ANNEXURE A

RESEARCH INSTRUMENTS AND PARTICIPANTS

ANNEXURE A1 QUESTIONNAIRE: EMPLOYER SURVEY 2
ANNEXURE A2 QUESTIONNAIRE: PROFESSIONAL BODY SURVEY 15
ANNEXURE A3 QUESTIONNAIRES: TRAINING PROVIDER SURVEY 40
ANNEXURE A4 LIST OF TRAINING INSTITUTIONS THAT PARTICIPATED IN THE STUDY 80
ANNEXURE A5 QUESTIONNAIRE: LEARNER SURVEY 83
ANNEXURE A6 PROFILE OF LEARNERS WHO PARTICIPATED IN TELEPHONE INTERVIEWS 92
ANNEXURE A7 PARTICIPANTS IN FOCUS GROUPS 94

ANNEXURE A1

QUESTIONNAIRE: EMPLOYER SURVEY

EMPLOYER SURVEY

Thank you very much for participating in this survey.

All information will be treated in strict confidence.

1

ORGANISATION INFORMATION

1.1 PLEASE CHECK INFORMATION FOR CORRECTNESS.

Name of organisation			
Street address			
		Postal code	
Postal address (please include province and postal code)			
		Postal code	
Telephone number	( )		
Fax number	( )		
Title, name and surname of person responding to this questionnaire			
Position of person responding to the questionnaire			
E-mail address of person responding to the questionnaire			
Skills development levy number (SARS number)			

1.2 FROM THE LIST BELOW PLEASE SELECT ONLY ONE APPLICABLE STANDARD INDUSTRIAL CLASSIFICATION (SIC) CODE THAT REFLECTS THE MAIN BUSINESS ACTIVITIES OF YOUR ORGANISATION.

81904	Investment entities and trusts	
83110	Administration of financial markets	
83120	Security dealing activities	
83121	Stockbroking activities	
83180	Development corporations and organisations	
83190	Activities auxiliary to financial intermediation n.e.c	
88101	Tax services	
88102	Asset portfolio management	
88103	Company secretary services	
88120	Accounting, bookkeeping and auditing activities; tax consultancy	
88121	Activities of accountants and auditors registered in terms of the Public Accountants and Auditors Act	
88122	Activities of cost and management accountants	
88123	Bookkeeping activities, including relevant data-processing and tabulating activities	
88140	Business and management consultancy activities	
91108	South African Revenue Service (SARS)	
9110E	National Treasury (Departments of State Expenditure and Finance)	

2

FINANCIAL INFORMATION

Please provide information on the amount spent on training for the **last financial year of your organisation** (If you do not have accurate figures available, please estimate and indicate the figures as such in the space provided.) *Direct expenditure on training should include all direct fixed and variable costs, e.g. course fees, venue costs, travel costs, accommodation costs, trainers' salaries. On-the-job training should be included only if it can be quantified as a direct cost.*

2.1	Please indicate your organisation's financial year (e.g. March-Feb.)	

		Actual	Estimate
2.2	Direct expenditure on training		
2.3	Time expenditure (cost of working time lost while employee undergoes training)		

2.4	Turnover for the last financial year of your organisation	
2.5	Total salary bill for the last financial year of your organisation	

3

EMPLOYEE INFORMATION

3.1 PLEASE INDICATE THE NUMBER OF BRANCHES/OFFICES PER PROVINCE, AND THE TOTAL NUMBER OF EMPLOYEES FOR WHOM SKILLS DEVELOPMENT LEVIES HAVE BEEN PAID TO SARS AT THOSE BRANCHES/OFFICES AGAINST THIS LEVY NUMBER.

Province	Number of branches/offices	Number of employees
Eastern Cape		
Free State		
Gauteng		
KwaZulu-Natal		
Mpumalanga		
Northern Cape		
Northern Province		
North West Province		
Western Cape		
Total		

3.2	In the period 1 April 2001 to 31 March 2002, how many foreign employees did your organisation employ?	

3.3	In the period 1 April 2001 to 31 March 2002, how many employees left your organisation?	

3.4	Of those who left, how many –		
Left because they had completed their studies?	Were dismissed/retrenched?	Resigned?	Retired?

3.5	How many of the employees who left the organisation during this period emigrated/left the country?	

4

BURSARIES

This section covers information on the bursaries the organisation provides to employees and new entrants to the labour market. (Bursaries are defined as awards made on the basis of academic achievement, financial need and other consideration.)

	Yes	No
4.1 Does your organisation have a bursary scheme?		

	Employees	Outside candidates	Both
4.2 If yes, to which of the following parties does your organisation provide bursaries?			

	Yes	No
4.3 If no, does your organisation have a need for a bursary scheme?		

5

EMPLOYER DEMAND

	Yes	No
5.1 Did you try to recruit employees in the past year?		

	Yes	No
5.2 If yes, did you find it difficult to find suitable employees/candidates?		

5.3 IF YES, PLEASE STATE THE JOB TITLES, THE NUMBER OF POSTS YOU HAD AND THE REASONS THE ORGANISATION COULD NOT FILL THEM.

Job title, e.g. accountant	Number	Reasons unable to fill

5.4 PLEASE IDENTIFY THE *MAIN* AREAS OF SKILLS REQUIRED TO UPGRADE YOUR CURRENT EMPLOYEES' FUNCTIONING (MAXIMUM SIX AREAS).

1	
2	
3	
4	
5	
6	

5.5 IF YOU INTEND RECRUITING ADDITIONAL PERSONS DURING THE NEXT 12 MONTHS OWING TO BUSINESS EXPANSION, PLEASE STATE THE JOB TITLES AND THE NUMBER OF POSITIONS YOU INTEND TO FILL.

Job title, e.g. accountant	Number

6

SPECIAL PROJECTS

This section covers adult basic education and training (ABET), HIV/AIDS and any other special projects to enhance the human resources capacity of the organisation or sector.

6.1 Is your organisation involved in –	Yes	No
ABET?		
HIV/AIDS awareness/prevention/support projects?		
Other special projects? Please specify		

6.2 IF YES, PLEASE DESCRIBE EXISTING PROJECTS IN TERMS OF –

Project name	Key purpose	Target group	Cost	Duration (months)	Source of funding

6.3 IF NO, DOES YOUR ORGANISATION HAVE A NEED FOR –

	Yes	No
ABET?		
HIV/AIDS awareness/prevention/support projects?		
Other special projects? Please specify.		

7

ENTERPRISE-BASED PEOPLE DEVELOPMENT STANDARDS

This section focuses on the standards the organisation employs to ensure effective functioning.

	Yes	No
7.1 Do you have an enterprise-based people development standard?		

7.2 IF YES, WHICH OF THE FOLLOWING QUALITY MANAGEMENT SYSTEMS/STANDARDS DOES THE ORGANISATION COMPLY WITH?

	Applies the standard	Certified to the standard
ISO 9000		
Investors in People		
No standard		
Other, please specify.		

	Yes	No	Unsure
7.3 If no, does your organisation have a need for a quality management system?			

8

EMPLOYEE PROFILE

8.1 PLEASE PROVIDE THE FOLLOWING INFORMATION REGARDING EACH OF YOUR EMPLOYEES.

Employee number (optional)	Gender	Population	Type of disability	Age	Highest educational qualification (NQF level)	Occupation/ Job title	Professional institute designation and affiliation e.g. CA (SA) SAICA		Type of appointment	
This information will not be used during analyses of data. It is only for the convenience of the person who completes the questionnaire	M - Male F - Female	A - African C - Coloured I - Indian/Asian W - White	H - Hearing V - Vision P - Paralysis A - Amputations I - Problems with internal organs M - Mental impairment O - Other N - None		See Appendix A		Affiliation 1	Affiliation 2	P - Permanent appointment C - Contract appointment S - Self - employed	F – Full-time P – Part-time

9

FUTURE STUDIES

		Yes	No
9.1	Would your organisation be willing to participate in studies of this nature in the future?		

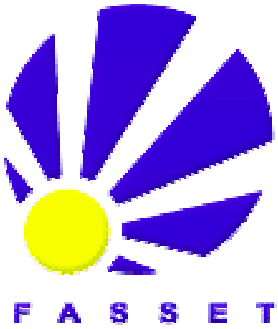
THANK YOU FOR PARTICIPATING IN THIS SURVEY.

APPENDIX A: HIGHEST EDUCATIONAL QUALIFICATION

1	No schooling
2	Grade 0
3	Grade 1/Sub A
4	Grade 2/Sub B
5	Grade 3/Std 1/ABET 1
6	Grade 4/Std 2
7	Grade 5/Std 3/ABET 2
8	Grade 6/Std 4
9	Grade 7/Std 5/ABET 3
10	Grade 8/Std 6/Form 1
11	Grade 9/Std 7/Form 2/ABET 4
12	Grade 10/Std 8/N1/Form 3/NTC I
13	Grade 11/Std 9/N2/Form 4/NTC II
14	Grade 12/Std 10/N3/Form 5/NTC III
15	Matric & diploma/certificate/NTC IV, V, VI
16	First degree/Higher diploma
17	Honours/Master's degree
18	Doctoral degree
19	Unknown

ANNEXURE A2

QUESTIONNAIRE: PROFESSIONAL BODY SURVEY



PROFESSIONAL BODIES SURVEY

Thank you very much for participating in this survey.

1

ORGANISATION INFORMATION

1.1 PLEASE CHECK INFORMATION FOR CORRECTNESS AND COMPLETE THE MISSING INFORMATION.

Name of organisation			
Street address			
		Postal code	
Postal address (please include province and postal code)			
		Postal code	
Telephone number	( )		
Fax number	( )		
Title, name and surname of person(s) responding to this questionnaire			
Position of person(s) responding to the questionnaire			
E-mail address(es) of person(s) responding to the questionnaire			
Skills development levy number (SARS number)			

1.2 PLEASE INDICATE YOUR TYPE(S) OF REGISTRATION/INVOLVEMENT WITH FASSET.

1. Employer (is your skills levy paid to Fasset?)	
2. Learnerships registered at Fasset?	
3. Training provider	

1.3 WHAT IS YOUR ETQA STATUS?

_____

1.4 PLEASE BROADLY DESCRIBE YOUR ROLE IN THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR.

_____

_____

_____

_____

_____

1.5 WHAT ARE THE MAIN ACTIVITIES OF YOUR ORGANISATION?

Activities	Purpose
1.	
2.	
3.	
4.	
5.	

2

MEMBER PROFILE OF THE ASSOCIATION

2.1 PLEASE PROVIDE THE NUMBER OF MEMBERS REGISTERED AT THE ORGANISATION ACCORDING TO CATEGORY OF MEMBERSHIP, POPULATION GROUP AND GENDER.

Category of membership	Require-ment for registration	Population group								Total
		African		Coloured		Asian/Indian		White		
		M	F	M	F	M	F	M	F	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
Total										

2.2 PLEASE PROVIDE THE NUMBER OF MEMBERS REGISTERED AT THE ORGANISATION ACCORDING TO CATEGORY OF MEMBERSHIP FOR THE DIFFERENT PROVINCES.

Category of membership	Provinces									
	WC	EC	NC	FS	KZN	NW	GP	LP	MP	Total
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

Category of membership	Provinces									
	WC	EC	NC	FS	KZN	NW	GP	LP	MP	Total
9.										
10.										
Total										

2.3 WHAT TYPES OF SERVICES ARE OFFERED TO MEMBERS BY YOUR ORGANISATION?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9 _____
10. _____

3

SUPPLY OF AND DEMAND FOR SKILLS IN THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR

3.1 IN YOUR OPINION, WHICH FACTORS INFLUENCE THE SUPPLY OF SKILLS TO THE SECTOR?

1. _____
2. _____
3. _____

3.2 IN YOUR OPINION, WHICH FACTORS INFLUENCE THE DEMAND FOR SKILLS IN THE SECTOR?

1. _____
2. _____
3. _____

3.3 IN YOUR OPINION, WHICH SKILLS ARE THE MOST IN DEMAND IN THE SECTOR? PLEASE PRIORITISE.

1. _____
2. _____
3. _____
4. _____
5. _____

3.4 IN YOUR OPINION, IS THERE A SHORTAGE OF SKILLS IN THE SECTOR?

Yes	
No	

3.5 IF YES, PLEASE INDICATE THE TYPES OF SKILLS SHORTAGES THAT EXIT IN THE SECTOR. PLEASE PRIORITISE.

1. _____
2. _____
3. _____
4. _____
5. _____

3.6 IN YOUR OPINION, WHAT INITIATIVES SHOULD BE TAKEN TO ADDRESS THE SHORTAGES OF SKILLS IN THE SECTOR?

1. _____
2. _____
3. _____

3.7 WHAT INITIATIVES DOES YOUR ORGANISATION TAKE TO ADDRESS THE SHORTAGES OF SKILLS IN THE SECTOR?

1. _____
2. _____
3. _____

4

PROJECTS TO ENHANCE THE SKILLS BASE OF THE SECTOR

4.1 IS YOUR ORGANISATION INVOLVED IN ANY PROJECTS TO ENHANCE THE SKILLS BASE OF THE SECTOR?

Yes	
No	

4.2 IF YES, PLEASE DESCRIBE EXISTING PROJECTS IN TERMS OF –

Name of project	Target group (e.g. gender, population group)	Nature of project	Duration	Partnerships (e.g. skills partnerships, funding partnerships, etc.)	Impact generally on the sector

5

CONTACT WITH NATIONAL AND INTERNATIONAL ORGANISATIONS

5.1 DOES THE ORGANISATION HAVE ANY LINKS WITH NATIONAL AND/OR INTERNATIONAL ORGANISATIONS ACTIVE IN THE SECTOR?

	National	International
Yes		
No		

5.2 IF YES, PLEASE GIVE DETAILS ABOUT YOUR CONTACTS ACCORDING TO THE FOLLOWING:

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
National: Government			
National: Employers			
Contact	**Key focus of organisation**	**Type of contact**	**Impact/purpose of contact**
National: Other Professional Bodies			

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
National: Training Providers			
National: Other			

6

TRAINING

6.1 ARE YOU OPERATING AS A TRAINING PROVIDER?

Yes	
No	

6.2 IF YES, PLEASE ANSWER QUESTIONS 9 TO 14.

6.3 IF NO, PLEASE PROVIDE A LIST OF THE TRAINING PROVIDERS YOU USE.

1. _____
2. _____
3 _____
4. _____
5. _____
6. _____
7. _____
8. _____
9 _____
10. _____

7

DO YOU HAVE ANY INITIATIVES REGARDING RECOGNITION OF PRIOR LEARNING (RPL)?

8

FUTURE STUDIES

		Yes	No
8.1	Would your organisation be willing to participate in studies of this nature in the future?		

9

ACCREDITATION

9.1 WITH WHICH BODIES ARE YOU ACCREDITED AS A TRAINING PROVIDER?

1. _____
2. _____
3 _____
4. _____
5. _____
6. _____
7. _____
8. _____
9 _____
10. _____

10

TYPE OF TRAINING

10.1 PLEASE IDENTIFY CURRENT COURSES OFFERED AT YOUR ORGANISATION RELATED TO THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR.

Field of study	Qualification (Education and Training)	Minimum requirements for admission	*Skills after acquired qualification	Duration	Geographical coverage (e.g. satellite campuses)	NQF Level
(continued)						

Field of study	Qualification (Education and Training)	Minimum requirements for admission	*Skills after acquired qualification	Duration	Geographical coverage (e.g. satellite campuses)	NQF Level

* 1=Providing basic skills (students still need to undergo internships or practical on-the-job training); 2= Provides upgrading of skills; 3= Enables students to directly start work without practical training

10.2 PLEASE IDENTIFY COURSES YOU PLAN TO OFFER IN THE NEXT TWO YEARS RELATED TO THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR.

Field of study	Qualification (Education and Training)	Minimum requirements for admission	*Skills after acquired qualification	Duration	Geographical coverage (e.g. satellite campuses)	NQF Level
(continued)						

Field of study	Qualification (Education and Training)	Minimum requirements for admission	*Skills after acquired qualification	Duration	Geographical coverage (e.g. satellite campuses)	NQF Level

* 1=Providing basic skills (students still need to undergo internships or practical on-the-job training); 2= Provides upgrading of skills; 3= Enables students to directly start work without practical training

11

FACTORS INFLUENCING ACCESS TO TRAINING

11.1 DO YOU HAVE AN ASSESSMENT CENTRE?

Yes	
No	

11.2 IF YES, PLEASE DESCRIBE THE ACTIVITIES AT THE ASSESSMENT CENTRE.

1. _____
2. _____
3 _____
4. _____
5. _____

11.3 DO YOU SET ANY RESTRICTIONS ON THE NUMBERS OF STUDENTS FOR YOUR COURSES?

Yes	
No	

11.4 IF YES, PLEASE EXPLAIN WHY YOU RESTRICT THE NUMBERS OF STUDENTS.

_____

11.5 ACADEMIC

11.5.1 Does the organisation offer any bridging or remedial programmes for students who don't meet the initial entry requirements?

Yes	
No	

11.5.2 If yes, please describe the nature and duration of such programmes and indicate for which subjects, courses or fields of study these are applicable.

Subjects, course or field of study	Nature	Duration	Target group

11.6 FINANCIAL

11.6.1 Does the institution offer any bursaries, grants or other forms of financial assistance to students?

Yes	
No	

11.6.2 If yes, please indicate the courses for which they are offered and reasons for offering grants or bursaries for specific courses, and if these are targeted at a specific group.

Courses	Reasons for offering grants or bursaries to the listed courses	Population group				Gender	
		Black	Coloured	Indian /Asian	White	M	F

11.6.3 Does the organisation get funding for bursaries/grants from other organisations or institutions?

Yes	
No	

11.6.4 If yes, please indicate the source.

Source	Description
Government	
Private sector	
International donors	
Other	

11.7 WHAT, IN YOUR OPINION, ARE THE MOST IMPORTANT FACTORS INHIBITING STUDENTS' ACCESS TO EDUCATION/TRAINING IN THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR?

1. _____
2. _____
3 _____

12

SUPPORT STRATEGIES/INITIATIVES TO IMPROVE EDUCATION AND TRAINING

12.1 DOES THE ORGANISATION ENGAGE IN ANY OF THE FOLLOWING INITIATIVES IN ORDER TO IMPROVE EDUCATION AND TRAINING IN THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR?

12.1.1 Career Guidance/information to prospective students:

Yes	
No	

12.1.2 If yes, what form does it take?

_____
_____
_____
_____
_____

12.1.3 Is your organisation involved in specific strategies to decrease dropout rates at tertiary level? If yes, please describe.

1. _____
2. _____
3 _____

12.2 ANY OTHER INITIATIVES TO IMPROVE EDUCATION AND TRAINING IN THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR?

