Brothers' College (CBC) in Silverton, Pretoria. She was part of the first cohort of girls at the school. After matriculating she attended University of Pretoria (Tuks), where she studied a Bachelor of Consumer Science in Hospitality Management, specialising in Event Management.

"When choosing a career path, I have two main passions: the one is education and the other is corporate events. When this job opportunity came along at Fasset it was absolutely perfect, because it links to both education and corporate events" she explains.

A very open person, and a team player, Romaana really enjoys interacting with Fasset stakeholders: "I enjoy the challenges that Fasset offers. There is a strategic element behind the events. I really enjoy this aspect."

Romaana enjoys spending time with her large family and a close group of friends. She has a love for cooking and dining out, and particularly enjoys fine dining and various cuisines. Relaxation is important to her, and as such she values her Sunday couch time.

Meet Stephen Sadie



Stephen Sadie

"I like a challenge. Heading up a professional body is a challenge. We have a small staff of 17 and a limited budget and are expected to produce miracles," says Chartered Secretaries Southern Africa, Chief Executive Officer, Stephen Sadie.

Stephen completed his schooling at the Sacred Heart College in Observatory, Johannesburg. "Except for a BA (Hons), which I completed

through UCT, I completed all of my other degrees - my MBA, M. Ed, HDipEd (PG) and BA through Wits," he explains.

Stephen has devoted his entire career to education and training: "I have served as Director: Strategic Support at the South African Qualifications Authority, and Director: Research and School Improvement at the Matthew Goniwe School of Leadership and Governance. The latter, focused on training School Managers and School Governing Bodies in Gauteng. For many people, sitting on a School Governing Body will be their first and only experience of governance. I was also Deputy District Director in the Johannesburg East District and the Ekurhuleni West District of the Gauteng Department of Education. Before that I taught at Sacred Heart College and St David's Marist College."

Chartered Secretaries Southern Africa (CSSA) was established over 100 years ago. One of Stephen's challenges is ensuring that the Institute is "fresh and relevant to today's needs"

"I have spent a lot of time improving our profile. There is some misconception around the word secretary, but I guess if it is good enough for the UN Secretary-General, the US Secretary of State, the SA Cabinet Secretary, then it should be good enough for Chartered Secretaries. The Company Secretary position on the Board of Directors is becoming increasingly important. Many lawyers and Chartered Accountants fill these positions. They are, however, not always trained in the areas of company secretaryship and corporate governance. Our qualification is a very useful one in addition to an LLB or CA (SA)," he observes.

Stephen likes to "keep the wheels moving". "I tend to work hard and pull staff along with me in ensuring that we face the challenges

of the day. I spend a lot of time with each Manager individually to ensure they are able to deliver on their priorities. This usually entails ideas around overcoming obstacles. I pay a lot of attention to detail so that emailers, publications, CPD adverts come across well," he explains.

Corporate scandals and the economic crisis experienced in recent years have thrust corporate governance to the fore: "King III and the Companies Act have also highlighted the need for good corporate governance. Ironically, while on the one hand South Africa is recognised as a global leader in corporate governance, on the other hand, the country has the most appalling corporate governance practices in both the public and private sectors. Our Institute is committed to narrowing the gap between these two contrasts. We have 2 400 members and more or less the same number of students. It is my hope that these members and students will ensure that we narrow this gap."

Stephen believes the CSSA qualification is very well-suited to South Africa as many students do not have the necessary finances to attend university full-time. The number of places available in universities is also limited. "For over 100 years, students have chosen to study for the CSSA qualification. It is a good business qualification with a good combination of accounting and law subjects. Our qualification is also the world's premier corporate governance qualification and it is internationally recognised and is accepted in over 70 countries," he informs.

Stephen enjoys spending weekends with his family. "I have two young daughters who keep me busy. I love cycling and have completed the 94.7 cycle race eight times," he concludes.

Meet Stadi Mngomezulu



Stadi Mngomezulu

"I realised when I was teaching high school pupils what a difference I made in their lives by imparting knowledge and by encouraging them to seek knowledge. Education has transformed my life. It is important to give others an opportunity through education to transform their lives. It takes you from poverty, from a position of not knowing to being an informed person," says National Treasury Deputy Director

General for Corporate Services, Fasset Board member and Fasset Audit and Risk Committee Member, Stadi Mngomezulu.

Born in Atteridgeville, a township in the West of Pretoria, aged five, Stadi moved to Mabopane, a small town in the North West Province. After matriculating from Ngaka Maseko High School, he completed a B Com Accounting degree through Vista University. This was followed by a Master of Business Leadership (MBL) through UNISA School of Business Leadership, and an Executive Development Programme, through Gestalt International Study Centre, Massachusetts, USA.

After graduating Stadi joined Ernst and Young as an articled clerk. He quit at the end of a year. He spent the next two years teaching at Mabopane High. He saw this as an interim arrangement, which enabled him to assess the job market.

"My break came when I was recruited by Colgate Palmolive SA as a Graduate Trainee: this is where I started applying in depth the knowledge that I had acquired through my studies," he explains.

This was followed by a stint at Mercedes Benz South Africa, Lucent Technologies SA and SA Civil Aviation Authority.

"My legacy at National Treasury commenced on 1 November 2002, when I was appointed Director: Financial Administration. I moved through the ranks of Chief Financial Officer, and Chief Risk Officer. I was appointed to my current position, Deputy Director General for Corporate Services on 1 November 2011," he informs.