1. _____
2. _____
3 _____

13

CONTACT WITH OTHER ORGANISATIONS

13.1 DOES THE ORGANISATION (AS A TRAINING PROVIDER) HAVE CONTACT OR LIAISE WITH OTHER ORGANISATIONS REGARDING THE FOLLOWING?

Contact	Identifying training courses needed in the sector	Funding training	Other aspects? Please describe
International			
1.			
2.			
3.			
4.			
5.			
National: Government			
1.			
2.			
3.			
National: Employers			
1.			
2.			
3.			
National: Other Professional Bodies			
1.			
2.			
3.			
National: Training Providers			
1.			
2.			
3.			
National: Other			
1.			
2.			
3.			

14

PLEASE PROVIDE US WITH SUMMARY INFORMATION ON THE TOTAL NUMBER OF LEARNERS WHO WERE ENROLLED AND THE NUMBER WHO QUALIFIED IN EACH FIELD OF STUDY OVER THE PAST FOUR YEARS.

14.1 ENROLMENTS

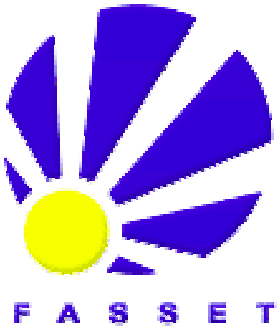
Year	Study field	Total number	Black		Coloured		Indian/Asian		White	
			M	F	M	F	M	F	M	F
1998										
1999										
2000										
2001										

14.2 STUDENT OUTPUT (QUALIFIED)

Year	Study field	Total number	Black		Coloured		Indian/Asian		White	
			M	F	M	F	M	F	M	F
1998										
1999										
2000										
2001										

ANNEXURE A3

QUESTIONNAIRES: TRAINING PROVIDER SURVEY



PRIVATE TRAINING PROVIDER SURVEY

Thank you very much for participating in this survey.

1

INSTITUTION INFORMATION

1.1 GENERAL

Name of organisation			
Street address			
		Postal code	
Postal address (please include province and postal code)			
		Postal code	
Telephone number	( )		
Fax number	( )		
Title, name and surname of person(s) responding to this questionnaire			
Position of person(s) responding to the questionnaire			
E-mail address(es) of person(s) responding to the questionnaire			

1.2 ARE YOU ACCREDITED AS A TRAINING PROVIDER?

Yes	
No	

1.3 IF YES, WITH WHICH BODY/BODIES?

_____

2

TYPE OF TRAINING

2.1 PLEASE IDENTIFY CURRENT COURSES THAT YOU OFFER RELATED TO THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR (SEE ANNEXURE A FOR NQF DESCRIPTIONS).

Course (leading to a qualification)	Is the course accredited?		With which body is the course accredited?	*Skills after acquired qualification	Duration	Geographical Coverage (e.g. satellite campuses)	NQF Level
	Yes	No					
(continued)							

Course (not leading to a qualification)	Is the course accredited?		With which body is the course accredited?	*Skills after acquired qualification	Duration	Geographical Coverage (e.g. satellite campuses)	NQF Level
	Yes	No					

* 1=Providing basic skills (students still need to undergo internships or practical on-the-job training); 2= Provides upgrading of skills; 3= Enables students to directly start work without practical training

2.2 PLEASE IDENTIFY COURSES YOU PLAN TO OFFER IN THE NEXT TWO YEARS RELATED TO THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR (SEE ANNEXURE A FOR NQF DESCRIPTIONS).

Course (leading to a qualification)	*Skills after acquired qualification	Duration	Geographical Coverage (e.g. satellite campuses)	NQF Level

* 1=Providing basic skills (students still need to undergo internships or practical on-the-job training); 2= Provides upgrading of skills; 3= Enables students to directly start work without practical training

3

FACTORS INFLUENCING ACCESS TO TRAINING

3.1 ACADEMIC

3.1.1 Does the organisation offer any bridging or remedial programmes for students who don't meet the initial entry requirements for the courses mentioned in 2.1?

Yes	
No	

3.1.2 If yes, please describe the nature and duration of such programmes and indicate for which subjects, courses or fields of study these are applicable

Subjects, course or field of study	Nature	Duration	Target group

3.2 FINANCIAL

3.2.1 Does the organisation offer any bursaries, grants or other forms of financial assistance to students for the courses mentioned in 2.1?

Yes	
No	

3.2.2 If yes, please indicate the courses and reasons for offering grants or bursaries for specific courses, and if these are targeted at a specific group

Courses	Reasons for offering grants or bursaries to the listed courses	Target group

3.2.3 Does the organisation get external funding for bursaries/grants?

Yes	
No	

3.2.4 If yes, please indicate the source

Source	Description
Government	
Private sector	
International donors	
Other	

3.3 WHAT, IN YOUR OPINION, ARE THE MOST IMPORTANT FACTORS INHIBITING STUDENTS' ACCESS TO EDUCATION/TRAINING IN THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR?

1. _____
2. _____
3 _____

4

SUPPORT STRATEGIES/INITIATIVES TO IMPROVE EDUCATION AND TRAINING

4.1 DOES THE ORGANISATION ENGAGE IN GIVING CAREER GUIDANCE/INFORMATION TO PROSPECTIVE STUDENTS IN THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR?

Yes	
No	

4.2 IF YES, WHAT FORM DOES IT TAKE?

_____
_____
_____
_____

4.3 IS YOUR ORGANISATION INVOLVED IN SPECIFIC STRATEGIES TO DECREASE DROPOUT RATES AT A HIGHER EDUCATION AND TRAINING (HET) LEVEL?

Yes	
No	

4.4 IF YES, PLEASE DESCRIBE.

_____
_____
_____
_____
_____

4.5 ANY OTHER INITIATIVES TO IMPROVE EDUCATION AND TRAINING IN THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR?

_____

_____

_____

4.6 DO YOU EXPERIENCE ANY PROBLEMS REGARDING TRAINING AND EDUCATION IN THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR?

_____

_____

_____

_____

5

CONTACT WITH NATIONAL AND INTERNATIONAL ORGANISATIONS

5.1 DOES THE ORGANISATION HAVE CONTACT OR LIAISE WITH OTHER ORGANISATIONS REGARDING THE FOLLOWING?

Contact	Identifying training courses needed in the sector	Funding	Other aspects? Please describe
International (e.g. employers, Governments)	YES/NO	YES/NO	
1.			
2.			
3.			
4.			
5.			
National: Government			
1.			
2.			
3.			
National: Employers			
1.			
2.			
3.			
National: Professional Bodies			
1.			
2.			
3.			
National: Other Training Providers			
1.			
2.			

Contact	Identifying training courses needed in the sector	Funding	Other aspects? Please describe
International (e.g. employers, Governments)	YES/NO	YES/NO	
3.			
National: Other			
1.			
2.			
3.			

6

DEVELOPMENT OF THE SKILLS BASE OF THE SECTOR

6.1 IS THE ORGANISATION INVOLVED IN PROJECTS, OR DOES THE ORGANISATION PLAN FUTURE PROJECTS TO DEVELOP THE SKILLS BASE OF THE SECTOR?

	Current	Future
Yes		
No		

6.2 PLEASE DESCRIBE THE PROJECTS THE ORGANISATION IS INVOLVED IN TO DEVELOP THE SKILLS BASE OF THE SECTOR.

Name of project	Target group (e.g. gender, population group)	Nature of project	Duration	Partnerships (e.g. skills partnerships, funding partnerships, etc.)	Impact generally on the sector

6.3 HOW DO YOU INTEGRATE PRACTICAL TRAINING INTO YOUR COURSES? PLEASE BE SPECIFIC.

_____

_____

_____

_____

_____

7

SUPPLY OF AND DEMAND FOR SKILLS IN THE SECTOR

7.1 IN YOUR OPINION, WHICH FACTORS INFLUENCE THE SUPPLY OF SKILLS TO THE SECTOR?

1. _____
2. _____
3 _____

7.2. IN YOUR OPINION, WHICH FACTORS INFLUENCE THE DEMAND FOR SKILLS IN THE SECTOR?

1. _____
2. _____
3 _____

7.3. IN YOUR OPINION, WHICH SKILLS ARE THE MOST IN DEMAND IN THIS SECTOR? PLEASE PRIORITISE.

1. _____
2. _____
3. _____
4. _____
5 _____

7.4 IN YOUR OPINION, IS THERE A SHORTAGE OF SKILLS IN THE SECTOR?

Yes	
No	

7.5 IF YES, PLEASE INDICATE THE TYPES OF SKILLS SHORTAGES THAT EXIT IN THE SECTOR. PLEASE PRIORITISE.

1. _____
2. _____
3. _____
4. _____
5 _____

7.6 IN YOUR OPINION, WHAT INITIATIVES SHOULD BE TAKEN TO ADDRESS THE SHORTAGES OF SKILLS IN THE SECTOR?

1. _____
_____
2. _____
_____
3 _____
_____

8

HIV/AIDS

8.1 DOES YOUR ORGANISATION HAVE HIV/AIDS AWARENESS AND/OR SUPPORT PROGRAMMES?

	Awareness		Support	
	Yes	No	Yes	No
Students				
Staff				

8.2 IF YES, PLEASE DESCRIBE THE TYPES OF PROGRAMMES.

Project name	Key purpose	Target group	Cost	Duration (months)	Source of funding

9

FUTURE STUDIES

9.1 WOULD YOUR ORGANISATION BE WILLING TO PARTICIPATE IN STUDIES OF THIS NATURE IN THE FUTURE?

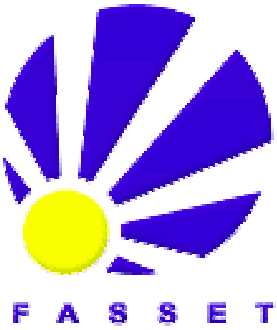
Yes	
No	

ANNEXURE A: NQF LEVELS

The National Qualifications Framework (NQF) is the system of objectively assessing various levels of occupational skills and competencies, and placing each on an ascending scale from 1 to 8. These eight levels are commonly grouped (as below) into three "bands", corresponding to the respective levels of completed education.

NQF Band	NQF Level	TYPE OF QUALIFICATION
Higher education & training	8	Doctorates / Master's degree
	7	Honours / Four year degrees
	6	First degrees/ Higher diplomas
	5	Diplomas / Occ cert.
Further education and training	4	Matric/ N3
	3	Std 9/ Gr 11 / N2
	2	Std 8/ Gr 10 / N1
General education and training	1	ABET 4 (Std 7/Gr 9)
	0	ABET 3 (Std 5/Gr 7)
	0	ABET 2 (Std 3/Gr 5)
	0	ABET 1 (Std 1/Gr 3)
No qualifications		

FASSET



PUBLIC TRAINING PROVIDER SURVEY

Thank you very much for participating in this survey.

HSRC

1

INSTITUTION INFORMATION

1.1 GENERAL

Name of organisation			
Street address			
		Postal code	
Postal address (please include province and postal code)			
		Postal code	
Telephone number	( )		
Fax number	( )		
Title, name and surname of person(s) responding to this questionnaire			
Position of person(s) responding to the questionnaire			
E-mail address(es) of person(s) responding to the questionnaire			

1.2 TYPE OF INSTITUTION

University	
Technikon	
Technical College	

2

TYPE OF TRAINING

2.1 PLEASE IDENTIFY CURRENT COURSES OFFERED AT YOUR INSTITUTION/DEPARTMENT RELATED TO THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR.

Department	Field of study	Course (leading to a qualification)	*Skills after acquired qualification	Duration	Geographical Coverage (e.g. satellite campuses)	NQF Level

Department	Field of study	Course (leading to a qualification)	*Skills after acquired qualification	Duration	Geographical Coverage (e.g. satellite campuses)	NQF Level

* 1=Providing basic skills (students still need to undergo internships or practical on-the-job training); 2= Provides upgrading of skills; 3= Enables students to directly start work without practical training

2.2 PLEASE IDENTIFY COURSES YOU PLAN TO OFFER IN THE NEXT TWO YEARS RELATED TO THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR.

Department	Field of study	Course (leading to a qualification)	*Skills after after acquired qualification	Duration	Geographical Coverage (e.g. satellite campuses)	NQF Level

Department	Field of study	Course (leading to a qualification)	*Skills after after acquired qualification	Duration	Geographical Coverage (e.g. satellite campuses)	NQF Level

* 1=Providing basic skills (students still need to undergo internships or practical on-the-job training); 2= Provides upgrading of skills; 3= Enables students to directly start work without practical training

3

FACTORS INFLUENCING ACCESS TO TRAINING

3.1 DO YOU SET ANY RESTRICTIONS ON THE NUMBERS OF STUDENTS FOR YOUR COURSES?

Yes	
No	

3.2 IF YES, PLEASE EXPLAIN WHY YOU RESTRICT THE NUMBERS OF STUDENTS

_____

3.3 DO YOU SET ANY TARGETS OR APPLY ANY RATIOS ACCORDING TO RACE, GENDER OR DISABILITY WHEN ADMITTING STUDENTS TO YOUR COURSES?

Yes	
No	

3.4 IF YES, PLEASE GIVE DETAILS.

_____

_____

_____

3.5 DO YOU USE ANY OF THE ASSESSMENT OR SCREENING PROCEDURES REGARDING THE ADMISSION OF STUDENTS MENTIONED IN THE TABLE BELOW?

Assessment or screening procedures	Yes	No
Psychometric testing (e.g. aptitude)		
Entry exam		
Selection based on personal interviews		
Other (please describe)		

3.6 ACADEMIC

3.6.1 Does the institution offer any bridging or remedial programmes for students who don't meet the initial entry requirements for the courses mentioned in 2.1?

Yes	
No	

3.6.2 If yes, please describe the nature and duration of such programmes and indicate for which subjects, courses or fields of study these are applicable.

Subjects, course or field of study	Nature	Duration	Target group

3.7 FINANCIAL

3.7.1 Does the institution offer any bursaries, grants or other forms of financial assistance to students for the courses mentioned in 2.1?

Yes	
No	

3.7.2 If yes, please indicate the courses and reasons for offering grants or bursaries for specific courses, and if these are targeted at a specific group.

Courses	Reasons for offering grants or bursaries to the listed courses	Target group

3.7.3 Does the institution/department get external funding for bursaries/grants?

Yes	
No	

3.7.4 If yes, please indicate the source.

Source	Description
Government	
Private sector	
International donors	
Other	

3.8 WHAT, IN YOUR OPINION, ARE THE MOST IMPORTANT FACTORS INHIBITING STUDENTS' ACCESS TO EDUCATION/TRAINING IN THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR

1. _____

2. _____

3 _____

4

SUPPORT STRATEGIES/INITIATIVES TO IMPROVE EDUCATION AND TRAINING

4.1 DOES THE DEPARTMENT/INSTITUTION ENGAGE IN GIVING CAREER GUIDANCE/INFORMATION TO PROSPECTIVE STUDENTS IN THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR?

Yes	
No	

4.2 IF YES, WHAT FORM DOES IT TAKE?

_____
_____
_____
_____

4.3 IS YOUR DEPARTMENT/INSTITUTION INVOLVED IN SPECIFIC STRATEGIES TO DECREASE DROPOUT RATES AT A HIGHER EDUCATION AND TRAINING (HET) LEVEL?

Yes	
No	

4.4 IF YES, PLEASE DESCRIBE.

_____
_____
_____
_____
_____

4.5 ANY OTHER INITIATIVES TO IMPROVE EDUCATION AND TRAINING IN THE FINANCIAL, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SECTOR?

5

CONTACT WITH PRIVATE EMPLOYERS AND OTHER TRAINING INSTITUTIONS

5.1 DOES THE DEPARTMENT/INSTITUTION HAVE CONTACT OR LIAISE WITH OTHER ORGANISATIONS REGARDING THE FOLLOWING?

Contact	Identifying training courses needed in the sector	Funding	Other aspects? Please describe
International	Yes/No	Yes/No	
1.			
2.			
3.			
4.			
5.			
National: Government			
1.			
2.			
3.			
National: Employers			
1.			
2.			
3.			
National: Other Professional Bodies			
1.			
2.			
3.			
National: Training Providers			
1.			
2.			
3.			

Contact	Identifying training courses needed in the sector	Funding	Other aspects? Please describe
National: Other	Yes/No	Yes/No	
1.			
2.			
3.			

6

DEVELOPMENT OF THE SKILLS BASE OF THE SECTOR

6.1 IS THE DEPARTMENT/INSTITUTION INVOLVED IN PROJECTS, OR DOES THE DEPARTMENT/INSTITUTION PLAN FUTURE PROJECTS TO DEVELOP THE SKILLS BASE OF THE SECTOR?

	Current	Future
Yes		
No		

6.2 PLEASE DESCRIBE THE PROJECTS THE DEPARTMENT/INSTITUTION IS INVOLVED IN TO DEVELOP THE SKILLS BASE OF THE SECTOR.

Name of project	Target group (e.g. (e.g. gender, population group)	Nature of project	Duration	Partnerships (e.g. skills partnerships, funding partnerships, etc.)	Impact generally on the sector

6.3 HOW DO YOU INTEGRATE PRACTICAL TRAINING INTO YOUR COURSES? PLEASE BE SPECIFIC.

_____

_____

_____

_____

_____

7

SUPPLY OF AND DEMAND FOR SKILLS IN THE SECTOR

7.1 IN YOUR OPINION, WHICH FACTORS INFLUENCE THE SUPPLY OF SKILLS TO THE SECTOR?

1. _____
2. _____
3. _____

7.2. IN YOUR OPINION, WHICH FACTORS INFLUENCE THE DEMAND FOR SKILLS IN THE SECTOR?

1. _____
2. _____
3. _____

7.3. IN YOUR OPINION, WHICH SKILLS ARE THE MOST IN DEMAND IN THIS SECTOR? PLEASE PRIORITISE.

1. _____
2. _____
3. _____
4. _____
5. _____

7.4 IN YOUR OPINION, IS THERE A SHORTAGE OF SKILLS IN THE SECTOR?

Yes	
No	

7.5 IF YES, PLEASE INDICATE THE TYPES OF SKILLS SHORTAGES THAT EXIST IN THE SECTOR. PLEASE PRIORITISE.

1. _____
2. _____
3. _____
4. _____
5. _____

7.6 IN YOUR OPINION, WHAT INITIATIVES SHOULD BE TAKEN TO ADDRESS THE SHORTAGES OF SKILLS IN THE SECTOR?

1. _____
_____
2. _____
_____
3. _____
_____

8

HIV/AIDS

8.1 DOES YOUR INSTITUTION HAVE HIV/AIDS AWARENESS AND/OR SUPPORT PROGRAMMES?

	Awareness		Support	
	Yes	No	Yes	No
Students				
Staff				

8.2 IF YES, PLEASE DESCRIBE THE TYPE OF PROGRAMMES.

Project name	Key purpose	Target group	Cost	Duration (months)	Source of funding

9

FUTURE STUDIES

9.1 WOULD YOUR ORGANISATION BE WILLING TO PARTICIPATE IN STUDIES OF THIS NATURE IN THE FUTURE?

Yes	
No	

10

PLEASE PROVIDE US WITH SUMMARY INFORMATION ON THE TOTAL NUMBER OF LEARNERS WHO WERE ENROLLED AND THE NUMBER WHO QUALIFIED IN EACH FIELD OF STUDY OVER THE PAST FOUR YEARS.