Stadi has served on Fasset's Board since 1 April 2006. He has also served as a member of Fasset's Audit and Risk Committee since 1 September 2006. His wealth of knowledge in areas such as the PFMA, Treasury Regulations and corporate governance, has

enabled him to make an invaluable contribution to Fasset.

Stadi describes his leadership style as "participative." "I lead over 200 people. I make a point of giving each individual an opportunity to meet with me and to share their views. I like to receive input from my people," he reveals.

He recently attended a Tom Peters seminar: "What Peters said resonated with me. He said if you want to engage your staff, you simply have to ask them: what do you think? This way you get people to engage and you also provide them with an opportunity to share their views. This approach provides leaders with an opportunity to listen. Listening is a challenge for most leaders. I listen a lot and then I make my comments at the end, making sure that I have understood what people have said. This is how I lead."

When everyone wants to work for you, Stadi says your employees want to make sure that you succeed: "They are willing to go the extra mile. They see your success as their success. I inspire my people in such a way that they are motivated to make me look good. Then it becomes magic."

Stadi reads a lot of leadership and management books and finds many of the quotations inspirational: "I attach meaning to most of the quotations that I have come across and I endeavour to live by them, because most of the time they talk about good values. I aspire to be a good leader, if not an excellent leader."

A family man, with "a beautiful wife and four wonderful children," he concedes that it is often difficult to strike a good work-life balance. "I spend too much time in the office. When I have a spare moment I love to travel, locally and overseas. I always make sure my family is with me when I travel. This is how I relax and re-energise. I also enjoy spending time with family and friends, particularly over the festive season," Stadi concludes.

Funding decision 2012/13

The Fasset Board recently held its annual strategic planning session for the period 1 April 2012 to 31 March 2013. Key decisions were made on Fasset's strategic direction for the upcoming financial year, which are informed by research as articulated in the Fasset Sector Skills Plan, government policy imperatives such as the Human Resources Development Strategy (HRDS-SA), the Medium Term Strategic Framework (MTSF), the National Skills Development Strategy (NSDS III) as well as the transformation agenda.

In line with the above, Fasset's strategic imperative is to increase the number of skilled people in the Fasset sector whilst at the same time addressing the issue of past imbalances through interventions that are geared towards meeting these needs. In terms of this, a particular focus will be placed on ensuring that more African Black people and African Black people with disabilities are assisted in gaining access to the sector. This decision will be applied in the following manner:

For the 2012/13 financial year, Fasset will continue to focus on the imperative of increasing the number of skilled people in the sector through the following:

- The Mandatory Grant
- Pivotal Grant
- Assessor and Moderator Grant
- Lifelong Learning

Discretionary funds will be directed towards upskilling as well as fast tracking the transformation agenda by funding only African people and African Black people with disabilities through the following:

- Learnership Cash Grant
- Strategic Cash Grant
- SMME Grant
- Development Projects

Fasset will continue to focus on the key components of the Sector Skills Plan (SSP), for example, on the delivery of learners on learnerships, on the participation of the SMMEs within our sector, on continued promotion of the skills development strategy and the delivery of effective projects that impact on the skills needs of our sector. A continued focus on tracking the impact of skills development interventions in the sector will also be maintained.

Fasset Benefits 1 April 2012 to 31 March 2013

Postal Address: PO Box 6801, Cresta, 2118 | Phone: (011) 476-8570 | Fax (Grant Applications): (011) 459-4350 | Fax (General): (011) 476-5756
Call Centre: 086 101 0001 | Website: <http://www.fasset.org.za> | email: fassetcallcentre@fasset.org.za

Fasset will provide registered employers with benefits for the current financial year. In summary, they are:

Benefits Available to Skills Development Levy (SDL) Paying and Non-SDL Paying Employers

Benefit	SDL Paying	Non SDL Paying
Mandatory Grant – 40% of Skills Development Levy (SDL) *	P	No SDL
Pivotal Grant – up to 10% of SDL *	P	No SDL
Strategic Cash Grant – up to 20% of SDL	P	No SDL
Learnership Cash Entry and Exit Grant	P	P
SMME Grant	P	P
Assessor and Moderator Grant		P
Employer Grant Support	P	P
Free Training / Lifelong Learning Courses	P	P
Development Project Beneficiaries		P
Learnership Tax Deductions		P

Mandatory Grant

- The Annual Training Report (ATR) 2011/2012 combined with the Workplace Skills Planning Grant (WSP) 2012/2013: 40% of SDL paid to Fasset due 30 June 2012. This grant is paid quarterly. The grant amount will drop from 50% to 40% for the 2012/2013 calendar year, pending the release of funding regulations specifying this. Should the funding regulations not be released, 50% of the SDL will be paid.
- This grant may be claimed for any training planned and undertaken in the firm, regardless of the nature of the training e.g. short courses, bursaries and conferences are acceptable or the population group of the person included in the grant.
- Training conducted on any population group is acceptable for this grant.

Draft Pivotal Grant

- The Pivotal Grant is a special skills initiative grant enabling employers to claim back a maximum 10% of their SDL if they undertook education and training interventions in certain strategic skills priority areas for the calendar year 2012 from 1 January 2012 to 31 December 2012. This grant is due on 1 February 2013, pending the release of funding regulations specifying this.
- This grant may only be claimed for pivotal programmes undertaken in the firm i.e. professional, vocational, technical and academic for beneficiaries of any population group.
- Courses such as degrees, diplomas, learnerships and internships are acceptable. No short courses are allowed.
- The value of the various training interventions to be submitted in respect of this grant must be according to a schedule of tariffs, updated from time to time, and available on the grant application form.
- The grant is payable to employers participating in one or more of the following activities:
 - Specific learners who have registered on or completed learnerships that address scarce skills.
 - Academic and Professional Study to specific employed and unemployed learners who have successfully completed a course of study at recognised institutions or professional bodies in scarce skills areas of study.
 - Quality-Assured and Structured Workplace Experience where specific learners enter or complete full-time, on-the-job training (non-learnership).
- *This grant is still to be gazetted in Skills Development funding regulations

Strategic Cash Grant (SCG)

- The SCG is a special skills initiative grant enabling employers to claim back a maximum 20% of their SDL if they undertook education and training interventions in certain strategic skills priority areas for the calendar year 2012 from 1 January 2012 to 31 December 2012. This grant is due 1 February 2013.
- The SCG is subject to capping if oversubscription of SCG funding occurs.
- The value of the various training interventions to be submitted in respect of this grant must be according to a schedule of tariffs, updated from time to time, and available on the grant application form.
- The grant is payable to employers participating in one or more of the following activities:
 - African learners who have registered on or completed learnerships.
 - Academic and Professional Study to African employed and unemployed learners who have successfully completed a course of study at recognised institutions or professional bodies in scarce skills areas of study.
 - Quality-Assured and Structured Workplace Experience where African learners enter or complete full-time, on-the-job training (non-learnership).

Learnership Cash Grant (LCG)

- Fasset is offering two types of LCGs to employers who employ African learners or African learners with a disability. One grant will support employers who recruit learners onto learnerships (Entry Grant), and another grant will be available to employers who have assisted learners to successfully complete a learnership (Exit Grant).
- The grant applications must be submitted to Fasset in respect of African learners and African learners with a disability commencing or completing a Fasset learnership in the period 1 January to 31 December 2012. Learner commencement or completion will be determined by the registered learner being recorded on the Fasset database as commenced or completed.
- The grant is due on 1 February 2013; however applications may come in throughout the year and will be processed and paid on a first-come-first-served basis.
- Applicants must be SMMEs (i.e. employ fewer than 150 people).
- The length of the learnership is determined by its programme registration with the Department of Higher Education and Training (DHET).
- One LCG application must be completed per learner.
- A maximum of 10 approved grants will be allowed per employer. This includes any combination of Entry and Exit grants adding up to 10 grants.
- The table below indicates the tariffs available for the Entry and the Exit Grant. The grant amounts differ, depending on the length of the learnership.

Length of Learnership	Entry (Registration)	Evidence for Entry	Exit (Successful Completion)	Evidence for Exit
12 month (1 year)	R 5,000	Fasset to confirm that registered learner is reflecting on Fasset database	R 5,000	Fasset to confirm that completed learner is reflecting on Fasset database
24 month (2 year)	R 7,000		R 13,000	
36 month (3 year)	R 10,000		R 20,000	

- For the employment of learners with a disability, the grant is increased as follows:

Length of Learnership	Entry (Registration)	Evidence for Entry	Exit (Successful Completion)	Evidence for Exit
12 month (1 year)	R 8,750	Fasset to confirm that registered learner is reflecting on Fasset database	R 8,750	Fasset to confirm that completed learner is reflecting on Fasset database
24 month (2 year)	R 12,250		R 22,750	
36 month (3 year)	R 17,500		R 35,000	

Small Medium and Micro Enterprises (SMME) Grant

- The SMME grant is based on the need to support Small Medium and Micro Enterprises (SMMEs) who do not traditionally participate in learnerships (which are predominantly focussed on finance and accounting).
- The grant is due on 1 February 2013; however applications may come in throughout the year and will be processed and paid on a first-come-first-served basis.
- Applicants must be SMMEs (i.e. employ fewer than 50 people) and only African learners and African learners with disabilities will be eligible for this grant.
- The total grant claim amount will be limited to R 300,000 per SMME organisation. Any spent amount over the designated amount will be for the organisation's own account. Should the expense be lower than the grant amount provided for, the Seta will reimburse the lesser amount.

Assessor and Moderator Grant

- Fasset will reimburse the cost of training, provided that the assessor/moderator registers for a Fasset qualification. For most qualifications, the assessor requires approval from the relevant professional body. Only once the individual is registered as an assessor for the qualification, will Fasset reimburse. This grant will be processed on a first-come-first-served basis and is subject to a limited budget.
- A maximum of R 3,500.00 will be paid per applicant, per identity number. If invoices for a lesser amount are submitted, the lesser amount will be paid. The grant application must be submitted to Fasset no later than two (2) months after the individual's registration as an assessor or moderator with Fasset.

Development Project Beneficiaries

- To help accelerate the transformation process, Fasset has historically supported employers in the sector by providing them with a range of unemployed graduates as well as diplomates recruited through our work readiness programmes. A significant number of whom follow the Fasset sector Professional Body learnership route to qualify. These included inter alia, chartered accountants, professional accountants, chartered management accountants, public accountants, accounting technicians, bookkeepers, etc.
- Work readiness projects have been designed to assist predominantly unemployed learners (at NQF levels 4 – 8) to bridge the gap between theoretical learning and workplace experience required. Past projects have reflected a mix of theory, practice and academic offerings – depending on the educational requirement for entry into employment / learnership.
- A full list of Fasset-funded development projects will be made available on Fasset's website shortly.