10.1 ENROLMENTS

Year	Level	Study field	Total number	Black		Coloured		Indian/Asian		White	
				M	F	M	F	M	F	M	F
1998	Year 1										
1998	Year 2										
1998	Year 3										
1998	Year 4										
1999	Year 1										
1999	Year 2										
1999	Year 3										
1999	Year 4										
2000	Year 1										
2000	Year 2										
2000	Year 3										
2000	Year 4										

Year	Level	Study field	Total number	Black		Coloured		Indian/Asian		White	
				M	F	M	F	M	F	M	F
2001	Year 1										
2001	Year 2										
2001	Year 3										
2001	Year 4										

10.2 STUDENT OUTPUT (QUALIFIED)

Year	Level	Study field	Total number	Black		Coloured		Indian/Asian		White	
				M	F	M	F	M	F	M	F
1998	Year 1										
1998	Year 2										
1998	Year 3										
1998	Year 4										
1999	Year 1										
1999	Year 2										
1999	Year 3										
1999	Year 4										
2000	Year 1										
2000	Year 2										
2000	Year 3										
2000	Year 4										
2001	Year 1										
2001	Year 2										
2001	Year 3										
2001	Year 4										

ANNEXURE A4

LIST OF TRAINING INSTITUTIONS THAT PARTICIPATED IN THE STUDY

LIST OF TRAINING INSTITUTIONS THAT PARTICIPATED IN THE STUDY

Type of Institution		Name of Institution
Private College	1	GLOBAL SCHOOL OF BUSINESS
	2	TYGERBERG COLLEGE
	3	LYCEUM EN SUCCESS COLLEGE
	4	ROSEBANK COLLEGE
	5	ALMEGA COLLEGE
	6	HARTWELL BUSINESS INSTITUTE
	7	CQS TECHNOLOGY HOLDINGS
	8	BUSINESS MANAGEMENT TRAINING COLLEGE OF SA
	9	FORBES LEVEL BAKER
	10	BETA PROFESSIONAL TRAINING
	11	SOUTH PENINSULA COLLEGE
	12	KAIZEN BUSINESS EDUCATION CENTRE (PTY) LTD
	13	DAMELIN EDUCATION GROUP
	14	BOND SOUTH AFRICA
	15	NATIONAL SCHOOL OF ACCOUNTING
	16	JOHANNESBURG SCHOOL OF FINANCE
	17	EMERITUS BUSINESS COLLEGE
	18	MIDRAND GRADUATE INSTITUTE
	19	BOSTON CITY CAMPUS AND BUSINESS COLLEGE
University	1	UNISA - DEPT OF APPLIED ACCOUNTANCY - DEPT OF AUDITING - CENTRE FOR BUSINESS MANAGEMENT
	2	UNIVERSITY OF NATAL - ACCOUNTING AND FINANCE - FINANCE
	3	VISTA UNIVERSITY
	4	UNIVERSITY OF THE WITWATERSRAND
	5	UNIVERSITY OF THE WESTERN CAPE - ACCOUNTING - SCHOOL OF ECONOMICS
	6	UNIVERSITY OF THE NORTH
	7	POTCHEFSTROOM UNIVERSITY FOR CHRISTIAN HIGHER EDUCATION - SCHOOL OF ECONOMICS - SCHOOL OF ACCOUNTING - BUSINESS MANAGEMENT
	8	UNIVERSITY OF CAPE TOWN
	9	UNIVERSITY OF PORT ELIZABETH - ACCOUNTING - BUSINESS MANAGEMENT
	10	UNIVERSITY OF THE FREE STATE
	11	UNIVERSITY OF NORTH WEST
Technikon	1	PENINSULA TECHNIKON
	2	TECHNIKON FREESTATE
	3	DURBAN INSTITUTE OF TECHNOLOGY (TECHNIKON NATAL)
	4	MANGOSUTHU TECHNIKON
	5	TECHNIKON PRETORIA
Continue	6	NORTH WEST TECHNIKON

Type of Institution		Name of Institution
	7	TECHNIKON SA
	8	BORDER TECHNIKON
	9	EASTERN CAPE TECHNIKON
	10	TECHNIKON WITWATERSRAND
Technical Colleges	1	BOLAND COLLEGE PAARL
	2	EKURHULENI WEST COLLEGE - KEMPTON CAMPUS
	3	PROTEA COLLEGE
	4	PORT ELIZABETH COLLEGE FOR FET
	5	TYGERBERG COLLEGE
	6	WELKOM COLLEGE CAMPUS
	7	TSHWANE NORTH COLLEGE - MAMELODI CAMPUS
	8	CN MAHLANGU TECHNICAL COLLEGE
	9	BUFFALO CITY COLLEGE (EAST LONDON)
	10	EAST CAPE MIDLANDS COLLEGE - GRAHAMSTOWN CAMPUS

ANNEXURE A5

QUESTIONNAIRE: LEARNER SURVEY

LEARNER SURVEY

INTRODUCTION BY INTERVIEWER

Good day. My name is ……. I am from the Human Sciences Research Council (HSRC). We are busy with a research project for FASSET. FASSET is the SETA for the financial, accounting, management consulting and other financial services sector. The main function of the SETAs is to oversee skills development in their sectors. The aim of the study is to provide the SETA with a profile of the sector it serves, the education and training provision to the sector and the skills needs and requirements of the sector. The opinions of employers, professional bodies, training providers and learners will be collected in the research. The aim of the discussion today is to gain an understanding of your education and training experiences. Your input will assist FASSET to plan for skills development. Thank you for your willingness to participate in the discussion.

All information will be treated in strict confidence.

1

LEARNER INFORMATION

Company name								
Title, name and surname of person responding to this questionnaire								
Occupation/Job title								
Work telephone number	( )							
Work fax number	( )							
E-mail address								
Highest educational qualification								
Where have you studied?								
Type of appointment	Permanent	Contract	Self-employed					
	Full-time	Part-time						
Professional institute designation and affiliation e.g. CA(SA) SAICA								
Gender								
Population group								
Age								
Do you have a physical disability?								
If yes, type of disability	Hearing	Vision	Paralysis	Amputa-tion	Internal organs	Mental	Other	None

2

EDUCATION AND TRAINING

2.1 PLEASE TELL ME ABOUT YOUR INITIAL TRAINING BEFORE YOU ENTERED THE JOB MARKET.

a) theoretical training and education

b) general impression of the quality of the training and education

c) applicability to work situation

d) the extent to which it prepared you for your learnership.

2.2 PLEASE DESCRIBE YOUR CURRENT EDUCATION AND TRAINING OPPORTUNITIES.

a) Have you attended additional courses since you started with your learnership?

b) Do you have a specific mentor?

c) What are the major sources of in-service training?

d) What are the sources of outside training?

e) Is there any other training?

f) What are the strong points of the training?

g) What are the weak points of the training?

2.3 PLEASE DESCRIBE THE TRAINING ASSISTANCE AND SUPPORT YOU RECEIVE FROM YOUR COMPANY.

a) financial

b) study leave

c) other

2.4 PLEASE DESCRIBE CURRENT NEEDS, MAJOR GAPS AND PROBLEMS REGARDING EDUCATION AND TRAINING, E.G. ACCESS TO TRAINING (IN-HOUSE, OUTSIDE, OTHER).

Current needs	Suggested improvement

Problems	Suggested improvement

Major gaps	Suggested improvement

2.5 WHAT IS YOUR OPINION OF THE EDUCATION AND TRAINING PROVIDED IN THE SECTOR?

a) quality

b) access of students

c) strengths

d) and weaknesses

3

FUTURE

3.1 WHERE DO YOU SEE YOURSELF GOING IN FUTURE? HOW DO YOU ENVISAGE YOUR FUTURE

a) education and training?

b) skills development?

c) employment opportunities?

d) Do you foresee changes in the sector in future?

e) What are the main factors that will influence your decisions?

f) Have you considered emigration?

4

HIV/AIDS

		Yes	No
4.1	Are you currently involved in HIV/AIDS awareness/prevention/support projects?		

4.2 IF YES, PLEASE DESCRIBE YOUR INVOLVEMENT.

		Yes	No
4.3	Do you think there is a need for HIV/AIDS awareness/prevention/support projects?		

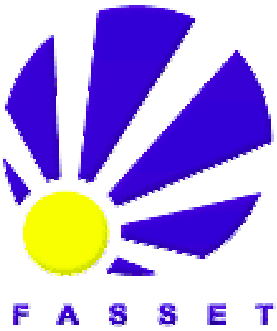
4.4 IF YES, WHAT DO YOU SUGGEST?

5

FUTURE TRACER STUDIES

		Yes	No
5.1	Please indicate whether you are willing to participate in future studies.		

ANNEXURE A6



PROFILE OF LEARNERS WHO PARTICIPATED IN TELEPHONE INTERVIEWS

PROFILE OF LEARNERS WHO PARTICIPATED IN TELEPHONE INTERVIEWS

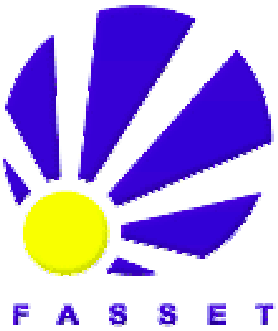
LEARNERS ON LEARNERSHIPS

Gender	Male	8
	Female	11
	Total	19
Population group	African	1
	Coloured	1
	Indian	3
	White	14
	Total	19

OTHER LEARNERS

Sub-Sector	African		Coloured		Indian		White		Total
	M	F	M	F	M	F	M	F	
Investment Entities and Trusts and Company Secretary Services							2	2	4
Stock Broking and Financial Markets		1				1		5	7
Development Organisations			1	1			1	4	7
Accounting, Bookkeeping, Auditing and Tax Services	1			1			5	4	11
Activities Auxiliary to Financial Intermediation		1		1				1	3
Business and Management Consulting Services		1	1				1	1	4
SARS and Government Departments	1	1							2
Total	2	4	2	3	0	1	9	17	38

ANNEXURE A7



PARTICIPANTS IN FOCUS GROUPS

PROFILE OF LEARNERS WHO PARTICIPATED IN FOCUS GROUPS

DURBAN INSTITUTE OF TECHNOLOGY								
Gender		Population group				Qualification level		
M	F	A	C	I	W	3rd year	Hons	Masters
3	2	5				5		
Major subjects		N						
Financial accounting		5						
Corporate procedures		2						
Law		3						

UNIVERSITY OF PRETORIA								
Gender		Population group				Qualification level		
M	F	A	C	I	W	3rd year	Hons	Masters
4	6	5			5	10		
Major subjects		N						
Tax		9						
Auditing		8						
Management accounting		8						
Financial accounting		9						

UNIVERSITY OF PORT ELIZABETH								
Gender		Population group				Qualification level		
M	F	A	C	I	W	3rd year	Hons	Masters
6	3	4			5	4	4	1
Major subjects		N						
Business management		5						
Economics		6						
Accounting		3						
Law		1						

UNIVERSITY OF FORT HARE								
Gender		Population group				Qualification level		
M	F	A	C	I	W	3rd year	Hons	Masters
3	5	8				8		
Major subjects		N						
Business economics		7						
Economics		3						
IPS		5						
Accounting		3						

VAAL TRIANGLE TECHNIKON								
Gender		Population Group				Qualification level		
M	F	A	C	I	W	3rd year	Hons	Masters
6	4	8				8		
Field of study				N				
Cost and management accounting				4				
Internal auditing				3				
Financial accounting information systems				3				

ANNEXURE B

DETAILED PROFILE OF SUB-SECTORS

B.1. Total Sector 2
B.2. Investment Entities and Trusts and Company Secretary Services 4
B.3. Stock Broking and Financial Markets 6
B.4. Development Organisations 8
B.5. Accounting, Bookkeeping, Auditing and Tax Services 10
B.6. Activities Auxiliary to Financial Intermediation 12
B.7. Business and Management Consulting Services 14

B.1

TOTAL SECTOR

Table B.1.1 Composition of the sector according to organisation size

	Organisations		Employment		Estimated turnover		Estimated salary bill	
	N	%	N	%	Amount (mil)	%	Amount (mil)	%
1 - 5 employees	4563	63	12 989	14	R 5,272	8	R 1,110	11
6 - 20 employees	2160	30	20 617	22	R 22,551	36	R 1,816	18
21 - 50 employees	258	4	7 157	8	R 2,332	4	R 1,166	12
51 - 150 employees	174	2	14 293	15	R 17,611	28	R 3,868	39
150+ employees	57	1	37 268	40	R 14,470	23	R 1,860	19
Total	**7213**	**100**	**92 323**	**100**	**R 62,236**	**100**	**R 9,820**	**100**

Table B.1.2 Geographical distribution of organisations and employment in the sector

	Branches		Employment	
	N	%	N	%
Eastern Cape	630	7	3 973	4
Free State	582	6	3 782	4
Gauteng	3 648	40	51 626	56
KwaZulu-Natal	1 243	14	8 948	10
Limpopo	356	4	2 231	2
Mpumalanga	431	5	2 097	2
North West	330	4	1 721	2
Northern Cape	189	2	1 756	2
Western Cape	1 738	19	16 187	18
Total	**9 145**	**100**	**92 321**	**100**

Table B.1.3 Population group and gender distribution per occupational category (percentage)

	African		Coloured		Indian		White	
	M	F	M	F	M	F	M	F
Legislators, Senior Officials, Managers & Owner Managers	4.9	2.1	2.3	1.8	5.7	2.3	54.9	26.0
Professionals	7.4	6.1	2.6	4.5	5.3	4.3	36.6	33.2
Technicians & Associate Professionals	6.7	6.8	2.4	2.8	11.5	11.2	29.6	29.0
Clerks & Administrative Workers	5.4	12.9	2.0	8.3	2.4	7.3	7.6	54.1
Service & Sales Workers	5.9	15.3	9.1	2.6	3.1	1.8	32.3	29.9
Plant & Machine Operators	73.9	3.4	16.3		1.4		5.0	
Labourers & Elementary Occupations	28.7	54.8	2.7	7.6	0.1	0.1	1.9	4.0
Trainees	8.8	4.8	1.2	2.9	8.5	13.2	28.4	32.3
Other	9.5	10.1	3.3	4.9	4.8	4.0	32.3	31.1
Total	**7.5**	**9.6**	**2.6**	**5.0**	**4.6**	**5.1**	**29.5**	**36.2**

Table B.1.4 Educational qualifications

	N	%	NQF Band	Total	%
ABET 1/Grade3	116	0.1	GET	1 558	1.7
ABET 2/Grade 5	81	0.1			
ABET 3/Grade 7	386	0.4			
ABET 4/Grade 9	976	1.1			
Standard 8/Grade 10/ N1	3 558	3.9	FET	14 973	16.3
Standard 9/Grade 11/N2	577	0.6			
Standard 10/Grade 12/N3	10 838	11.8			
Standard 10 & Diploma/Certificate	18 041	19.6	HET	43 268	47.1
First Degree/Higher Diploma	14 753	16.0			
Honours/Masters Degree	10 228	11.1			
Doctoral Degree	247	0.3			
Unknown	32 161	35.0		32 161	35.0
Total	**91 960**	**100.0**		**91 960**	**100.0**

B.2

INVESTMENT ENTITIES AND TRUSTS AND COMPANY SECRETARY SERVICES

Table B.2.1 Composition of the sub-sector according to organisation size

	Organisations		Employment		Estimated turnover		Estimated salary bill	
	N	%	N	%	Amount (mil)	%	Amount (mil)	%
1 - 5 employees	974	68	2 485	15	R 1,161	5	R 373	39
6 - 20 employees	421	29	4 261	26	R 15,280	66	R 222	23
21 - 50 employees	27	2	820	5	R 441	2	R 44	5
51 – 150 employees	4	0	299	2	R 50	0	R 15	2
150+ employees	10	1	8 264	51	R 6,281	27	R 299	31
Total	**1436**	**100**	**16 129**	**100**	**R 23,213**	**100**	**R 954**	**100**

Table B.2.2 Geographical distribution of organisations and employment in the sub-sector

	Branches		Employment	
	N	%	N	%
Eastern Cape	79	5	383	2
Free State	61	4	297	2
Gauteng	869	51	12 939	80
KwaZulu-Natal	277	16	899	6
Limpopo	35	2	136	1
Mpumalanga	52	3	175	1
North West	40	2	136	1
Northern Cape	8	0	15	0
Western Cape	274	16	1 148	7
Total	**1 695**	**100**	**16 129**	**100**

Table B.2.3 Population group and gender distribution per occupational category (percentage)

	African		Coloured		Indian		White	
	M	F	M	F	M	F	M	F
Legislators, Senior Officials, Managers & Owner Managers	8.0	3.5	1.6	2.6	6.0	4.0	54.8	19.5
Professionals	5.4	4.8	1.9	0.9	7.6	5.5	42.6	31.3
Technicians & Associate Professionals	2.6	6.9	1.3	12.6	12.1	6.7	40.9	16.9
Clerks & Administrative Workers	5.3	12.1	1.4	6.4	1.6	8.1	3.5	61.6
Service & Sales Workers		32.3				1.6	66.1	
Plant & Machine Operators	71.7	9.4	18.9					
Labourers & Elementary Occupations	22.6	48.8	2.1	20.1				6.5
Trainees					26.7	26.7		46.7
Other	13.7	10.4	2.6	1.5	5.8	2.4	29.3	34.2
Total	**8.3**	**10.9**	**1.9**	**4.8**	**4.3**	**5.5**	**26.3**	**37.9**

Table B.2.4 Educational qualifications

	N	%	NQF Band	Total	%
ABET 1/Grade3	9	0.1	GET	261	1.6
ABET 2/Grade 5	9	0.1			
ABET 3/Grade 7	102	0.6			
ABET 4/Grade 9	142	0.9			
Standard 8/Grade 10/ N1	387	2.4	FET	1 524	9.4
Standard 9/Grade 11/N2	122	0.8			
Standard 10/Grade 12/N3	1 014	6.3			
Standard 10 & Diploma/Certificate	2 274	14.1	HET	4 060	25.2
First Degree/Higher Diploma	1 103	6.8			
Honours/Masters Degree	648	4.0			
Doctoral Degree	35	0.2			
Unknown	10 285	63.8		10 285	63.8
Total	**16 129**	**100.0**		**16 129**	**100.0**