Employer Grant Support (EGS)

- Support will be offered by Fasset staff to relevant stakeholders. One-on-one visits to organisations will be scheduled only where the Skills Development Facilitator (SDF) is new or has changed, or where the entity employs 50 or more staff.
- Face-to-face support will be offered at selected Lifelong Learning interventions nationally and booking can be made via an on-line booking system. All other employers will receive telephonic assistance via the Fasset Call Centre in completing the Mandatory Grant application form.

Free Training Events

The schedule of free Lifelong Learning is as follows (subject to change):

Month	Topics	Target Occupations
January 2012	Performance Management	HR Professional SDFs, HR Professionals
February 2012	Office Etiquette 2012	Soft Skills Learners
March 2012	Budget & Tax Update 2012	Legislative All
April 2012	Influencing and Negotiating Skills	Leadership and Management Middle, Senior Managers
May 2012	SDF 1 Day Training	HR Professional SDFs, HR Professionals
June 2012	Global Economic Outlook 2012	Legislative All
July 2012	Corporate Social Responsibility	HR Professional SDFs, HR Professionals
August 2012	Business Writing	Soft Skills Learners
September 2012	Risk / Ethics	Leadership and Management Middle, Senior Managers
October 2012	Compliance in Legislation 2012	Legislative All
November 2012	Management and Leadership	Soft Skills Learners
February 2013	Office Etiquette 2013	Soft Skills Learners
March 2013	Budget & Tax Update 2013	Legislative All

Other Benefits

The tax deduction (to be claimed from SARS as per the Income Tax Act 2009) is as follows.

Months	Allowance		Allowance (With Disability)	
	Commencement	Completion	Commencement	Completion
1 – 12 months	R 30,000	R 30,000	R 50,000	R 50,000
12 – 24 months	R 30,000	R 30,000	R 50,000	R 50,000
24 – 36 months	R 30,000	R 30,000	R 50,000	R 50,000
Total	R 90,000	R 90,000	R 150,000	R 150,000
Grand Total	R 180,000		R 300,000	

The employer may claim an amount on commencement and again on completion of the learner per year that they progress through the learnership.

Consult the Fasset website www.fasset.org.za or
the Fasset Call Centre on 086 101 0001

What makes organisations stand out in Fasset's Best Practice Awards?



Ernst & Young receives award for winner: Large Employer



Silica Financial solutions receives award for winner: Medium Employer

Fasset introduced its Making Best Practice Count Awards in 2008. The Awards seek to recognise those organisations that have gone beyond compliance, establishing benchmarks for training and development for the sector, and possibly for the nation as a whole.

Since inception the awards have been dominated by two organisations, Ernst & Young and Silica Financial Solutions.

Ernst & Young was declared the winner of the 2011 Making Best Practice Count Awards in the category: Large Employer. This is the fourth year in succession that the firm has been declared the winner. Silica Financial Solutions was declared the winner in the category: Medium Employer. This is the second time that Silica Financial Solutions has won the award.

Convenor of the awards and member of the judging panel, Fasset Learnerships/ETQA Director, Natércia Faustino explains why Ernst & Young's submission stood out: "Ernst & Young have really taken the awards in the spirit in which they were intended. Skills development is not only about the focus on your particular sector. Ernst & Young does not only look at skills development for accountants, they look for skills development across their organisation, from the tea lady to the CEO. They want to make sure that everybody is skilled in their particular job regardless of what their job is. This is what skills development is all about. It is not just about what your company does in business, it is about skills development across the board, improving the lives of the individual you have helped. It is about improving how they deliver work."

Natércia sheds some light on what the judges liked about Silica Financial Solutions' submission: "With Silica, we see something very similar to what we saw in terms of Ernst & Young's submission. It is not just about making sure that their staff is technically skilled. It is about making sure that there is a holistic view of skills development in the organisation. It is about ensuring as a company that their employees are well-rounded within the work environment. Silica Financial Solutions is looking at how their employees can best serve their clients. It is not just about whether they have the correct technical skills, but it is about what other skills do you need to provide a better service. Both companies stood out because it is about the whole service that they provide. Their approach is what is good for the individual is good for business."

Fasset would love to receive a bumper number of submissions for its 2012 Making Best Practice Count Awards. Submissions are invited in four categories: Best Practice in a Large Employer; Best Practice in a Medium Employer; Best Practice in a Small Employer; and Best Practice in a registered Non-Levy Paying Employer.

Entry forms can be downloaded from the Fasset website: www.fasset.org.za. Entries close on the 31 May 2012. The winners will be announced at the AGM and Annual Thank You Function in September 2012.

The 2011 International Career Development Conference

The mother city recently hosted the 2011 International Career Development Conference. This is the first time in the conference's fifty-seven year history, that a conference has been hosted on African soil.

We were absolutely delighted when Institute of Certified Bookkeepers (ICB) CEO, Andrew Carlsson, agreed to provide Fasset with feedback. We have included some of the highlights, which are particularly pertinent to the Fasset sector.

In his opening address, DHET Deputy Director-General Firoz Patel said "career guidance is a right." It is one of DHET's priorities, and a requirement that Setas assist in the provision of career guidance.

Career guidance should be provided by competent practitioners, who are up to date in terms of what the market requires.

Dr John McCarthy from the International Centre for Career Development & Public Policy said the global reach of education and vocational guidance services is seen as "a ray of light within space of darkness."

The challenge for professional associations and academic communities was to know government policies; to engage with policy development and policy making process; and to articulate what educational and vocational guidance is in words, which are understood and in a manner in which this is able to contribute to achieving public policy goals.

Professional associations and academic communities need to engage with policy makers such as SAQA, BUSA and the HSRC to promote equality of conditions for educational achievement.