B.3

STOCK BROKING AND FINANCIAL MARKETS

Table B.3.1 Composition of the sub-sector according to organisation size

	Organisations		Employment		Estimated turnover		Estimated salary bill	
	N	%	N	%	Amount (mil)	%	Amount (mil)	%
1 - 5 employees	586	64	1 645	12	R 1,786	10	R 105	2
6 - 20 employees	178	19	1 577	12	R 4,264	24	R 505	12
21 - 50 employees	61	7	1 704	13	R 1,010	6	R 580	13
51 - 150 employees	84	9	7 506	56	R 10,386	58	R 2,950	68
150+ employees	4	0	884	7	R 592	3	R 169	4
Total	**913**	**100**	**13 315**	**100**	**R 18,038**	**100**	**R 4,308**	**100**

Table B.3.2 Geographical distribution of organisations and employment in the sub-sector

	Branches		Employment	
	N	%	N	%
Eastern Cape	95	8	474	4
Free State	67	6	191	1
Gauteng	524	44	6 056	45
KwaZulu-Natal	180	15	889	7
Limpopo	16	1	120	1
Mpumalanga	10	1	40	0
North West	6	0	22	0
Northern Cape	10	1	41	0
Western Cape	291	24	5 481	41
Total	**1 199**	**100**	**13 315**	**100**

Table B.3.3 Population group and gender distribution per occupational category (percentage)

	African		Coloured		Indian		White	
	M	F	M	F	M	F	M	F
Legislators, Senior Officials, Managers & Owner Managers	4.1	2.1	5.4	3.2	3.4	0.6	59.8	21.3
Professionals	3.1	5.3	6.0	20.9	2.8	1.7	28.6	31.5
Technicians & Associate Professionals			13.2	59.6				27.2
Clerks & Administrative Workers	5.6	12.3	5.2	15.4	0.9	4.3	6.0	50.4
Service & Sales Workers	5.3	4.3	15.9	3.1	3.1		35.1	33.3
Plant & Machine Operators	63.3	2.2	22.9				11.7	
Labourers & Elementary Occupations	41.1	44.1	5.0	3.3			4.1	2.5
Trainees								
Other	6.1	3.5	7.2	8.6	5.5	2.6	41.6	25.0
Total	**6.5**	**7.4**	**6.3**	**10.3**	**2.8**	**2.2**	**32.8**	**31.7**

Table B.3.4 Educational qualifications

	N	%	NQF Band	Total	%
ABET 1/Grade3	14	0.1	GET	237	1.8
ABET 2/Grade 5	2	0.0			
ABET 3/Grade 7	64	0.5			
ABET 4/Grade 9	156	1.2			
Standard 8/Grade 10/ N1	419	3.1	FET	2 363	17.7
Standard 9/Grade 11/N2	28	0.2			
Standard 10/Grade 12/N3	1 916	14.4			
Standard 10 & Diploma/Certificate	3 616	27.2	HET	7 901	59.3
First Degree/Higher Diploma	2 612	19.6			
Honours/Masters Degree	1 599	12.0			
Doctoral Degree	74	0.6			
Unknown	2 814	21.1		2 814	21.1
Total	**13 315**	**100.0**		**13 315**	**100.0**

B.4

DEVELOPMENT ORGANISATIONS

Table B.4.1 Composition of sub-sector according to organisation size

	Organisations		Employment		Estimated turnover		Estimated salary bill	
	N	%	N	%	Amount (mil)	%	Amount (mil)	%
1 - 5 employees	128	59	440	20	R 100	4	R 37	16
6 - 20 employees	61	28	480	22	R 92	3	R 36	16
21 - 50 employees	24	11	496	23	R 214	8	R 121	54
51 - 150 employees	2	1	98	5	R 1,181	43	R 16	7
150+ employees	2	1	650	30	R 1,181	43	R 16	7
Total	**216**	**100**	**2 163**	**100**	**R 2,767**	**100**	**R 226**	**100**

Table B.4.2 Geographical distribution of organisations and employment in the sub-sector

	Branches		Employment	
	N	%	N	%
Eastern Cape	2	1	5	0
Free State	4	2	9	0
Gauteng	139	66	1882	87
KwaZulu-Natal	2	1	0	0
Limpopo	0	0	0	0
Mpumalanga	9	4	51	2
North West	0	0	0	0
Northern Cape	0	0	0	0
Western Cape	57	27	217	10
Total	**212**	**100**	**2163**	**100**

Table B.4.3 Population group and gender distribution per occupational category (percentage)

	African		Coloured		Indian		White	
	M	F	M	F	M	F	M	F
Legislators, Senior Officials, Managers & Owner Managers	27.8	5.0	2.7	1.7	3.5	4.4	37.9	17.0
Professionals	22.3	15.7		4.7	1.3	7.4	26.5	22.1
Technicians & Associate Professionals	26.0							74.0
Clerks & Administrative Workers	5.8	38.7	3.4	9.2	0.5	7.7	1.1	33.7
Service & Sales Workers								
Plant & Machine Operators	100.0							
Labourers & Elementary Occupations	28.3	71.7						
Trainees								
Other	33.1	29.5	2.9	0.7	1.3	7.3	17.6	7.6
Total	**23.4**	**21.8**	**2.4**	**3.8**	**1.8**	**6.2**	**20.8**	**19.8**

Table B.4.4 Educational qualifications

	N	%	NQF Band	Total	%
ABET 1/Grade3	2	0.1	GET	32	1.5
ABET 2/Grade 5	9	0.4			
ABET 3/Grade 7	5	0.2			
ABET 4/Grade 9	18	0.8			
Standard 8/Grade 10/ N1	85	3.9	FET	328	15.2
Standard 9/Grade 11/N2	32	1.5			
Standard 10/Grade 12/N3	211	9.7			
Standard 10 & Diploma/Certificate	429	19.8	HET	1 612	74.5
First Degree/Higher Diploma	799	36.9			
Honours/Masters Degree	382	17.7			
Doctoral Degree	2	0.1			
Unknown	191	8.8		191	8.8
Total	**2 163**	**100.0**		**2 163**	**100.0**

B.5

ACCOUNTING, BOOKKEEPING, AUDITING AND TAX SERVICES

Table B.5.1 Composition of sub-sector according to organisation size

	Organisations		Employment		Estimated turnover		Estimated salary bill	
	N	%	N	%	Amount (mil)	%	Amount (mil)	%
1 - 5 employees	1816	57	5 186	12	R 758	7	R 342	13
6 - 20 employees	1198	37	11 557	26	R 2,431	21	R 901	35
21 - 50 employees	118	4	3 248	7	R 448	4	R 330	13
51 - 150 employees	45	1	3 395	8	R 2,928	25	R 435	17
150+ employees	24	1	21 259	48	R 4,972	43	R 581	22
Total	**3201**	**100**	**44 646**	**100**	**R 11,537**	**100**	**R 2,589**	**100**

Table B.5.2 Geographical distribution of organisations and employment in the sub-sector

	Branches		Employment	
	N	%	N	%
Eastern Cape	196	5	2 258	5
Free State	271	7	2 637	6
Gauteng	1 305	35	20 170	45
KwaZulu-Natal	541	14	6 159	14
Limpopo	134	4	1 363	3
Mpumalanga	205	5	1 368	3
North West	195	5	1 437	3
Northern Cape	124	3	1 631	4
Western Cape	789	21	7 620	17
Total	**3 760**	**100**	**44 643**	**100**

Table B.5.3 Population group and gender distribution per occupational category (percentage)

	African		Coloured		Indian		White	
	M	F	M	F	M	F	M	F
Legislators, Senior Officials, Managers & Owner Managers	2.5	0.7	1.1	0.8	7.7	2.5	55.9	28.8
Professionals	5.8	5.1	1.8	2.2	4.9	4.8	37.2	38.1
Technicians & Associate Professionals	7.1	6.9	2.1	1.8	11.8	11.5	29.2	29.6
Clerks & Administrative Workers	3.8	10.1	1.0	6.2	2.8	9.3	9.2	57.5
Service & Sales Workers	8.2	73.4			5.1			13.3
Plant & Machine Operators	72.1		14.7		5.1		8.1	
Labourers & Elementary Occupations	24.0	61.9	2.1	6.6	0.2	0.3	0.9	3.9
Trainees	8.9	4.9	1.2	2.9	8.4	13.1	28.8	31.8
Other	5.3	9.6	1.2	4.7	6.0	6.5	28.5	38.2
Total	**5.4**	**8.0**	**1.4**	**3.4**	**5.7**	**6.7**	**29.5**	**39.9**

Table B.5.4 Educational qualifications

	N	%	NQF Band	Total	%
ABET 1/Grade3	59	0.1	GET	589	1.3
ABET 2/Grade 5	61	0.1			
ABET 3/Grade 7	98	0.2			
ABET 4/Grade 9	370	0.8			
Standard 8/Grade 10/ N1	1 761	3.9	FET	7 262	16.3
Standard 9/Grade 11/N2	174	0.4			
Standard 10/Grade 12/N3	5 327	11.9			
Standard 10 & Diploma/Certificate	7 686	17.2	HET	21 800	48.8
First Degree/Higher Diploma	7 400	16.6			
Honours/Masters Degree	6 697	15.0			
Doctoral Degree	17	0.0			
Unknown	14 995	33.6		14 995	33.6
Total	**44 646**	**100.0**		**44 646**	**100.0**

B.6

ACTIVITIES AUXILIARY TO FINANCIAL INTERMEDIATION

Table B.6.1 Composition of sub-sector according to organisation size

	Organisations		Employment		Estimated turnover		Estimated salary bill	
	N	%	N	%	Amount (mil)	%	Amount (mil)	%
1 - 5 employees	766	74	2 385	35	R 913	20	R 185	27
6 - 20 employees	236	23	1 985	29	R 293	7	R 84	12
21 - 50 employees	13	1	439	6	R 39	1	R 22	3
51 - 150 employees	21	2	1 401	21	R 2,770	62	R 247	36
150+ employees	4	0	560	8	R 456	10	R 147	21
Total	**1 040**	**100**	**6 769**	**100**	**R 4,471**	**100**	**R 685**	**100**

Table B.6.2 Geographical distribution of organisations and employment in the sub-sector

	Branches		Employment	
	N	%	N	%
Eastern Cape	199	11	579	9
Free State	150	8	513	8
Gauteng	586	33	3 180	47
KwaZulu-Natal	190	11	669	10
Limpopo	167	9	609	9
Mpumalanga	119	7	360	5
North West	68	4	85	1
Northern Cape	43	2	53	1
Western Cape	256	14	722	11
Total	**1 778**	**100**	**6 769**	**100**

Table B.6.3 Population group and gender distribution per occupational category (percentage)

	African		Coloured		Indian		White	
	M	F	M	F	M	F	M	F
Legislators, Senior Officials, Managers & Owner Managers	4.3	4.8	2.1	2.9	1.5	1.6	53.0	29.8
Professionals	16.8	18.0	1.7	2.7	1.0	0.6	41.4	17.8
Technicians & Associate Professionals							37.2	62.8
Clerks & Administrative Workers	10.4	16.9	3.5	7.2	1.4	2.5	8.6	49.5
Service & Sales Workers	12.3	17.8		4.2	5.2	2.9	12.1	45.5
Plant & Machine Operators	100.0							
Labourers & Elementary Occupations	39.5	48.2	4.2				6.2	1.9
Trainees								100.0
Other	16.6	14.3	1.8	4.1	1.2	2.9	22.8	36.3
Total	**12.5**	**14.6**	**2.5**	**4.4**	**1.4**	**2.1**	**26.9**	**35.7**

Table B.6.4 Educational qualifications

	N	%	NQF Band	Total	%
ABET 1/Grade3	24	0.4	GET	303	4.5
ABET 2/Grade 5					
ABET 3/Grade 7	82	1.2			
ABET 4/Grade 9	197	2.9			
Standard 8/Grade 10/ N1	640	9.5	FET	1 757	26.0
Standard 9/Grade 11/N2	109	1.6			
Standard 10/Grade 12/N3	1 008	14.9			
Standard 10 & Diploma/Certificate	2 465	36.4	HET	3 583	52.9
First Degree/Higher Diploma	788	11.6			
Honours/Masters Degree	308	4.5			
Doctoral Degree	22	0.3			
Unknown	1 125	16.6		1 125	16.6
Total	**6 769**	**100.0**		**6 769**	**100.0**

B.7

BUSINESS AND MANAGEMENT CONSULTING SERVICES

Table B.7.1 Composition of sub-sector according to organisation size

	Organisations		Employment		Estimated turnover		Estimated salary bill	
	N	%	N	%	Amount (mil)	%	Amount (mil)	%
1 - 5 employees	293	72	848	9	R 554	25	R 68	7
6 - 20 employees	66	16	757	8	R 192	9	R 68	7
21 - 50 employees	16	4	450	5	R 179	8	R 70	8
51 - 150 employees	16	4	1 233	14	R 297	13	R 66	7
150+ employees	15	4	5 651	63	R 989	45	R 648	71
Total	**405**	**100**	**8 939**	**100**	**R 2,210**	**100**	**R 919**	**100**

Table B.7.2 Geographical distribution of organisations and employment

	Branches		Employment	
	N	%	N	%
Eastern Cape	59	12	274	3
Free State	28	6	135	2
Gauteng	221	44	7 035	79
KwaZulu-Natal	53	11	332	4
Limpopo	3	1	3	0
Mpumalanga	37	7	103	1
North West	21	4	42	0
Northern Cape	4	1	16	0
Western Cape	71	14	999	11
Total	**499**	**100**	**8 939**	**100**

Table B.7.3 Population group and gender distribution per occupational category (percentage)

	African		Coloured		Indian		White	
	M	F	M	F	M	F	M	F
Legislators, Senior Officials, Managers & Owner Managers	5.1	2.0	1.8	1.8	6.2	2.8	51.9	28.4
Professionals	12.0	6.2	4.1	3.6	8.6	4.0	37.0	24.4
Technicians & Associate Professionals		12.4	13.9			13.9	39.1	20.8
Clerks & Administrative Workers	8.1	18.2	1.1	11.0	5.4	5.6	7.9	42.7
Service & Sales Workers						47.0		53.0
Plant & Machine Operators	71.8	6.4	21.8					
Labourers & Elementary Occupations	14.6	63.8		13.1				8.5
Trainees								
Other	6.5	9.0	2.8	3.4	5.4	3.5	38.2	31.2
Total	**8.7**	**10.0**	**2.7**	**5.0**	**6.3**	**4.1**	**32.5**	**30.7**

Table B.7.4 Educational qualifications

	N	%	NQF Band	Total	%
ABET 1/Grade3	8	0.1	GET	109	1.2
ABET 2/Grade 5					
ABET 3/Grade 7	14	0.2			
ABET 4/Grade 9	87	1.0			
Standard 8/Grade 10/ N1	265	3.0	FET	1 700	19.0
Standard 9/Grade 11/N2	112	1.2			
Standard 10/Grade 12/N3	1 323	14.8			
Standard 10 & Diploma/Certificate	1 409	15.8	HET	4 022	45.0
First Degree/Higher Diploma	1 947	21.8			
Honours/Masters Degree	569	6.4			
Doctoral Degree	96	1.1			
Unknown	3 109	34.8		3 109	34.8
Total	**8 939**	**100.0**		**8 939**	**100.0**

ANNEXURE C

REMUNERATION OF UNIVERSITY GRADUATES IN SELECTED FINANCIAL, MANAGERIAL AND ADMINISTRATIVE OCCUPATIONS
1994 - 2000

The information presented in the table below was extracted from three remuneration surveys conducted by the HSRC in 1994, 1997 and 2000. Only occupational categories that are relevant to the Financial Services Sector are presented in this table. The information is given for certain main occupational categories, for example accounting and financial professionals. Each main category includes all the sub- categories, such as Chartered Accountant (CA), as well as information on individuals that could only be classified within the main category because of the vagueness of their occupational descriptions or because the number of respondents in the occupational category was too small to allow a separate listing.

The table shows the occupation of respondents, the year in which the survey was conducted, the nominal annual gross remuneration package earned, the remuneration package converted to 2001 values and the average annual growth in remuneration over the six-year period. Package values were converted to 2001 values through the use of the Consumer Price Index (CPI).

	Year	Private sector			Self-employed		
		Median package (nominal values)	Median package (2001 values)	Average annual growth	Median package (nominal values)	Median package (2001 values)	Average annual growth
ACCOUNTING AND FINANCIAL OCCUPATIONS	2000	R 220,450	R 233,016	8.5%	R 247,463	R 261,568	-1.5%
	1997	R 148,950	R 186,540		R 200,000	R 250,474	
	1994	R 97,082	R 154,078		R 181,200	R 287,580	
Accountant (CA)	2000	R 353,954	R 374,129	9.6%	R 332,500	R 351,453	1.8%
	1997	R 222,400	R 278,527		R 250,000	R 313,092	
	1994	R 149,305	R 236,959		R 200,000	R 317,417	
Accountant (not CA)	2000	R 168,500	R 178,105	2.1%	R 151,200	R 159,818	0.1%
	1997	R 140,375	R 175,801		R 120,000	R 150,284	
	1994	R 99,854	R 158,477		R 100,000	R 158,709	

	Year	Private sector			Self-employed		
		Median package (nominal values)	Median package (2001 values)	Average annual growth	Median package (nominal values)	Median package (2001 values)	Average annual growth
Auditor or Internal Auditor	2000	R 236,300	R 249,769	8.3%	R 288,650	R 305,103	-0.6%
	1997	R 165,000	R 206,641		R 200,000	R 250,474	
	1994	R 104,988	R 166,625		R 200,000	R 317,417	
Articled Clerk with Accountant / Auditor	2000	R 67,645	R 71,501	3.6%			
	1997	R 43,000	R 53,852				
	1994	R 37,052	R 58,805				
Other Accounting and Financial Occupations	2000	R 244,000	R 257,908	2.6%	R 250,000	R 264,250	-2.5%
	1997	R 154,525	R 193,522		R 186,550	R 233,630	
	1994	R 140,250	R 222,589		R 196,000	R 311,069	
Income-tax Consultant, Advisor	1997	R 176,000	R 220,417	-2.7%	R 200,000	R 250,474	-7.7%
	1994	R 151,000	R 239,650		R 205,250	R 325,750	
Financial Assistant	1997	R 80,500	R 100,816	-3.7%			
	1994	R 71,350	R 113,239				
Financial Controller	1997	R 156,935	R 196,541	-11.4%			
	1994	R 187,850	R 298,134				
Financial Advisor, Consultant	1997	R 196,200	R 245,715	-0.4%	R 191,500	R 239,829	-7.0%
	1994	R 156,700	R 248,697		R 191,000	R 303,134	
ECONOMIC OCCUPATIONS	2000	R 282,516	R 298,619	11.4%	R 289,500	R 306,002	8.1%
	1997	R 166,500	R 208,520		R 180,000	R 225,427	
	1994	R 111,600	R 177,119		R 130,000	R 206,321	
Economist	2000	R 280,966	R 296,981	6.9%	R 242,500	R 256,323	1.3%
	1997	R 212,040	R 265,552		R 250,000	R 313,092	
	1994	R 132,387	R 210,110		R 150,000	R 238,063	
Other Economic Occupations	2000	R 283,350	R 299,501	12.6%	R 299,500	R 316,572	11.0%
	1997	R 157,829	R 197,660		R 179,000	R 224,174	
	1994	R 107,313	R 170,315		R 120,000	R 190,450	
MANAGERIAL OCCUPATIONS	2000	R 330,728	R 349,579	2.8%			
	1997	R 251,054	R 314,412				
	1994	R 188,550	R 299,245				
General Manager	2000	R 493,400	R 521,524	6.8%			
	1997	R 320,000	R 400,758				
	1994	R 233,150	R 370,029				