Dr Karen Vaughan provided insights into career management competencies in New Zealand.

Career guidance is a legal requirement in New Zealand schools from year 7 and above. Career education is inequitable, however, and information does not reach all learners. It is generally an "add-on", in the more remote areas. It is also stuck in the past and not aligned to current market requirements.

Dennis Stead, from South African Qualifications Authority (SAQA's) Career Office's spoke about the development of career guidance practitioners in South Africa. He said career guidance is not a substitute for poor education. The concept of career practitioner is relatively new in South Africa, however, and there is a great demand for these services, but little capacity. The situation is exacerbated by the low status, which

life orientation enjoys as a school subject, and high teacher-turnover in this subject.

Heather Law from Massachusetts Institute of Technology (MIT) focused on career development for the net-generation. Law said there are approximately 235 million people worldwide, who belong to Generation Y. "Born in the late 1970s to early 2000s, they have been shaped by email, IM, text, YouTube, Facebook MySpace and twitter."

Generation Y do not enjoy reading books and they hate waiting. When it comes to providing career guidance, experiential learning is a must. Technology should also be used. Presentations should be visual and fun. Social media and the web should be used. Information should be provided in short bursts. Career development information should be provided through online workshops, which are available 24/7. Adobe captivate 5, or Adobe reader should be used.

William Borgen and Bryan Hiebert spoke about infusing career guidance into the mainstream of professional thinking within the context of Nigeria and Bahrain. There are several factors, which influence choice of occupations or career paths including individual attributes or traits. The occupation of choice is not always available. The perceived status of an occupation is a major consideration.

Career opportunities are a result of planned and unplanned developmental environment. Career decisions evolve over life time. It is important to identify student needs and make the program relevant to student needs. When students are involved as partners in their learning, they experience greater academic achievement. The dropout rate declines. There are also fewer incidents of bullying, harassment, smoking and drinking. There is a need to integrate career guidance into all subjects.

"It was evident from the outcomes of the conference that learners need to be provided with career guidance, which encompasses all spheres of the profession. It is also important that career guidance is concise, and accurate. This needs to be offered by dedicated and properly qualified staff both at school, during further education and from proper career guidance centres. There needs to be a change in mind set in terms of who is responsible for the provision of career information. All citizens need to play an active role in providing the youth with guidance," Carlsson concludes.

Fasset launches its brand ambassador campaigns

Fasset has recently launched one of its most important and exciting career guidance initiatives to date, the Fasset Brand Ambassador Campaign.

Working in partnership with student platform, Student Village, Fasset will be recruiting and appointing nine, friendly, self-motivated students, to serve as Fasset brand ambassadors at nine Further Education and Training colleges (FETs) and University campuses around the country. Their appointment coincides with the start of the 2012 academic year.

In the initial phase, Fasset brand ambassadors will be appointed at the University of Fort Hare, East London; Nelson Mandela Metropolitan University, Port Elizabeth; University of Johannesburg (Soweto Campus); False Bay FET College, Western Cape; Northern Cape Urban College, Kimberly; Tshwane North FET College, Pretoria; and the Maluti FET College in Phutaditjhaba.

Enrolled as students in accounting and finance-related disciplines, Fasset brand ambassadors will undergo a rigorous training programme, which will equip them with the requisite skills and knowledge to

enable them to position the Fasset sector as the sector of career choice for many young South Africans.

Deploying a range of strategies, including presentations and exhibitions, Fasset brand ambassadors will be encouraged to devise strategies, which will strike a chord with millennials on campus, who are either already pursuing a career in accounting or finance-related fields, and may be interested in additionally obtaining a professional qualification, as well as those, who may be contemplating careers in finance or accounting.

The fact that Fasset brand ambassadors are students themselves, similarly aged, come from very similar backgrounds, share similar life experiences, values and preferred communication styles, will enable them to connect very easily with fellow students.



Fasset provides benchmarks for the sector

In discussion with employer stakeholder groups in the sector, Fasset requested board approval for the development of benchmarks for training and development, for the Finance, Accounting, Management Consulting and Other Financial Services (Fasset) sector. The Fasset team have produced a brochure, which includes a selection of indicators pertaining to transformation of the sector, staff turnover, scarce skills and training offered within the sector. Information is analysed for the period 2001 to 2010.

While Fasset has been collecting and analysing information pertaining to its sector through various grant applications submitted by employers, the information available does not allow for the identification of best practice within the sector; it only provides performance benchmarks of what is happening within the sector.

The term "benchmarking" refers to the process of comparing key performance indicators for others that are considered to represent the industry standard or best practice for that field.

Transformation

Black employees

The total number of Black employees in the sector is the first measure for transformation within the Finance, Accounting, Management Consulting and Other Financial Services (Fasset) sector.

While only 36% of employees in the sector were Black in 2001, in 2010 the situation is showing that the sector has changed, with 56% Black employees. Accounting, Bookkeeping, Auditing, Tax Services and Business and Management Consulting Services subsectors, are, however, lagging behind the rest of the sector, with only 47% Black employees in 2010.

Transformation has taken place mainly through organisations, which employ ten or more people.

Black managers

The percentage of Black managers in the sector increased from 16% in 2001 to 33% in 2010. Transformation is most noticeable in the subsector Development Organisations, where the percentage of Black managers increased from 38% in 2001 to 65% in 2010.

Transformation in the subsectors Investment Entities and Trusts and Company Secretary Services increased from 15% to 27%

during the period. The increase was particularly slow in the subsector Accounting, Bookkeeping, Auditing and Tax where the percentage of Black managers increased from 18% to 29%.