	Year	Private sector			Self-employed		
		Median package (nominal values)	Median package (2001 values)	Average annual growth	Median package (nominal values)	Median package (2001 values)	Average annual growth
Chief Executive or CEO, Managing Director	2000	R 633,200	R 669,292	2.7%			
	1997	R 444,441	R 556,604				
	1994	R 363,800	R 577,382				
Director: Financial	2000	R 516,900	R 546,363	6.4%			
	1997	R 373,150	R 467,322				
	1994	R 248,800	R 394,867				
Manager: Administrative	2000	R 180,881	R 191,191	-3.1%			
	1997	R 171,643	R 214,960				
	1994	R 148,373	R 235,481				
Manager: Human Resources	2000	R 305,962	R 323,401	4.3%			
	1997	R 230,000	R 288,045				
	1994	R 161,800	R 256,791				
Manager: Financial	2000	R 300,000	R 317,100	3.0%			
	1997	R 215,604	R 270,016				
	1994	R 169,500	R 269,011				
CLERICAL AND ADMINISTRATIVE OCCUPATIONS	2000	R 62,292	R 65,843	-0.2%			
	1997	R 48,958	R 61,313				
	1994	R 42,000	R 66,658				
Administrative Officer	2000	R 91,160	R 96,356	4.2%			
	1997	R 61,705	R 77,277				
	1994	R 48,440	R 76,878				
Administrative. Aassistant, Clerk	2000	R 51,600	R 54,541	1.3%			
	1997	R 41,799	R 52,348				
	1994	R 31,900	R 50,628				
Financial Clerk, Bookkeeper	2000	R 66,052	R 69,817	0.8%			
	1997	R 48,958	R 61,313				
	1994	R 41,883	R 66,472				
Secretary, Personal Assistant	2000	R 71,475	R 75,549	3.8%			
	1997	R 48,000	R 60,114				
	1994	R 38,700	R 61,420				
Receptionist, Information Clerk	2000	R 37,297	R 39,423	-1.3%			
	1997	R 33,200	R 41,579				
	1994	R 27,000	R 42,851				

ANNEXURE D

PROFESSIONAL BODIES

D.1

TRAINING PROVIDERS USED BY PROFESSIONAL BODIES (2002)

D.1.1 ACCA

Training providers

- University of Pretoria
- University of South Africa
- Rand Afrikaans University
- Financial Training Corporation
- ATCOR
- Emeritus College
- School of Management Accounting
- Forbes Lever Baker
- Allenby Campus
- University of the North (Qwa-Qwa)
- Business Management Association
- Boston City Campus and Business College

Students have the option to take the first three examinations of ACCA's professional qualification by means of computer-based testing. There is also a demonstration test on the Internet, which individuals can complete to gauge their capacity to attempt the course.

Current courses offered

Field of study	Qualification	Minimum requirements for admission	*Skills after qualification	Duration	Geographical coverage	NQF Level
Accountancy and Finance	Associate Chartered Certified Accountant	1) University entrance matric, with English and Maths (at least a D-symbol on higher grade). 2) Mature student entry route that allows students of 23 and older to be admitted and continue on the programme, provided they pass a sufficient number of papers. 3) Certified Accounting Technician (CAT) route – those that complete the CAT examinations are exempted from Part 1 of the ACCA professional qualification.	3	Min 4 years	Global and National through self-study.	7
Accountancy and Finance	Certified Accounting Technician	Open - minimum age 16 years	3	Min 18 months	Global and National through self-study.	6
Accountancy and Finance	Diploma in Financial Management	NQF 6 tertiary qualification	2	1 year	Global and National through self-study.	7
Accountancy and Finance	Diploma in International Financial and Reporting and Auditing	Professional Accountancy Qualification	2	3-6 months, depending on experience	Global and National through self-study. Open learning, with printed materials, online tutor support.	–
Corporate Governance	Diploma in Corporate Governance	Recognised degree / diploma, NQF Level 6 or membership of a professional body. Individuals may also be admitted on the basis of their work experience	2	6-9 months	Global and National through self-study. Web-based, online tutor support.	–

*1= Provides basic skills (students still need to undergo internships or practical on the job training); 2=Provides upgrading of skills; 3=Enables students to directly start work without practical training

D.1.2. ABASA

ABASA does not operate as training provider. Training is provided through the National School of Accounting and the Millennium School of Accounting.

D.1.3. CIMA

Training providers

CIMA uses two training providers, ATCOR and Stephen Apfel Tutorials/School of Management Accounting. ATCOR provides AETA and CIMA training in the corporate environment, while Stephen Apfel Tutorials present Chartered Management Accounting training for individuals.

D.1.4. IAC

IAC use the following training providers:

- Almega College
- Boston City Campus
- Citex Executive Training Centre
- COPAM
- Damelin Correspondence (Braamfontein, Durban, Cape Town)
- Buffalo City College, East London Campus
- Emeritus Business College
- Hampton College
- INTEC (Johannesburg, Cape Town, Port Elizabeth, Pretoria, Durban)
- Klerksdorp College
- KV Personnel & Training Services
- Malawi Polytechnic, Continuing Education Centre
- Oxford College
- Patcom College (Johannesburg, Pretoria)
- Pax Commercial College
- Tygerberg College
- Mentor College (2003 onwards)
- Randfontein Technical College (2003 onwards)
- Roodepoort College (Coming soon)

D.1.5. ICB

Training providers who offer the ICB course

TRAINING PROVIDER	COURSE
Accman Business Services	Certificate in Practical Bookkeeping Certificate in Practical Bookkeeping and Accounting
Centre for Management Development	Certificate in Practical Bookkeeping and Accounting Certificate in Computerised Bookkeeping
College of Accountancy	Certificate Associate Fellow
Damelin Correspondence School	Certificate Associate Fellow
Damelin Educational Group	Certificate in Practical Bookkeeping Certificate in Practical Bookkeeping and Accounting Certificate in Computerised Bookkeeping
Emeritus Business College	Certificate Associate Fellow
Executive Business Academy (Bulawayo)	Certificate Associate Fellow
Fastforward Universal	Certificate Associate Fellow
Intec College	Certificate Associate Fellow
National Private Colleges	Certificate Associate Fellow Certificate in Practical Bookkeeping Certificate in Practical Bookkeeping and Accounting Certificate in Computerised Bookkeeping
Patcom College	Certificate Associate Fellow
PC Training and Business College	Certificate Associate Fellow

TRAINING PROVIDER	COURSE
Safco College of Business Studies (Lesotho)	Certificate Associate Fellow
Sociological Research Fellowship (Swaziland)	Certificate Associate Fellow
Speciss College (Bulawayo)	Certificate Associate Fellow
Speciss College (Harare)	Certificate Associate Fellow
Stone Breakers International Academy	Certificate Associate Fellow

D.1.6. CFA

Continuing Professional Development Seminars

SEMINAR	PRESENTER
Administration of Estates	Adv Mattie Klein
Valuations on Capital Gains Tax	Mr Henk Heymans
Tax Update	Prof Walter Geach
GAAP Update/Practical	Prof Hentie van Wyk
Corporate Governance	Prof André.du Toit
Qualified Reports	Mr JP Botha

D.1.7. IIA SA

Seminars and training providers

The presenters and courses change annually. Presenters of courses are appointed through a tender process that is repeated every year. The following seminars were presented in 2002:

Seminars	Presenters	Duration
The new IIA Standards	Daleen Nel CIA, Group Risk Manager: Network Health Care Holdings Ltd Charles Nel, Director: Integrated Business Risk Services (Pty) Ltd	2 days
Risk Management and the Internal Auditor	Charles Nel, Director: Integrated Business Risk Services (Pty) Ltd	2 days
Quality Assurance Review (QAR)	Phil Hodson CIA	1 day
Internal Auditing in the Public Sector (National, Provincial and Local Government, Public	Nick Gerhardt BHons (Business and Administration), Hons BCom (Financial Management), BCom (Accountancy)	2 days

Seminars	Presenters	Duration
and Municipal entities)	Sakhie Simelane BCom Hons	
Establishing an Internal Audit Function	Emmie Heyn BCom (Acc), Certificate in the theory of Accountancy, MCom (Acc), CA(SA) Sakhie Simelane BCom Hons	2 days
Tools & Techniques for the Internal Auditor Block 1	Zach le Roux CIA, CA(SA), CIMA, CIAB – Audit and Governance Services Judy Grobler CIA, BCompt (Hons), MDip Tech (Cost Accountin) –IA Professional Placements and Related Services	5 days
Tools & Techniques for the Internal Auditor Block 2	Zach le Roux CIA, CA(SA), CIMA, CIAB – Audit and Governance Services Judy Grobler CIA, BCompt (Hons), MDip Tech (Cost Accounting) –IA Professional Placements and Related Services	5 days
Tools & Techniques for the Internal Auditor Block 3	Zach le Roux CIA, CA(SA), CIMA, CIAB – Audit and Governance Services Judy Grobler CIA, BCompt (Hons), MDip Tech (Cost Accounting) –IA Professional Placements and Related Services	4 days
Tools & Techniques for the Internal Auditor Block 4	Zach le Roux CIA, CA(SA), CIMA, CIAB – Audit and Governance Services Judy Grobler CIA, BCompt (Hons), MDip Tech (Cost Accounting) –IA Professional Placements and Related Services	5 days
Effective Report Writing	Zach le Roux CIA, CA(SA), CIMA, CIAB – Audit and Governance Services Judy Grobler CIA, BCompt (Hons), MDip Tech (Cost Accounting) – IA Professional Placements and Related Services	2 days
Intro to Control Self-assessment Principles	Zach le Roux CIA, CA(SA), CIMA, CIAB – Audit and Governance Services Judy Grobler CIA, BCompt (Hons), MDip Tech (Cost Accounting - IA Professional Placements and Related Services	2 days
COSO Implementation	Zach le Roux CIA, CA(SA), CIMA, CIAB – Audit and Governance Services Judy Grobler CIA, BCompt (Hons), MDip Tech (Cost Accounting - IA Professional Placements and Related Services	2 days
CIA Exam Intro	Zach le Roux CIA, CA(SA), CIMA, CIAB – Audit and Governance Services	1 day
CIA Exam Part 1	Zach le Roux CIA, CA(SA), CIMA, CIAB – Audit and Governance Services	1 day
CIA Exam Part 2	Zach le Roux CIA, CA(SA), CIMA, CIAB – Audit and Governance Services	1 day
CIA Exam Part 3	Zach le Roux CIA, CA(SA), CIMA, CIAB – Audit and Governance Services	1 day
CIA Exam Part 4	Zach le Roux CIA, CA(SA), CIMA, CIAB – Audit and Governance Services	1 day
Auditing Corporate Governance	Judy Grobler CIA, BCompt (Hons), MDip Tech (Cost Accounting - IA Professional Placements and Related Services	2 days

Seminars	Presenters	Duration
Exam and Study Techniques for the Certified Internal Auditor (CIA) Examination	Greg Hollyman Cia, Director: Internal Audit – City of Johannesburg Judy Grobler CIA, BCompt (Hons), MDip Tech (Cost Accounting - IA Professional Placements and Related Services	1 day
How to Prevent and Detect Occupational Fraud	Mario Fazekas – Certified Fraud Examiner, Relationship Manager – Forensic Services at Ernst & Young	3 days

D.1.8. IMCSA

IMC usually use their members companies as training providers; for example, Blue Arrows International (BAI) and Profweb.

D.1.9. IMFO

Training providers

Municipalities

Universities – UNISA

Technikons – Technikon SA, Technikon Pretoria

Deloitte and Touche – CPE programmes

D.1.10. IPFA

Accreditation

IPFA applied to FASSET for accreditation as a training provider.

Courses offered currently by organisations

Field of study	Qualification	Requirements	Skills after qualification	Duration	Geographical coverage	NQF
*CBET	Accounting Technicians (accredited through the Association of Education and Training of Accountants - AETA)	Matric	Accounting technician	36 days over 3 years	National Provincial	7

* Will be discontinued in current format

Field of study	Qualification	Minimum requirements	Skills	Duration	Geographical coverage	NQF level
Extended IBAC	Certificate Introduction to Basic Accounting	No specific standard, assume matric	Numeracy literacy or basic accounting and bookkeeping	2 days	Public Service National and Provincial	6
IBAC	Certificate Basic Accounting and Bookkeeping	Matric	Working knowledge or understanding of bookkeeping and accounting at matric level	5 days	Public Service National and Provincial	6
FIMAC for Financial Managers	Financial Management Certificate. 120 unit credits. Try to get accreditation for Btek degree at Technikon Pretoria.	At least tertiary qualification in financial background/discipline	Financial management skills (public service geared)	10 days	National Provincial	6
FIMAC for non-Financial Managers	Financial Management Certificate	Tertiary	Financial management skills	10 days	National Provincial	6
CBET	Accounting Technician	Matric	Accounting financial management skills	18 days	National Provincial	6
Supply Chain Management (procurement)	1. Basic procurement skills. Fit into Technikon BTek qualification. 2. Basic management procurement skills. 3. Advanced procurement management skills for Chief Directors.	Managers in public service. Deputy director with tertiary qualification. Specialists in field.	Specialised skill in procurement Specialised skill in procurement. Advanced, more strategic	9 days 3 days 3 days	National Provincial	6

D.1.11. PAAB

As a Board, PAAB is not directly involved in the provision of training. However, it monitors the quality of training on an annual basis. PAAB also registers training offices in terms of the PAA Act.

D.1.12. SAICA

- University of Cape Town
- University of Durban-Westville
- University of Natal (Pietermaritzburg)
- University of Natal (Durban)
- University of Port Elizabeth
- Rhodes University
- University of the Western Cape
- University of the Witwatersrand
- University of the Orange Free State
- Potchefstroom University for CHE
- University of Pretoria
- Rand Afrikaans University
- University of Stellenbosch
- University of South Africa
- Technikon SA

Continuing Professional Education Seminar Programme for 2002

SEMINAR	PRESENTERS
FIRST QUARTER – Jan - March	
2001 Tax Update	Kevin Mitchell and Lindsay Mitchell (Tax professors)
AC 133	Hugh Harrison (Deloitte & Touche)
SECOND QUARTER – April - June	
Capital Gains Tax	Prof Matthew Lester (Tax professor at
STRATE	Monica Singer (CEO STRATE LTD)
THIRD QUARTER – July – Sep	
Annual Accounting Update	James Luke (Ernst & Young)
Jaarlikse Rekeningkunde Bywerking	Linda de Beer (SAICA Technical Director)
FOURTH QUARTER – Oct - Dec	
Fraud Seminar	Mario Fazekas (Ernst & Young)
Estate Planning	Matthew Lester

D.1.13. ICSA

The following training providers are used by ICSA for the Institute of Business Studies (IBS) and the Southern African Institute of Chartered Secretaries and Administrators:

Institute of Business Studies

Bloemfontein

- Damelin Correspondence College

Botswana

- Accountancy & Business College
- Royal Academy College
- Vocational And Creative Institute

Butterworth

- Almega College

Cape Town

- Allenby In-Home Power Learning
- Damelin Business Campus
- Damelin Correspondence College
- International Colleges Group (INTEC)

Durban

- ICESA Compuschool
- Damelin Correspondence College
- International Colleges Group (INTEC)

East London

- Almega College
- MSC Private College

Empangeni

- Damelin Business Campus

Johannesburg

- Career Skills
- Damelin Business Campus
- Emeritus Education Group
- Hartwell Business College
- Damelin Correspondence College
- International Colleges Group (INTEC)
- Rosebank College
- The College of Sales Management CC

Kimberley

- Damelin Correspondence College (ICG)

Klerksdorp

- Damelin Correspondence College (ICG)

Kokstad

- Almega College

Krugersdorp

- Damelin Business Campus

Lesotho

- Centre For Further Studies
- I B C College of Business Education
- Lesotho Institute of Business Studies
- Maseru Business Academy

Louis Trichardt

- Lemana College of Education

Namibia

- Damelin Correspondence College

Paarl

- Damelin Correspondence College

Pietermaritzburg

- Damelin Correspondence College
- ICESA Compuschool

Pietersburg

- Damelin Business Campus

Port Elizabeth

- Ed-U City Campus (Pty) Ltd
- International Colleges Group (INTEC)

Pretoria

- Damelin Correspondence College
- International Colleges Group (INTEC)
- IT Business & Computer College
- Multi-Skills Business College CC
- Osaris College

Queenstown

- Almega College

Rustenburg

- Damelin Business Campus

Swaziland

- Computeach Secretarial Services
- Citec Executive Training Centre
- Damelin Business Campus
- Info-Tech College
- Institute of Professional Studies

Tzaneen

- Northern Training Trust

Uganda

- Hoima Commercial Institute

Umtata

- Almega College
- Damelin Business Campus

Uitenhage

- Damelin Business Campus

Witbank

- Damelin Correspondence College
- Zwelitsha
- Almega College
- On Site Training
- Accounting Training Corporations Southern Africa (ATCOR)

The Southern African Institute of Chartered Secretaries and Administrators

Benoni

- Damelin Business Campus

Botswana

- Accountancy & Business College
- Botswana Institute of Administration & Commerce
- Professional Training Centre

Cape Town

- Intec College
- Varsity College (Gardens)
- Varsity College (Rondebosch)

Durban

- Damelin Business Campus
- ICESA City Campus
- INTEC College
- Technikon Natal
- Varsity College

East London

- Almega College East London

Empangeni

- Damelin Business Campus

Johannesburg

- Career Skills
- Damelin Business Campus (Braamfontein)
- Damelin Business Campus (Randburg)
- Emeritus Education Group
- Global School of Business
- Hartwell Business Institute
- Innovative Management Development
- INTEC College (City Office)

- Kaizen Business Education Centre
- Technikon Witwatersrand
- The College of Sales Management CC
- University of The Witwatersrand

King Williams Town

- Almega College King Williams Town

Kokstad

- Almega College Kokstad

Lesotho

- Lesotho Institute of Business Studies
- Maseru Business Academy

Namibia

- The Institute of Higher Education
- Namibia Institute of Professional Studies (NIPS)

Pietermaritzburg

- Damelin Business Campus
- ICESA City Campus

Port Elizabeth

- Ed-U City Campus (Pty) Ltd
- Intec College

Pretoria

- Damelin Business Campus
- Intec College
- Unisa – Centre For Business Management
- Varsity College

Queenstown

- Almega College Queenstown

Swaziland

- Citec Executive Training Centre (Manzini)
- Citec Executive Training Centre (Mbabane)
- Institute of Professional Studies

Umtata

- Almega College Umtata

D.1.14. SAIGA

Accreditation

SAIGA is accredited as a training provider at National Treasury, SAQA and FASSET.

Courses offered currently by organisations

Field of study	Qualification (Education and Training)	Minimum requirements for admission	Skills after acquired qualification	Duration	Geographical coverage	NQF
PFMA - Foundation Course	Public Finance Management Certificate	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra.	5
Internal control and Risk Management	Public Finance Management Certificate	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra.	5
REAL - Management	Public Finance Management Certificate	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra.	5
Generally Recognised Accounting Practices	Public Finance Management Certificate	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra.	5
Internal Audit and Governance	Public Finance Management Certificate	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra.	5
Control self-assessment	Public Finance Management Certificate	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra.	5
Preparing Annual Financial Statements	Public Finance Management Certificate	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra.	5
Evaluating capital projects	Public Finance Management Certificate	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra.	5
Dealing with Fraud	Public Finance Management Certificate	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra	5
Audit Committees	Public Finance Management Certificate	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra	5
Internal Performance Evaluation	Public Finance Management Certificate.	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra	5
Performance Management	Public Finance Management Certificate.	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra	5
Numerical Management and Accounting Skills	Public Finance Management Certificate	Grade 12 and experience	Provides upgrading of skills	18 months	In Pretoria and on request in other sentra	5

D.2

LOCAL AND INTERNATIONAL CONTACTS OF PROFESSIONAL BODIES

D.2.1. ACCA

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			
IFAC	International membership body for the accountancy profession	Founding member, technical input, governance, regulation	Development of the global accountancy profession
ECSAFA	IFAC sub-body for Eastern, Central and Southern Africa	Affiliate CPD, assisting national professional bodies	Development of the regional accountancy profession
National: Government			
National Treasury		Consultation on future of profession	Input to draft legislation
Office of the Auditor-General		Education and training of PDI audit staff	Increase the professionalism of the organisation. Increase in qualified PDI's
SA Revenue Service		Education and training of PDI audit staff	Increase the professionalism of the organisation. Increase in qualified PDI's
National: Employers			
Various employers		Training of staff	
National: Training Providers			
1. University of Pretoria		Assist to deliver the ACCA's qualifications, teaching and training aids and guides, career consultation for students	To promote high quality provision of education and training towards the ACCA's qualifications
2. University of South Africa			
3. Rand Afrikaans University			
4. Financial Training Corporation			
5. ATCOR			
6. Emeritus College			

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
7. School of Management Accounting			
8. Forbes Lever Baker			
9. Allenby Campus			
10. University of the North (Qwa-qwa)			
11. Business Management Association			
12. Boston City Campus and Business College			
National: Other			
1. SETA (FASSET)	Sector Skills development	Management Board representation, membership of committees, initial sponsorship and technical assistance	Assist in strategic management of skills development across the sector
2. Public Accountants' and Auditors' Board (PAAB)	Regulation of the auditing profession in SA	Technical co-operation on recognition of education and training programmes	Contribution to PAAB recognition model and curriculum framework

D.2.2. ABASA

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			
1. National Association of Black Accountants (NABA)	Encourage Blacks to participate in accounting profession	Sister organisation People from NABA visit us Get their journals and correspondence	Forge links with them and share ideas Similar role in America
National: Government			
1. Department of Trade and Industry	Trade and Industry	Meet with Director Generals and Ministers	Two-way communication – how we can serve them better How our members can source work from them
2. Department of Finance	Run finance of country		
National: Employers			
1. The big five accounting firms		Training through partnership	Up skill employees, CMA's
2. Black accounting firms, for example, NSN, Gobodo, Ngubane, MSGM, SABT, Nkonki and Associates, Manasi and Associates	Provide accounting and auditing services	Meetings and seminars	Further the ABASA's objectives. Increase Black accountants in the profession
National: Other Professional Bodies			
1. SAICA		Two seats on the Board	

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
2. PAAB	Regulatory body		Work together to achieve ABASA's objectives
National: Training Providers			
1. National School of Accounting	Training providers for accounting	Run joint workshops	Enhance members' accounting skills
2. Millennium School of Accounting			
National: Other			
Black Business Council (BBC)	Have a common voice on Black business issues	One seat on chamber Two seats on management committee	ABASA to play a meaningful role in furthering the aims of BBC.

D.2.3. BMA

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
National: Other Professional Bodies			
IMFO	Education and training of municipal accountants	Meetings workshops conferences articles in IMFO magazine	Ensure compatible standards and maintain, promote and protect status of profession

D.2.4. CIMA

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			
1. Universities - accounting qualifications internationally	Education	Align qualification with CIMA qualification Chat with students	Recruitment
2. ACCA	Provide accounting qualifications	Provide members access to a further qualification Recruitments	Wider network Additional recruitment sources
3. Chartered Accountants in various countries	Provide accounting qualifications	Provide members access to a further qualification Recruitments	Wider network Additional recruitment sources
National: Employers			
Various employers		Training through partnership	Upskill employees, CMA's
National: Other Professional Bodies			
1. CIS	Provide accounting training	Meetings once every two years to compare syllabi	Offer exemptions
2. CFA			
3. SAICA			

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
4. ACCA			
5. IAC			
National: Training Providers			
1. Universities	Provide education to learners	Meetings with students and lecturers	Establish relationship to help provide relationships to recruit Can register with CIMA
2. Technikons			

D.2.5. IAC

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			
1. Institute of Administration and Management	Finance and management	Ongoing dialogue	Strategic alliance
National: Government			
1. NQF	Education standards	See about registration	Comply with legislation Input
2. SAQA		Give input where possible	
3. All authorities that regulate profession		Written and oral Visits and meetingds Dialogue comply with standards	Worthwhile corporate citizen
4. Kader Asmal	Minister of Education	Key note speaker	Good relations with Minister of our industry important For future contact if we wish to comment or give input To influence decision-making Safeguard profession and industry
5. Numsa Matau			
National: Employers			
1. As many employers as he can visit, for example Clicks, Woolworths, Pick & Pay, ABSA, Old Mutual	Across the board	Presentations Talk about learnerships	Introduce IAC Encourage them to let their employees enroll for our courses Learnerships
National: Other Professional Bodies			
1. CFA	Accounting	Personal ongoing discussion	Find opportunities for co-operation

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
2. Institute of Local Government Management	Local government		AIC has a diploma course in local government Networking Sharing ideas Joint representation
3. IMFO	Municipal Finance Officers		
4. South African Institute of Management (SAIM)			AIC specialise in general management courses
5. ICB	Bookkeepers		Exemptions Joint workshops
National: Training Providers			
Colleges	Tuition providers	Quality control	Accreditation to present courses Ensure standard maintained
Public and private technikons			

D.2.6. ICB

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			
International Association of Bookkeepers	International qualifying of bookkeepers	Shareholders of ICB	Shareholders
Institute of Financial Accountants	Financial Accountant Qualifications	Owners of ICB	Guidance Owners
National: Other Professional Bodies			
1. CFA	Financial Accountants	Working relationship	Recognition of ICB qualifications.
2. IAC	Management of exam standards	Working relationship	Recognition of ICB qualifications
3. ICSA	Company secretaries	Working relationship	Recognition of ICB subjects
National: Training Providers			
Intec College	Training	Business contact Training providers Quality assurance Mini ETQA operation	Training
Damelin Correspondence			
Damelin Management School			
PC training and business school			
Technical colleges			
National: Other			
SAQA	Registering standards and qualifications Skills development	Committee members	Developing standards and skills training
NSB			
SGB			
FASSET			

D.2.7. CFA

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			
1. IFAC	Accountancy industry	International convention Development of accountancy standards Conferences	Be informed of international developments
2. ECSAFA – regional organisation	Deliver accountancy services	Exchange membership with them People who pass their taxation and corporate law examinations there, can practice here.	Exchange
National: Government			
1. SARS	Tax – development, input, problems	Meetings, personal contact	Technical development and problems, for example new immigration law
2. Registrar: Companies and closed corporations	Companies and developments around closed corporations	Meetings, personal contact	Technical development and problems
National: Other Professional Bodies			
1. SAICA	Accountancy services	Meetings	Collaboration, broadening of services
2. Institute of Administration and Commerce	Assist with training of members Accounting and secretarial	Training	Training
National: Training Providers			
1. Universities	Training	In conversation, personal contact	To get learners to obtain CFA qualification
2. Technikons	Training	In conversation, personal contact	To get learners to obtain CFA qualification
National: Other			
Estate Agency Affairs Board		Negotiations	Broaden CFA's services, to get access
Micro Finance Regulatory Council	Micro lending	Negotiations	Broaden CFA's services, to get access
South African Law Society		Negotiations	Broaden CFA's services, to get access

D.2.8. IIA SA

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			
IIA INC	Internal audit	"Mother" body	Affiliated

IIA liases with all other institutes in its field and has extremely wide contact with virtually all the significant bodies in the South African economy.

D.2.9. IMCSA

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			
1. International Council of Management Consultant Institutes (ICMCI)	Umbrella body for management consultants Focus on standards setting, development and adjustment Align international practices Global accreditation Process international network (internet) Accredited to United Nations Debates consultants worldwide	E-mail Teleconference calls Internet	International alignment Accreditation Recognition Communication Marketing Certification Branding Intellectual capital
National: Government			
1. Department of Services and Administration	Setting up regulations for government for hiring consultants and advise them	Regular meetings	To create an understanding of what management consulting is all about
2. Auditor- General	Control government books	Regular meetings	Keep them informed
3. Department of Labour	Labour	Through FASSET	
4. SAQA	Quality assurance education	Telephonic E-mails Regular site update	Stay informed on SAQA's developments
National: Employers			
1. Accenture 2. Deloitte and Touche	Management consulting companies	Informal	Renew mandate and exchange ideas
National: Other Professional Bodies			
1. Institute of Business Advisers (IBA)	Entry level management consulting	Fluid and dynamic contact Meetings	
National: Training Providers			
1. Business schools	Education	Adhoc calls every two to three months	Stay in touch about developments Mutual updates on developments in Fasset
2. Universities	Education	Fluctuate/infrequently Telephonic	Put them in touch with business education Verify stance in certain things
3. Independent schools			

D.2.10. IMFO

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			
1. CIPFA	Public Finance	Affiliation	
2. GFOA	Public Finance	Liaison	
National: Government			
1. DPLG		Technical assistance Training	
2. LGWSETA		Coordinating and representation on the Finance Task Team for Learnerships	
National: Employers			
1. All municipalities	Local Government	Representing the municipal accounting profession Membership base Training	
National: Other Professional Bodies			
1. IPFA	Public Finance	Representation on committees	
National: Training Providers Liaison			
1. Unisa		Moderators	
2. Technikon SA		Examiners	
3. IAC		Moderators	
National: Other			
1. SALGA	Local Government Organisation	Technical Assistance	

D.2.11. IPFA

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			
1. Association for Accounting Technicians	Training for and towards accounting technician	Meetings E-mail CEO comes to South Africa	Learning from them. Get information from them.
2. Chartered Institute for Public Finance and Accounting	Professional body in the public sector in the United Kingdom Sister organisation	E-mail Meetings	Consulting – consultant in South Africa Joint conference Looking at shared initiatives, for example training and publications
3. Donors – European Union		Meetings Discuss funding	Funding
4. World Bank		Meetings Discuss funding	Funding
5. IFAC	International public sector	Meetings	Input in terms of local

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
	accounting standards	Presentations	standards
National: Government			
1. All departments - Chief Financial Officers (CFO) Forum		Secretariat of CFO forum	Arrange meetings Administration Professional development
2. Accounting Standards Board	Develop accounting standards	Secretariat for Accounting Standards Board	Develop accounting standards for the public sector
3. FASSET		Members	
4. Auditor-General	Auditing in public sector	Meetings Presentations	Membership Training Professional development
5. Departments	Public service	Presentations Provide technical support Training	Get members Upgrade financial skills
National: Other Professional Bodies			
1. SAICA	Accounting in private sector	Telephonic, e-mail, meetings	Information sharing Hope to get cross-recognition for qualifications
2. CIMA	Management accounting		
3. ACCA	Accounting in private sector		
4. SAIIA	Internal auditing	Shared benefits, initiatives, for example breakfasts and conferences	Shared services recognition Information sharing
National: Training Providers			
ADCOR	Nicholas		
Technikons			
National: Other			
FASSET		Funding for learnership Serve on learnership and quality assurance committees	Improve skills Develop learnerships
SAQA	Development of integrated training and education framework	Represented SGB for accounting standards	Ensure public sector perspective is included

D.2.12. PAAB

Contact	Key focus of organisation	Type of contact
International		
IFAC	Maintenance of standards	Director auditing
		Belongs to body and attends their programmes
National: Other Professional Bodies		
SAICA		
ACCA		

D.2.13. SAICA

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			
1. International Federation of Accountants (IFAC)	Organisation of national professional accountancy organisations. It strives to develop the profession and harmonise its standards worldwide to enable accountants to provide services of consistently high quality in the public interest.	Representation on the Council	Allows South Africa influence the standards set internationally (on which our local standards are based)
2. International accounting standards Committee (IASC)	An independent, privately funded accounting standard setter – committed to developing a single set of high quality, understandable and enforceable global accounting standards that require transparent and comparable information in general purpose financial statements. In addition the Board cooperates with national accounting standard setters to achieve convergence in accounting standards around the world.	Representation on the Board	Allows South Africa influence the standards set internationally (on which our local standards are based)
3. Eastern Central and Southern African Federation of Accountants (ECSAFA)	A regional body whose objects, inter alia, are to co-ordinate development of the accountancy profession and the promotion of internationally recognised standards of the professional competence and conduct within the region.		
4. The Institute of Chartered Accountants in Australia	Professional body of Chartered Accountants		Reciprocity agreements
5. The Canadian Institute of Chartered Accountants	Professional body of Chartered Accountants		Reciprocity agreements
6. The Institute of Chartered Accountants in England & Wales	Professional body of Chartered Accountants		Reciprocity agreements
7. Institute of Chartered Accountants in Ireland	Professional body of Chartered Accountants		Reciprocity agreements
8. Institute of Chartered Accountants of Scotland	Professional body of Chartered Accountants		Reciprocity agreements
9. Institute of Chartered Accountants of Zimbabwe	Professional body of Chartered Accountants		Reciprocity agreements

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
10. Institute of Chartered Accountants of New Zealand	Professional body of Chartered Accountants		Reciprocity agreements
11. Institute of Chartered Accountants in Namibia	Professional body of Chartered Accountants		Reciprocity agreements
12. Swaziland Institute of Accountants	Professional body of Accountants		Reciprocity agreements
13. Botswana Institute of Accountants	Professional body of Accountants		
14. Lesotho Institute of Accountants	Professional body of Accountants		
National: Government			
1. Ministry of Finance	Financial Services Board (FSB)	Working closely with the FSB on the project on Legal Backing for Accounting Standards as well as monitoring compliance with accounting standards.	Obtaining the support of government on these projects.
2. National Treasury		The Accountant-General represents the National Treasury on the Public Sector Committee of SAICA.	All matters concerning the public sector are shared at this forum.
National: Other Professional Bodies			
1. Public Accountants and Auditors Board (PAAB)	Statutory body that regulates the public audit function in South Africa (Generally, an individual registered with the PAAB is also a CA(SA))		SAICA is responsible for the registration of trainees and management of their training contracts. The PAAB exercises a monitoring role over the SAICA public practice trainees and part 1 on the qualifying examination process. Any alleged misconduct by a person who is a member of both bodies is dealt with by the PAAB.
2. Association for the Education and Training of Accountants (AETA)	Administers CBET programme for training of AATs	Member of AETA	Involved in ensuring quality of training and standards of assessments. (Also in terms of the fact that AETA is accredited by SAICA for the AAT qualification)

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
3. Institute for Public Finance and Auditing (IPFA)	Main aim is to professionalise the public sector in the area of financial management. IPFA is the secretariat of the newly formed Accounting Standards Board (ASB) responsible for setting accounting standards for the public sector.	Representation on the Council. Representation on the ASB.	Close involvement in the strategic direction of IPFA. Close involvement in the standard-setting process for the public sector.
National: Training Providers			
1. Universities Technikon SA Practical Training Providers			

D.2.14. ICSA

Contact	Key focus of organisation	Type of contract	Impact/purpose of contract
International			
1.ICSA	Corporate governance	Ongoing networking, meetings, etc	To ensure global synergy and common standards
National: Government			
1.SAQA	Quality assurance, standards generation and qualifications	Meetings, SGB participation, NSB participation, etc	To ensure that the ICSA remains SAQA compliant
2.HEQC/CHE	HE quality assurance	Meetings and responding to questionnaires	To ensure that the ICSA remains HEQC/CHE compliant
3.DoL / FASSET	Skills development	Meetings, training programmes, research, projects	To ensure that the ICSA remains DoL compliant and to facilitate the development and implementation of learnerships
National: Employers			
1.Various	Various	Networking on legislative and regulatory issues, best practice, the relevance of qualifications, employer needs and learnerships	To ensure our qualifications remain relevant and to respond to employer needs and concerns
National: Other Professional Bodies			
1.Various (eg SAICA, CIMA, ACCA, CFA, IAC, IIA, ICB, etc.)	Accounting, auditing, tax, law, administration, etc.	Close networking on matters of common interest	Exchange of ideas and responding to common issues we face
National: Training Providers			

Contact	Key focus of organisation	Type of contract	Impact/purpose of contract
1. Various (eg All universities and technikons, colleges, schools, dozens of private providers, etc.)	Provision of education	Visits, communications	Quality assurance over delivery, marketing of qualifications
National: Other			
1.Accounting Practices Board	Accounting standards	Meetings, making representations and networking	Ensuring that the views of the ICSA are incorporated in deliberations and decisions
2.Commonwealth Association for Corporate Governance	Corporate governance	Meetings, making representations and networking	Ensuring that the views of the ICSA are incorporated in deliberations and decisions
3.Company Secretaries Interest Group	Company secretarial practice	Meetings, making representations and networking	Facilitating the sharing of information of relevance to Company Secretaries
4.Council of the Institute of Directors	Rights and duties of directors	Meetings, making representations and networking	Ensuring that the views of the ICSA are incorporated in deliberations and decisions
5.Institute of Directors Committee on Corporate Governance	Corporate governance	Meetings, making representations and networking	Ensuring that the views of the ICSA are incorporated in deliberations and decisions
6.Interim Representative Council of Accountants and Auditors	Regulation of the accounting profession	Meetings, making representations and networking	Ensuring that the views of the ICSA are incorporated in deliberations and decisions
7. King Committee on Corporate Governance	Corporate governance	Meetings, making representations and networking	Ensuring that the views of the ICSA are incorporated in deliberations and decisions
8. Registrar of Companies Liaison Committee	Legal requirements relating to companies	Meetings, making representations and networking	Ensuring that the views of the ICSA are incorporated in deliberations and decisions
9. Standing Advisory Committee on Company Law	Company Law	Meetings, making representations and networking	Ensuring that the views of the ICSA are incorporated in deliberations and decisions
10.STRATE - Share	JSE share transfers	Meetings, making	Ensuring that the views

Contact	Key focus of organisation	Type of contract	Impact/purpose of contract
Transfer Transactions Electronically		representations and networking	of the ICSA are incorporated in deliberations and decisions

D.2.15. SAIFM

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
International			
1. FSA	Financial regulator in United Kingdom	Visits E-mail Phone	Arrange accreditation for RPE
National: Government			
1. Financial Services Board (FSB)	Financial regulator	Visits E-mail	Representative on our Board
2. Reserve Bank	Central Bank		
National: Other Professional Bodies			
1. Actsa	Treasurers	Visits E-mail	Informal liaison
2. JSE sec Exchange	Exchange		Representative on our Board
3. Bond Exchange of South Africa (BESA)	Exchange		

D.2.16. SAIGA

Contact	Key focus of organisation	Type of contact	Impact/purpose of contact
National: Government			
National Treasury	Training needs	Accreditation	Validation

D.3

SPECIAL PROJECTS TO ENHANCE THE SKILLS BASE OF THE SECTOR

D.3.1. ACCA

CAT – Kimberley is a Kimberley-based project that targets unemployed previously disadvantaged individuals (PDIs). The project offers ACCA Accounting Technician tuition to improve the skills base at support level and build capacity for tuition provision in the area. The project is carried out in partnership with the Kimberley Community Committee and Technikon South Africa.