No changes in the racial profile of managers were reported in small organisations (organisations, which employ less than 50 people). Medium-sized organisations (organisations, which employ 50-149 people) and large organisations (organisations, which employ 150 or more employees), however, reported an increase from 17% to 30% and from 17% to 40% during the period.

Black professionals

Black professionals provide a talent pipeline from which managers are sourced. They also create work for administrative support staff. During the period 2001 to 2010 the employment of Black professionals increased from 25% to 46%. Black professionals had the highest representation in Development Organisations (74%), the South African Revenue Service (SARS) and Government Departments in the Fasset sector (72%).

During the period Business and Management Consulting Services, Stockbroking and Financial Markets, Investment Entities and Trusts and Company Secretary Services reported increases from 23% to 32%; 20% to 36%; from 16% to 36% respectively, in terms of Black professionals employed within their organisations.

Transformation occurred mainly in organisations, which employ more than 150 people. The employment of Black professionals in these organisations increased from 26% to 51% during this period.

Women

The Fasset sector has traditionally employed more women than men. Small organisations tend to employ more women than medium and large-sized organisations. In 2010 approximately 60% of the employees of small organisations were women, while 54% and 55% of employees in medium-sized and large organisations, respectively, were women.

Women Managers

While the number of women managers has increased from 28% to 38% during the period, women remain underrepresented within this category. The subsectors with the lowest percentage of female managers include: Investment Entities and Trusts and Company

Secretary Services; Development Organisations; and Stockbroking and Financial Markets, with representation increasing from 15% to 27%; 14% to 31%; and 21% to 33%, respectively during the period.

Underrepresentation of female managers is highest in organisations with fewer than 10 to 19 employees. This can be ascribed to the fact that, comparatively speaking, fewer women than men open their own professional practices or start their own small business.

Professionals

The number of female professionals working in the sector has increased from 39% in 2001 to 48% in 2010. It is interesting to note that while SARS and Government Departments in the Fasset sector reported the second highest percentage of Black professionals in employment overall, this subsector, reported the lowest representation among female professionals overall (36%). However, the largest subsector, Accounting, Bookkeeping, Auditing and Tax Services increased its female professional from 42% in 2001 to 54% in 2010.

Small organisations tend to employ more female professionals than medium and large-sized organisations. The percentage of female professionals in organisations employing fewer than 10 people remained fairly constant during the period.

Staff turnover

During the period 2008/2009 and 2009/2010, staff turnover in the sector was 18% and 21% respectively. Staff turnover was highest in the subsector Activities Auxiliary to Financial Intermediation, where staff turnover of 23% was reported in 2008/2009 and 41% in 2009/2010. Many Debt Recovery companies fall into this subsector.

Scarce skills

In the 2009/2010 grant scheme years 618 (34%) of the 1 811 organisations, which successfully submitted mandatory grant applications reported skill shortages. Eighty percent of the skills shortages reported occurred in the professionals category. In terms of scarce skills, top of the list was Accountants (general) with 1 350 people needed, trainee accountant/auditors with 660 people needed, and Developers / Programmer where 168 people are needed.

Staff training and development

Percentage of workforce trained

The percentage of the workforce, which receives training in a particular year, is an indicator of the extent to which the sector is committed to developing its workers.

During the period 2006 to 2010, approximately three quarters

of employees in the sector received some form of training. This increased to 81% in the 2009/2010 year, mainly because of the large number of people who were trained in medium and large-sized organisations.

Development Organisations, Stockbroking and Financial Markets, and Accounting, Bookkeeping, Auditing and Tax Services reported the highest percentage of employees trained in 2006/2007, 85%, 78% and 75% respectively in 2006/2007, compared to 100%, 72% and 67% respectively in 2009/2010.

While medium-sized organisations trained 84% of their employees, large organisations trained 82% of employees. Organisations with 1 to 9 employees and 20 to 49 employees trained 79% of their employees during the 2009/2010 period.

In the total sector, each employee attended 2.1 training interventions on average. Accounting, Bookkeeping, Auditing and Tax Services reported that employees attended 3.7 training interventions on average, the highest of any subsector. The average number of training opportunities, per employee, was lowest in SARS and Government Departments averaging 1.1 interventions per employee. Organisations, which employed between 20 and 49 people offered 3.0 training interventions per employee on average.

NQF levels of training interventions

Most of the training interventions offered in the Fasset sector were at NQF Levels 4, 5 and 6.

Benchmarks of training investment

The American Association for Training and Development (ASTD) State of the South African Learning and Development Report lists a number of indicators of investment in training. The figures were obtained from electronic surveys conducted in the United Kingdom, United States of America (USA) and South Africa. While the sample sizes are relatively small, the surveys, which were conducted across all sectors of the economy, provide interesting benchmarks.

The first indicator is the percentage of payroll spent on training. In 2009 this figure was 3.6%, higher than the 2.24% reported by organisations in the USA.

A second indicator used in all three countries is the average number of hours that each employee spends on training in a year. From 2008 onwards, the number of hours reported by South African organisations (2008: 47 hours; 2009: 49 hours); was higher than the UK (2008: 40 hours; 2009: 40 hours); or the USA (2008: 37 hours; 2009: 36 hours).

It is interesting to note that approximately 1/3 of organisations within the USA and South Africa use e-learning.

A life-changing programme for many

The Ithemba Training Programme was launched and the official contract signed on 1 December 2011 at a special function at Mosaiëk Church in Fairlands, Johannesburg.