The South African Revenue Service (SARS) training scheme is an ongoing project undertaken in partnership with the University of Pretoria and Rand Afrikaans University. It provides PDI staff of the SARS Audit Division education and training towards the ACCA Professional Qualification. The project increases the professionalism of the organisation. However, it is expected that, once qualified, many of these accountants will move from the public sector to other positions within and beyond the FASSET sector.

A similar training scheme is presented at the Office of the Auditor-General (OAG). The training scheme provides education and training towards the ACCA Professional Qualification and the ACCA Accounting Technician (CAT).

D.3.2. ABASA

ABASA's financial services audit (banking) target Black CAs. They present a one-day workshop that creates awareness of the Financial Services Sector and the sector's auditing. The partners (Financial Services Board [FSB], Reserve Bank and the big four auditing firms) sponsor the workshop and provide speakers.

ABASA also provides career guidance aimed at learners in schools, technikons and universities that creates an awareness of the accounting profession. The different branches give video presentations and talks on an ongoing basis. Sometimes the career guidance is carried out in collaboration with SAICA.

The bursary/loan scheme provides financial assistance to needy university and technikon students. The scheme is specifically aimed at increasing the number of Black accountants and auditors in the profession. The Eden Trust and TAFSA, a government agency that provides bursaries, are also involved.

Academic support, in the form of workshops on examination techniques and selected accounting, tax and auditing topics, is offered to university and technikon students twice a year to enhance students' skills. Sometimes universities will assist with the project.

The Repeat FQE student programme targets Black candidates who have failed the Board examination. PAAB provides the funding and lectures. Once a year, before the Board examination, lectures on examination techniques and the syllabus are provided for a week.

D.3.3. CIMA

CIMA does not have any projects at the moment, but is planning a project with the Department of Finance and Economics in the Northern Province.

D.3.4. ICB

ICB is currently in the process of putting projects together. The learnership is in process and the ICB plans to have four of these in the future. ICB is also negotiating with two technical colleges to provide bookkeeper training to the unemployed. A possible partner is FASSET/NSF. The training will take two years and deliver 40 additional registered bookkeepers.

D.3.5. IMCSA

IMC tendered for the development and pilot of an 18-month learnership. Various people involved in education courseware development, the SETA, Deloitte and Touche and Accenture are involved in the project.

Ongoing international certification activities, practice certification, country audits, exchange of intellectual capital etc.

D.3.6. IMFO

The LGWSETA: learnerships in local government finance

The Institute is closely involved in the development and implementation of learnerships in Municipal Finance through the LGWSETA. The SETA has established task teams to control the learnership processes. Six of the Institute's members, of whom three are Institute Council members, are members of the task team for finance and administration, and IMFO's Manager: Education and Training is the convenor of the task team. The other members of the task team

are practitioners in administration, the ILGM, Project Viability co-ordinators, the DPLG, National Treasury and the Eastern Cape Pilot Project.

Four learnerships were developed: three in Municipal Finance and one in Municipal Administration. The task team is currently busy with the development of unit standards and qualifications for these learnerships to be registered by SAQA. It is envisaged that pilot projects to implement the learnerships in municipalities will commence in 2003.

The Finance Task Team will continue with its work to control the pilot projects of the learnerships and revise the learnership contents before it is nationally implemented.

Many IMFO members were nominated for assessor training in order that they can act as assessors for the learnerships.

The development of unit standards in local government finance and accounting

IMFO assisted the Standards Generating Body (SGB) for Accounting and Financial Management to develop unit standards specifically for Local Government Finance. IMFO represents local government finance on the SGB.

Quality assurance of local government finance qualifications

IMFO is negotiating with the LGWSETA to perform the quality assurance of local government finance qualifications submitted to the SETA for accreditation.

Project "Viability'

IMFO played an important role in Project Viability. IMFO members assisted with the Project Viability training programme by compiling and evaluating certain modules and by acting as provincial co-ordinators, trainers and assessors. Trainees who have completed the modules of Project Viability will receive exemption for further practical training in the areas of the Institute's practical training programme that the modules cover.

Practical training for IMFO junior members

IMFO's Junior Membership is the entry level to Licentiate and Associate Membership. Junior Members are required to complete the Institute's practical training programme in order to advance to Licentiate or Associate. (See IMFO membership requirements in Chapter 3 of the main report).

The practical training programme comprises a range of competencies in all aspects of local government finance that must be gained in order that financial management functions can be performed and supervised and a sound understanding of municipal finance can be demonstrated.

Associate members voluntarily act as mentors/principals for junior members during their practical training period. The principals assess the competencies of these junior members as they progress and sign them off in a logbook.

This practical training system is viewed by IMFO as a cost-effective method of training, because senior employees are used as mentors for junior employees, which means that there is no need for municipalities to pay providers to present the training. Municipalities only need to create the opportunity for trainees to rotate in the different sections of the finance department in order to gain experience in all the functions of municipal finance. If the management of municipalities is devoted to develop the skills of its employees, the system is highly effective and is to the benefit of the municipalities.

CPE Training

The following training was presented by IMFO to assist in the development of Financial Officers involved in Municipal Finance:

Presented 2001

GAMAP Phase 1

Overview of the Municipal Systems Act

Presented 2002

Credit Control and Revenue Management

Municipal Finance Management Bill

GAMAP Phase 2 – Advanced

Preparing Financial Statements

Presented 2003

Budget Reforms

In-Year Financial Reporting

Overview of the Property Rating Act

Financial and Business

GAMAP Phase 3 - Advanced

GAMAP Phase 4 – Advanced

GAMAP for Non-Financial Officers

Intervention training programme for councillors in financial management

IMFO is formally part of the Intervention Training Programme for Councillors in Financial Management provides technical assistance to local governments.

Other special skills development interventions include:

- the training material that was developed by IMFO for DPLG (sponsorship was obtained for the development of the training material); and
- the training material that was successfully piloted by the Eastvaal District Municipality.

D.3.7. IPFA

IPFA has developed two public sector learnerships, the Certificate in Public Sector Accounting (NQF level 5) and the Diploma in Public Sector Accounting (NQF level 6). IPFA is in partnership with FASSET and adheres to FASSET's requirements regarding the target group: young people from the previously disadvantaged groups. The learnerships provide access to qualifications and skills for accounting support staff and take three years to complete.

D.3.8. PAAB

The aim of the PAAB Black Advancement Programme is to increase the number of black registered accountants and auditors. It is done in collaboration with FASSET and is run on a continual basis. The target group is Blacks who failed the Public Practice Examination (PPE). It is a bridging project that supplements the available technical courses. It consists of seven contact sessions and a mock examination. The content of the sessions is cognitive, analytical and examination writing skills and is based on the analysis of skills that showed up as weak in previous examinations.

D.3.9. SAICA

SAICA offers an education upliftment project, a business development camp, a business game, trainee workshops, training officer workshops, and support to universities and post-graduate students.

The education upliftment project in the Eastern Cape targets African learners at secondary and tertiary level. It focuses on the teaching of mathematics and accounting to Grade 12 learners and the upliftment of BCom studies at Fort Hare University. The impact of the education upliftment project has been:

- improved mathematics and accountancy skills of learners at secondary level;
- improved quality of accounting education at tertiary level; and
- increased interest in the accounting profession as a career.

The expected duration of the project is 4-5 years. SAICA's partners in the project are Rand Afrikaans University, FASSET (National Skills Fund), the Department of Labour, the Department of Education, and various other sponsors.

The business development camp focuses on Black learners at secondary school level. It is a five-day camp for top learners with lectures in mathematics, career guidance, motivational talks and presentations on life and communication skills. The annual project addresses communication, foundation skills and expectations of the business world.

The Business Game is an annual project that targets Black learners at tertiary level. It is a competition where selected learners are given the opportunity to run a business in a simulated environment. Learners are exposed to business and finance in an entertaining and educational manner. Learners with potential are also identified for financial assistance.

Two types of trainee workshops are offered on an ongoing basis. The workshops for trainees who are under registered training contracts and who are studying on a part-time basis address examination and study skills. They are offered in partnership with the National School of Accounting (NSA) and aim at improving results of trainees in order to increase the number of qualified professionals. Workshops for trainees under registered training contracts assist trainees to unleash creative capacity, to get in touch with their inner selves and utilise their inner power to live positively on both a private and professional level.

Training-officer workshops aim to improve the capacity of training officers to provide adequate on-the-job training to trainees. The project targets training officers registered with SAICA and is ongoing. It improves the quality of training received under training contracts.

There are two ongoing projects at universities. The first one focuses on students from disadvantaged backgrounds. Universities receive assistance to offer these students additional tutorial classes to equip them better to pass their BCom accounting examinations. The second project focuses on students who obtained qualifications from technikons and historically disadvantaged universities. SAICA supports bridging programmes that universities offer to enable students to get access to post-graduate studies in accounting.

Candidates who failed SAICA's qualifying examination (QE) are enrolled in special courses to assist them to pass the QE. This ongoing project improves the chances of candidates from disadvantaged backgrounds to pass the QE.

D.3.10. ICSA

ICSA provides learnerships through the IBS and CIBM. The one-year IBS learnership targets Black males and females. It provides education, training, entrepreneurial skills, communication skills and commercial awareness.

The focus of the CIBM learnerships is skills that are similar to those mentioned above, but the level of academic and experiential complexity is higher. The target group is all population groups and genders.

ICSA courses are structured in such a way as to redress the inequalities of the past, and specifically to enhance the accounting, financial and corporate governance knowledge base in South Africa.

MENTOR is a bursary programme for all population groups and genders to enhance access to education and training for deserving candidates. Various companies in commerce and industry are involved in the programme.

D.3.11. SAIFM

St Mary's outreach is still in the planning phase. It will be done in partnership with St Mary's School in Waverley. The one-day project will provide Grade 11 and 12 pupils with advice on careers in the financial markets. It will increase the awareness that disadvantaged groups have of the sector.

D.3.12. SAIGA

The Public Finance Management Programme targets middle and top management in the public sector. The programme lasts 18 months and contributes to skills development.

SAIGA, in co-operation with the Office of the Auditor-General is currently developing a Registered Government Auditor Learnership (to be registered in the near future).

ANNEXURE E

E.1

TRAINING COURSES OFFERED BY EDUCATION AND TRAINING INSTITUTIONS WHO PARTICIPATED IN THE STUDY

LIST OF COURSES OFFERED BY TRAINING PROVIDERS THAT TOOK PART IN THE STUDY

Institution	Department	Field	Course	Duration	NQF Level
Tygerberg College	Management	Financial Management N4	Financial Management N4	1 semester	4
Tygerberg College			Entrepreneurship & Business Management N4	1 semester	4
Tygerberg College			Management Communication N4	1 semester	4
Tygerberg College			Computerised Financial Systems N4	1 semester	4
Tygerberg College		Financial Management N5	Financial Management N5	1 semester	4
Tygerberg College			Cost & Management Accounting N5	1 semester	4
Tygerberg College			Entrepreneurship & Business Management N5	1 semester	4
Tygerberg College			Computerised Financial Systems N5	1 semester	4
Tygerberg College		Financial Management N6	Financial Accounting N6	1 semester	4

Institution	Department	Field	Course	Duration	NQF Level
Tygerberg College			Cost & Management Accounting N6	1 semester	4
Tygerberg College			Computerised Financial Systems N6	1 semester	4
Tygerberg College			Income Tax N6	1 semester	4
Lyceum/Success College			Certificate Financial Management	12 to 18 months	4
Lyceum/Success College			Development Financial Management	12 to 18 months	4
Midrand Graduate Institute	Commerce (MGI)	Accounting	BCom Accounting	3 years	6
Midrand Graduate Institute			BCom Risk Management	3 years	6
Midrand Graduate Institute			BCompt	3 years	6
Midrand Graduate Institute			BCom Management Accounting	3 years	6
Midrand Graduate Institute	Commerce	Economics	BCom Economics	3 years	6
Midrand Graduate Institute	UNISA		BCom Financial Management	3 years	6
Potchefstroom University for Christian Higher Education			BCom Financial Accountancy	3 years	6
Potchefstroom University for Christian Higher Education			PhD Management Accountancy	3 years	8
Potchefstroom University for Christian Higher Education			PhD Accountancy	3 years	8
Potchefstroom University for Christian Higher Education			MCom Financial Accountancy	3 years	7
Potchefstroom University for Christian Higher Education			MCom Management Accountancy	3 years	7
Potchefstroom University for Christian Higher Education			MCom Accountancy	3 years	7
Potchefstroom University for Christian Higher Education			Hons BCom Financial Accountancy	3 years	7
Potchefstroom University for Christian Higher Education			Hons BCom Management Accountancy	3 years	7
Potchefstroom University for Christian Higher Education			Hons BCom Chartered Accountancy	3 years	7

Institution	Department	Field	Course	Duration	NQF Level
Potchefstroom University for Christian Higher Education	School of Economics, Risk Management and International Trade	Risk Management	BCom Risk Management	3 years	6
Potchefstroom University for Christian Higher Education			BCom Accounting & Informatics	3 years	6
Potchefstroom University for Christian Higher Education			BCom Management Accountancy	3 years	6
Potchefstroom University for Christian Higher Education	School of Accounting Sciences	Accounting	BCom Chartered Accountancy	3 years	6
Potchefstroom University for Christian Higher Education	BMI	Data Mining	MSc (I Specialisation) Data Mining	2 years	7
Potchefstroom University for Christian Higher Education	BMI	Financial Mathematics	MSc (W Specialisation) Financial Mathematics	2 years	7
Potchefstroom University for Christian Higher Education	BMI	Quantitative Risk Management	MSc (B Specialisation) Quantitative Risk Management	2 years	7
Potchefstroom University for Christian Higher Education	BMI	Quantitative Risk Management	BCom Quatitative Risk Management	3 years	6
Potchefstroom University for Christian Higher Education	BMI	Business Mathematics And Informatics	BSc Business Mathematics And Informatics	3 years	6
Potchefstroom University for Christian Higher Education		International Trade	BCom Hons International Trade	1 year	7
Potchefstroom University for Christian Higher Education			PhD Financial Accountancy	3 years	8
Potchefstroom University for Christian Higher Education		International Trade	BCom International Trade	3 years	4
Potchefstroom University for Christian Higher Education			BCom Accounting & Law	3 years	6
Potchefstroom University for Christian Higher Education		Risk Management	BCom Hons Risk Management	1 year	6
Potchefstroom University for Christian Higher Education			BCom Accounting	3 years	6

Institution	Department	Field	Course	Duration	NQF Level
UNISA, Centre for Business Management	Business Management	Management		3 years	7
UNISA, Centre for Business Management			Associate Membership Programme in Treasury Management	2 years	6
UNISA, Centre for Business Management			Advanced Programme in Risk Management	2 years	Unknown
UNISA, Centre for Business Management			Programme in Investment Analysis And Portfolio Management	1 year	Unknown
UNISA, Centre for Business Management			Programme in Financial Management	1 years	Unknown
UNISA, Centre for Business Management	Centre for Business Management	Financial Management	Certificate Programmes	1 year	Unknown
UNISA, Centre for Business Management		Pure and Other Risk Finance		3 years	7
UNISA, Centre for Business Management	Financial And Risk Management	Finance		3 years	7
UNISA, Centre for Business Management		Investment in Financial Assets		3 years	7
UNISA, Department of Auditing	Internal Auditing	Internal Auditing	Internal Auditing 2nd & 3rd year as part of degree	1 year each	6
UNISA, Department of Auditing	Auditing	Auditing	Auditing 2nd & 3rd year as part of degree	1 year each	6
UNISA, Department of Auditing	Auditing	Auditing	BCom Hons		7
UNISA, Department of Auditing	Auditing	Auditing	MCom		7
UNISA, Department of Auditing	Auditing	Auditing	DCom		8
UNISA, Department of Auditing	Internal Auditing	Internal Auditing	BCom Hons		7

Institution	Department	Field	Course	Duration	NQF Level
UNISA, Dept of Applied Accountancy	Applied Accountancy	Accounting	Applied Financial Accounting	1 year	7
UNISA, Dept of Applied Accountancy		Management Accounting	Applied Management Accounting	1 year	7
UNISA, Dept of Applied Accountancy		Auditing	Audit Conclusions	6 months	7
UNISA, Dept of Applied Accountancy		Taxation	Applied Taxation	1 year	7
UNISA, Dept of Applied Accountancy		Auditing	Audit Governance and Planning	6 months	7
UNISA, Dept of Applied Accountancy		Auditing	Applied Audit Practice and Information Management	6 months	7
UNISA, Dept of Applied Accountancy		Auditing	Advanced Computerized Information Systems	6 months	7
UNISA, Dept of Applied Accountancy		Auditing	Audit Field Work	6 months	7
University of Cape Town	Accounting	BCom	CA Option	3 years	5
University of Cape Town	Accounting	BBus Sci	Accounting & Finance CA Option	4 years	5
University of Cape Town	Accounting	BBus Sci	Accounting & Finance AGA Option	4 years	5
University of Cape Town	School of Economics	Economics And Finance	Hons Programme in Financial Analysis and Portfolio Management	1 year	7
University of Cape Town	Accounting	BCom	AGA Option	3 years	5
University of Cape Town	Accounting	General Accountant	AGA (SA)	1 year	5
University of Cape Town	Accounting	PGDA	Chartered Accountant	1 year	5
University of Natal	Finance	Finance	Finance 2	1 year	Unknown
University of Natal	Accounting and Finance	Accounting And Finance	BCom (Accounting)	3 years	5
University of Natal	Accounting and Finance	Accounting	BCom (Honours) (Accounting)	1 year	7
University of Natal			Finance 3	1 year	6
University of Natal	Accounting and Finance	Finance	BCom (Honours) (Finance)	1 year	7