Funded by Fasset, the programme, which will commence in March, will be delivered by S&T School of Accounting. Candidates, who successfully complete the programme will complete an Association of Accounting Technicians (AAT) qualification.

The programme targets matriculated Black learners and learners with disabilities and a B symbol in accounting. Candidates will be recruited from informal settlement, Zandspruit, Cosmo City and Soweto. Twenty places have been reserved for the Philadelphia School for Learners with Disabilities.

S&T School of Accounting Programme Director, Amelia Cecilia Thomas extended a warm welcome to project partners. Amelia described the programme as “a life-changing programme for many” and reminded that “the project was not just about making a difference to one life, but by upskilling one individual, the project would impact on the lives of 4 or 5 or possibly even ten lives within the individual’s family or community.”

Fasset CEO Cheryl James welcomed S&T School of Accounting, together with project partners, Mosaiëk and AAT into the Fasset fold. “Fasset is very excited about this new addition. We know the project will provide benefits to our stakeholders,” Cheryl remarked.

Mosaiëk Christian Church Missional Expressions Leader, Jeanetta Basson, explained that the church was looking for a project, which would enable it to make a difference in the community in which it

serves. When S&T School of Accounting, approached the church to ascertain whether their campus would be available for training, Mosaiëk was delighted to partner on the project.

Education was identified as an area of need: “We want to serve with premises, hearts and lives,” Jeanetta explained.

The training will be offered at the Mosaiëk Campus in Fairlands.



Back, L to R: Eveline Gouwe (Emthonjeni co-ordinator), Tracy Hammond (S & T School of Accounting Project Manager), Cheryl James (Fasset CEO), Jeanetta Basson (Missional Expressions leader, Mosaiëk Church), Loma Botha (S & T School of Accounting Marketing Manager), Marian Mathot (S & T School of Accounting Training Manager), Amelia Cecilia Thomas (S & T School of Accounting Programme Director) and Tania Lee (Fasset Projects Manager)

What is the subject matter expert?

There is often a great deal of confusion around the term subject matter expert. Fasset Learnerships/ETQA Director, Natércia Faustino provides some insights: “A subject matter expert is someone, who is proficient in what the unit standard is examining. You have to have in depth knowledge of what the unit standard is assessing. Because you are a subject matter expert for a host of other unit standards, does not necessarily mean by default, that you can be an assessor for all unit standards. The focus is also on the actual content of the unit standard. Because you have a lot of assessment experience does not mean that you are a subject matter expert. So, if you are going to be an assessor or a moderator for a unit standard, you have to be a subject matter expert for what that unit standard is assessing. It is really about your subject matter expertise, because your skill as an assessor has already been determined.”

Woman accountants are more critical of responses to the global economic crisis

The Association of Certified Chartered Accountants (ACCA) recently released a two-year research study entitled: "Female perspectives on the global economy."

The research compared the views of male and female ACCA members to confidence and recovery indices in ACCA's quarterly Global Economic Conditions (GECs) survey, which commenced in February 2009.

The study covers three critical stages of the global crisis: the "green shoots period of optimism," a brief one-year period in which the global recovery appeared to be underway, and the beginning of the fiscal crisis in Europe.

The research revealed that female members are far more critical of responses around the world to the global economic crisis than their male counterparts. They are also likely to be more negative and less trusting of the financial crisis than their male counterparts, and more critical of government handling of financial services firms in terms of regulation, bailouts and other support.

Head of ACCA SA, Nadine Kater says if women accountants were surveyed in South Africa or Africa as a whole, the findings are likely to be very similar.

The research also revealed that women surveyed expect that government spending will be more excessive and wasteful than their male counterparts believe will be the case.

The research also indicated that women are less likely to mention poor access to finance as a problem for their organisation or their clients. Rosana Mirkovic, author of the report and senior policy advisor at ACCA attributes this to the fact that female accountants are less involved in accessing finance for their organisation, when compared to their male counterparts.

The report can be downloaded from the ACCA global website: <http://www2.accaglobal.com/pubs/general/activities/library/economy/pol-afb-fpge.pdf>



Coming to grip with office etiquette

Professional tennis player, Arthur Ashe once commented that: "Clothes and manners do not make the man; but when he is made, they greatly improve his appearance." This is certainly true in the world of work, where mastery of office etiquette is a prerequisite for career progression and success.

Fasset hosted its annual Essential Office Etiquette lifelong learning event in February 2012. Workshops were extremely well-supported countrywide. Fasset previously hosted an Office Etiquette lifelong learning event in February 2010.

The workshops targeted new recruits, learners and frontline staff.

Delivered by Training Edge (Pty) Ltd, the workshops were facilitated by Lucinda Kok, Linda Meyer, Wendy McNally, Marion Bell and Leoné Whateley.

The workshops equipped delegates with written and unwritten rules of conduct, and skills, which foster a pleasant workplace and a more productive work environment.

Topics covered included employer and employee's expectations and reputation; the office professional; identifying and addressing inappropriate behaviour in the workplace; confidentiality in the workplace; attending business meetings and functions; interpersonal relationship etiquette; dealing with difficult people and getting along in the workplace; and communications etiquette.



Making the future count, one learner at a time



Emily Maluleka

"I didn't know my father growing up as he left before I was born. My mother was a temporary domestic worker. We often had money trouble as my mother found it hard to support both of us. Sometimes the landlord would lock us out of our place

because we could not pay rent and we had to sleep at a friend's house," Emily Maluleka explains.

Financial constraints meant Emily was only able to start her schooling when she was 10 years of age. "I was quite bright and I had been reading lots of books already, so in Grade 8 I was promoted to Grade 9. In high school I was promoted from grade 10 to grade 11," she informs.

On learning after she had matriculated that she could obtain a government loan to study for a degree, she enrolled for a B Com Accounting and Financial Management through Unisa. "I failed one module in my final year, so I had to study for an additional year part-time. Throughout that year I kept searching for a job, but I did not find anything. Because my qualification was incomplete qualification and because I had no work experience, no one would give me a chance," she explains.

Emily's life changed for the better when she saw an advertisement for the Fasset-funded Bonani Work Readiness Programme, delivered by Guarantee Trust Corporate Support Services (GTCSS): "they were looking for trainee accountants. You did not need any experience. I had finished my studies and written my exams by that time, but I was still waiting on my results," she recalls.

Emily passed her final module and was accepted onto the Bonani Work Readiness Programme.

The programme has transformed her life: "An American man came to the Academy and presented a seminar, which I have never forgotten. It taught us to respect each other in the workplace, to respect others' religions, and to be productive and competent. I apply this all the time. It has got me where I am today."

Emily has applied everything she learnt on the programme, in

the workplace: "My manager did not have to teach me how to talk, how to behave, how to present myself, how to use a photocopier, how to use a computer and the importance of a deadline. He could focus on the more important things. Those are the benefits of being one of Guarantee Trust's students. I cannot stop sharing what I have gained from the programme with the other graduates. You are the best."

A trainee Accountant at SizweNtsalubaGobodo, Emily is the third year of her SAICA articles. She hopes to finish her articles in 2013.

Success stories such as Emily's are a source of great inspiration not only for the Fasset team, and GTCSS, but to South Africans as a whole. Learner success stories attest to the fact that Fasset in partnership with service providers, employers and learners can make the future one learner at a time.

A significantly larger Fasset Development Project funding pot

Fasset's project funding pot was significantly bigger this year, enabling Exco to approve R59.4 million in funding for Development Projects. Seven projects in total were approved. Three projects are re-runs, the balance are entirely new.

Re-runs include: the Bonani 7 Work Readiness Project delivered by Guarantee Trust Corporate Support Services (GTCSS), Thusanani 6, delivered by Stan Hutcheson & Associates, and the SciMathUS Bridging Programme, offered by the Institute of Mathematics and Science Teaching at the University of Stellenbosch.

Fasset has agreed to fund 500 learners on the Bonani Work Readiness Programme. With the establishment of academies in the Free State and in East London, the programmes is now offered in five provinces.

Fasset has also agreed to fund 200 learners on the Thusanani Work Readiness Programme, and two groups of 25 learners on the SciMathUS Bridging Programme.

Fasset is very excited about the four new projects, which the Seta will be funding. Fasset has agreed to fund 50 B Com and B Compt graduates on a four-month programme, delivered by Boston City Campus and Business College. Candidates will be placed on a four-month work readiness programme, before being placed on SAIPA or SAICA learnerships.

Fasset has agreed to fund 50 B Com graduates who will undergo a

6 month (15 week) Workplace Readiness programme after which they will be placed in an internship for a period of 3 months with SAIPA ATC's in the Eastern and Western Cape (Southern Cape).

The programme will be delivered by Madiba Bay Accountancy Training, Port Elizabeth, at its Madiba Bay campus.

Fasset has also agreed to fund 96 B Com graduates on a one-year programme, which will culminate in a postgraduate Certificate for Business Analysts. The programme includes a work-readiness component, and will be delivered by Rhodes University in a consortium with Deloitte.

The programme will be offered in KwaZulu-Natal, Eastern Cape, Western Cape and Gauteng. Twenty-four learners will be recruited from each province.

Lastly, Fasset has agreed to fund 120 post matriculants on the seven-month Ithemba Programme, which will be managed by the S&T School of Accounting Technicians. The programme targets unemployed Grade 12s, with Accounting. Candidates will also complete the AAT Advanced Certificate in Accounting. Twenty places have been reserved for learners from the Philadelphia School for Learners with Disabilities.

Fasset stakeholders learn to leverage performance

Communications Executive, Harold Geneenen's words resonate in many organisations worldwide: "It is an immutable law in business that words are words, explanations are explanations, promises are promises – but only performance is reality."

Organisations worldwide recognise that in order to optimise performance, within a highly competitive business environment, it is essential to measure the results and efficiency of services, programmes and people.

Recognising the importance of performance management, Fasset hosted Performance Management seminars in eight venues from November 2011 to January 2012. The seminars targeted Skills Development Facilitators (SDFs), Human Resource and Training professionals, and owners of SMMEs.

Delivered by Mosedimosi Business Training cc, the seminars were very well-supported with over 500 delegates attending.

Topics covered included: introduction and key aspects relating to performance management; incorporating balanced scorecards into the performance management system; defining competencies in performance management and how to measure them; tracking results against objectives and renegotiating outputs; managing performance feedback – key skills and tools; the role of technology in automating paperwork in performance management systems; and a broad overview of performance management trends in South Africa and globally.

Course material may be downloaded from the Fasset website: www.fasset.org.za

Facts

newsletter

New Website Coming Soon!



Under Construction



Fasset is excited to announce the launch of our new website!

Fasset's website remains the number one source of news and information for our stakeholders and, in continuing our dedication to providing high quality services and accessibility to information we've re-vamped our website for simple navigation, incorporating a fresh new look and feel.

The website will be launched in April 2012 – so be one of the first to navigate the new site.

Make the future count

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