Institution	Department	Field	Course	Duration	NQF Level
University of Natal	Accounting and Finance	Taxation	MAcc (Taxation)	2 years part time	70
University of Natal	Economics and Management	Finance	MCom (Finance)	18 months	7
University of Natal	Accounting and Finance	Financial Accounting	MAcc (Financial Accounting)	2 years part-time	7
University Of Natal			Finance (Honours)	1 year	7
University of North West	Economics	Economics			Unknown
University of Port Elizabeth		Financial Management	BCom Hons	1 year	7
University of Port Elizabeth		Investment Management	BCom Hons	1 year	7
University of Port Elizabeth			MCom (Taxation)	2 years	7
University of Port Elizabeth			BCom Hons (Accounting)	4 years	6
University of Port Elizabeth			BCom (General Accounting)	3 years	5
University of Port Elizabeth			Post Graduate Certificate in Financial Accounting	1 year	5
University of Port Elizabeth	Accounting	Accountancy/Finance	BCom for Chartered Accountants	3 years	5
University of Port Elizabeth	Business Management	Financial Management	BCom	3 years	6
University of the Free State		Financial Management	BCom (Fin Management)	3 years	6
University of the Free State		Accounting	BCom (Accounting)	3 years	6
University of the Free State		Management Accounting	BCom (Management Accounting)	3 years	6
University of the Free State		Economics	B Com Hons	1 year	7
University Of the Free State		Economics	M Com	1 year	7
University of the Free State		Economics	BCom (Economics)	3 years	6
University of the Free State		Accounting	BAcc	3 years	6
University of the Free State		Risk Management	BCom (Risk Management)	3 years	6
University of the Western Cape	Accounting	Accounting	BCom (Accounting)	3 years	6
University of the Western Cape			BCom (Accounting) Hons	1 year	7
University of the Western Cape		Advanced International Finance	Masters		7

Institution	Department	Field	Course	Duration	NQF Level
University of the Western Cape		International Financial Economics	BCom Honours		7
University of the Western Cape	Economics	Financial Economics	BCom		6
Durban Institute of Technology (Technikon Natal)	Taxation	Taxation	National Diploma: Taxation	3 years	6
Durban Institute of Technology (Technikon Natal)	Financial Accounting	Financial Accounting	National Diploma Accounting	3 years plus 3 years training	6
Durban Institute of Technology (Technikon Natal)	Financial Accounting	Financial Information Systems	BTech:Fis	3 years	8
Durban Institute of Technology (Technikon Natal)	Management Accounting	Cost & Management Accounting	National Diploma: Cost & Management Accounting	3 years	6
Durban Institute of Technology (Technikon Natal)			BTech Cma	3 years	6
Durban Institute of Technology (Technikon Natal)			MTech Cma		7
Durban Institute of Technology (Technikon Natal)			Dtech Cma		8
Durban Institute of Technology (Technikon Natal)	Financial Accounting	Financial Information Systems	MTech:Fis		7
Durban Institute of Technology (Technikon Natal)			MTech Tax		7
Durban Institute of Technology (Technikon Natal)		Finance & Accounting (Public)	ND: Finance & Accounting (Public)	3 years	6
Durban Institute of Technology (Technikon Natal)	Auditing	Internal Control	ND: Auditing	3 years	6
Durban Institute of Technology (Technikon Natal)			BTech: Auditing	3 years	8
Durban Institute of Technology (Technikon Natal)			BTech Tax	3 years	8

Institution	Department	Field	Course	Duration	NQF Level
Durban Institute of Technology (Technikon Natal)	Financial Accounting	Financial Information Systems	ND: Information Systems	3 years	6
Eastern Cape Technikon		Financial Accounting	ND Accounting	3 years	6
Eastern Cape Technikon	Accounting	Internal Auditing and Financial Accounting	ND Internal Auditing	3 years	6
Eastern Cape Technikon		Cost and Management Accounting	ND Cost And Management Accounting	3 years	6
Eastern Cape Technikon		Internal Auditing and Financial Accounting	BTech Internal Auditing	4 years	7
Eastern Cape Technikon		Financial Information Systems and Internal Auditing	ND Financial Information Systems	3 years	6
Mangosuthu Technikon			BTech: Cost And Management Accounting	2 years part time	7
Mangosuthu Technikon			ND: Cost & Management Accounting	3 years full time	6
Mangosuthu Technikon	Accounting	Accounting	ND: Accounting	3 years full time	6
Mangosuthu Technikon			ND: Public Finance And Accounting	3 years full time	6
Technikon Free State	SEBO	Accounting	BTech Cost And Management	3 years	7
Technikon Free State	SEBO	Accounting	N Dip Cost And Management Acc	3 years	6
Technikon Free State	SEBO	Internal Auditing	BTech Internal Auditing	4 years	7
Technikon Free State	IT Department	Information Technology	N Dip: Financial Information Systems	3 years	6
Technikon Free State	IT Department	Accounting	B Tech: Financial Information Systems	4 years	7
Technikon Free State	SEBO	Internal Auditing	N Dip Internal Auditing	3 years	6
Technikon Pretoria			ND Cost And Management Accounting	3 years	6
Technikon Pretoria			BTech Credit Management	4 years	7
Technikon Pretoria			BTech Internal Audit	5 years	7
Technikon Pretoria			BTech Cost And Management Accounting	5 years	7
Technikon Pretoria			National Certificate: Local Government Finance	1 year	4

Institution	Department	Field	Course	Duration	NQF Level
Technikon Pretoria			BTech Financial Information Systems	5 years	7
Technikon Pretoria			BTech Local Government Finance	4 years	7
Technikon Pretoria			ND: Local Government Finance	3 years	6
Technikon Pretoria	Accounting	Accounting (NSSB03)	ND Accounting	3 years	6
Technikon Pretoria			National Higher Certificate: Local Government Finance	2 years	5
Technikon Pretoria			ND Financial Information Systems	3 years	6
Technikon Pretoria			National Certificate:	1 years	4
Technikon Pretoria			National Higher Certificate: Finance and Accounting (Public)	2 years	5
Technikon Pretoria			National Diploma: Finance and Accounting (Public)	3 years	6
Technikon Pretoria			B Tech: Finance and Accounting	5 years	7
Technikon Pretoria			ND Credit Management	3 years	6
Technikon Pretoria			ND Internal Auditing	3 years	6
Technikon SA	Public Management	Public Management	ND Finance And Accounting Public	3 years	6
Technikon SA	Public Management	Public Management	BTech Local Government Finance	3 years	7
Technikon SA	Public Management	Public Management	ND Local Government Finance	3 years	6
Technikon SA	Taxation	Taxation	DTech: Taxation	2 years	8
Technikon SA	Taxation	Taxation	M Tech: Taxation	2 years	8
Technikon SA	Taxation	Taxation	ND Taxation	3 years	6
Technikon Sa	Public Management	Public Management	BTech: Finance And Accounting Public	3 years	7
Technikon SA	Internal Auditing	Internal Auditing	BTech: Internal Auditing	3 years	7
Technikon SA	Taxation	Taxation	BTech: Taxation	3 years	7
Technikon SA	Internal Auditing	Internal Auditing	ND Internal Auditing	3 years	6
Technikon SA	Cost And Management Accounting	Cost And Management Accounting	MTech: CMA	2 years	8
Technikon SA	Cost And Management Accounting	Cost And Management Accounting	BTech: CMA	3 years	7

Institution	Department	Field	Course	Duration	NQF Level
Technikon SA	Cost And Management Accounting	Cost And Management Accounting	ND Cost And Management Accounting	3 years	6
Technikon SA	Accounting	Accounting	ND Financial Information Systems	3 years	6
Technikon SA	Accounting	Accounting	ND Accounting	3 years	6
Technikon SA	Internal Auditing	Internal Auditing	MTech: Internal Auditing	2 years	8
Technikon SAS	Internal Auditing	Internal Auditing	DTech: Internal Auditing	2 years	8
Technikon SA	Law	Corporate Administration	BTech: Corporate Administration	3 years	7
Boland College Paarl			National Certificate in Financial Management N5	6 months	5
Boland College Paarl	Business Studies	Financial	National Certificate in Financial Management N4	6 months	5
Boland College Paarl			National Certificate in Financial Management N6	6 months	5
Boland College Paarl			National Intermediate Certificate	1 year	5
Boland College Paarl			National Senior Certificate	1 year	Unknown
Buffalo City College (East London)	Business Studies	Financial Management	Financial Management Certificate N4-N6	18 months	5
Cn Mahlangu Technical College	Commercial	Accounting, Computerised Financial Systems, Cost and Management Accounting, Entrepreneurship	National N Diploma in Financial Management	18 months	6
East Cape Midlands College - Grahamstown Campus			Intro	6 months	Unknown
East Cape Midlands College - Grahamstown Campus	Business Studies	Financial Management	National Certificate in Financial Management N4	6 months	4
East Cape Midlands College - Grahamstown Campus			National Certificate in Financial Management N6	6 months	4
East Cape Midlands College - Grahamstown Campus			National Certificate in Financial Management N5	6 months	4
Ekurhuleni West College - Kempton Campus	Business Studies	Business Management	N4-N6	18 months	5

Institution	Department	Field	Course	Duration	NQF Level
Ekurhuleni West College - Kempton Campus		Financial Management	N4-N6	18 months	5
Port Elizabeth College for FET			Financial Management N6	6 months	5
Port Elizabeth College for FET			Financial Management N5	6 months	5
Port Elizabeth College for FET			Financial Management N4	6 months	5
Port Elizabeth College for FET	Business Studies	Financial	Introductory Financial Management	6 months	4
Protea College	Business Studies	Accounting	National Senior Certificate	1 year	4
Protea College	Business Studies	Accounting	National Intermediate Certificate	1 year	5
Protea College	Financial Management	Accounting	National Higher Certificate: Financial Management N6	18 months	6
Tshwane North College - Mamelodi Campus	Financial Management	Business Studies	Financial Managementn4 - N6	18 months	6
Tygerberg College			Financial Management N5	6 months	4
Tygerberg College			Financial Management	6 months	4
Tygerberg College	Management	Financial Management	Financial Management N4	6 months	4
Welkom College Campus	Business Studies	Financial Accounting and Computerised Financial Systems	National Certificate in Business Management N4-N6	18 months	4

E.2

LIST OF COURSES OFFERED AT REGISTERED PRIVATE TRAINING PROVIDERS

Registered institutions	Accredited & registered learning programmes
Academy of Financial Markets	Certificate in Financial Markets and Instruments Higher Certificate in Financial Markets and Instruments Diploma in Financial Markets and Instruments Higher Diploma in Financial Markets and Instruments
Academy of Learning	Certificate in Practical Accounting
Bethel College	Diploma in Business Administration: Accounting
Bond South Africa	Master of Business Administration Bachelor of Commerce in: Accounting Finance Management Marketing
Business School of the Netherlands (South Africa)	Masters in Business Administration
Damelin	B Com Financial Accounting B Com Banking Management B Com Honours Master of Business Administration MA: International Business Analysis Post-Graduate Diploma in Business Administration
De Montford South Africa	Master of Business Administration
Durban College of Management and Economics	Diploma in Accounting and Finance Diploma in Business and Public Administration Diploma in Marketing and Commerce
Durban Computer College	Certificate in Accounting Diploma in Accounting
Graduate Academy of South Africa	Bachelor of Commerce in: Financial Accounting Financial Management
Helderberg College	Diploma in Business with specialisation in Accounting
ICESA City Campus	Certificate in Accounting and Business Administration Certificate in Business Management Diploma in Accounting and Business Administration Diploma in Business Management
Lyceum College	Certificate in Financial Management Certificate in Credit Management
Midrand Campus (Pty) Ltd t/a Midrand Graduate Institute	Certificate in Accounting Diploma in Accounting Diploma in Business Studies Advanced Diploma in Business Studies

Registered institutions	Accredited & registered learning programmes
	Bachelor of Business Administration Bachelor of Commerce in Applied Accounting
Monash South Africa	Bachelor of Business and Commerce Bachelor of Business Systems
Oval International Computer Education	Certificate in Computerised Accounting Diploma in Business Management
Professional Colleges of Southern Africa (PCSA)	Certificate in Business Management Diploma in Business Management
Regent College	Master of Business Administration (General) Master of Business Administration in Finance
Gauteng School of Management Training Centre	Diploma in Public Administration Diploma in Bookkeeping and Accounting

ANNEXURE F

STUDENT OUTPUT FROM UNIVERSITIES AND TECHNIKONS

F.1

STUDENT OUTPUT FROM UNIVERSITIES

F.1.1. OUTPUT ACCORDING TO FIELD OF STUDY, LEVEL OF QUALIFICATION AND YEAR

Table F 1.1.1: First Bachelor's Degrees										
Field of study	**91**	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**99**	**00**
Accounting	1 592	1 923	1 905	1 933	1 876	1 799	1 680	1 690	2 190	2 792
Banking and Finance	192	69	88	148	135	109	68	65	215	300
Business Data Systems	189	220	111	30	2	2	1	1	14	18
Business Economics	867	1 104	1 095	975	1 073	1 019	1 288	1 264	1 430	1 230
Quantitative Methods	55	54	53	58	57	40	46	44	28	24
Economics	940	1 023	1 224	1 258	1 275	1 089	915	913	876	1 024
All other Business, Commerce and Management Sciences	699	649	642	780	884	935	464	595	257	384
All fields of study	**4 534**	**5 042**	**5 118**	**5 181**	**5 301**	**4 993**	**4 461**	**4 571**	**5 010**	**5 772**

Table F 1.1.2: Professional Bachelor's and Honours Degrees										
Field of study	**91**	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**99**	**00**
Accounting	1 637	1 649	1 995	2 174	2 445	2 188	2 315	2 150	1 755	3 077
Banking and Finance	76	41	48	34	62	37	24	35	50	51
Business Data Systems	48	59	11	0	0	1	0	0	140	147
Business Economics	407	573	662	580	637	625	657	567	512	614
Quantitative Methods	11	16	15	12	18	9	5	3	0	22
Economics	215	274	281	244	323	230	214	207	254	229
All other Business, Commerce and Management Sciences	350	227	222	261	250	247	238	337	500	462
All fields of study	**2 743**	**2 839**	**3 233**	**3 304**	**3 735**	**3 338**	**3 452**	**3 300**	**3 211**	**4 602**

Table F 1.1.3: Post-Graduate Certificates										
Field of study	**91**	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**99**	**00**
Accounting								171	929	474
Banking and Finance								25	1	1
Business Data Systems								0	25	43
Business Economics								74	215	441
Quantitative Methods								89	0	0
Economics								2	41	5
All other Business, Commerce and Management Sciences								244	92	85
All fields of study								**605**	**1 303**	**1 049**

Table F 1.1.4: Masters Degrees										
Field of study	**91**	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**99**	**00**
Accounting	49	83	110	88	83	54	70	57	52	89
Banking and Finance	6	1	4	3	2	0	2	2	1	6
Business Data Systems	0	4	3	4	6	11	8	1	6	5
Business Economics	155	333	378	238	284	362	346	373	638	808
Quantitative Methods	2	1	4	4	3	4	3	5	17	7
Economics	77	58	96	98	111	60	63	66	49	63
All other Business, Commerce and Management Sciences	413	322	323	251	299	404	337	388	448	469
All fields of study	**700**	**802**	**917**	**686**	**787**	**894**	**830**	**892**	**1 210**	**1 446**

Table F 1.1.5: Doctoral Degrees										
Field of study	**91**	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**99**	**00**
Accounting	8	5	9	7	3	4	6	8	1	3
Banking and Finance	1	0	0	1	0	0	0	0	0	0
Business Data Systems	0	4	1	0	0	0	0	0	0	0
Business Economics	20	21	16	16	12	16	15	24	10	17
Quantitative Methods	0	0	1	0	0	1	0	1	0	0
All other Business, Commerce and Management Sciences	4	1	3	1	8	2	5	6	1	3
Economics	19	20	10	18	16	11	7	12	9	8
All fields of study	**52**	**51**	**40**	**43**	**39**	**34**	**33**	**51**	**21**	**31**

F.1.2. OUTPUT ACCORDING TO INSTITUTION, LEVEL OF QUALIFICATION AND YEAR

Table F 1.2.1: First Bachelor's Degrees

	91	92	93	94	95	96	97	98	99	00	Total
University of Cape Town	372	371	334	332	294	285	228	290	268	311	3 085
University of Durban Westville	62	145	174	175	229	174	159	137	124	108	1 485
University of Fort Hare	13	30	22	22	30	37	40	36	89	78	397
University of Natal	571	587	503	624	624	624	0	0	0	720	4 252
University of The North	47	57	57	57	57	88	79	125	80	139	784
University of The Free State	180	193	205	214	195	151	195	195	183	174	1 885
University of Port Elizabeth	136	153	158	160	168	141	140	138	163	135	1 490
Potchefstroom University	280	304	230	258	213	186	218	235	225	262	2 412
University of Pretoria	595	668	632	566	534	581	647	629	820	943	6 615
Rand Afrikaans University	379	479	544	479	482	358	396	369	443	566	4 494
Rhodes University	98	109	115	113	123	134	129	108	130	126	1 185
University of South Africa	681	682	686	833	998	923	809	874	734	626	7 848
University of Stellenbosch	339	360	364	413	391	370	350	363	396	402	3 748
University of The Western Cape	127	140	186	69	220	316	213	183	129	176	1 758
Witwatersrand University	541	628	693	614	431	395	360	332	386	357	4 739
University of Zululand	32	22	34	38	31	22	31	37	65	61	373
Vista University	80	116	182	214	281	83	348	480	580	462	2 826
University of Transkei	0	0	0	0	0	47	92	0	175	101	414
University of Venda	0	0	0	0	0	76	26	42	38	33	215
All Universities	**4 534**	**5 042**	**5 118**	**5 181**	**5 301**	**4 993**	**4 461**	**4 571**	**5 027**	**5 778**	**50 006**

Table F 1.2.2: Professional Bachelors and Honours degrees											
	91	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**1999**	**2000**	**Total**
University of Cape Town	183	230	217	232	261	247	240	312	331	411	2 664
University of Durban Westville	1	22	47	50	41	59	54	63	20	33	389
University of Fort Hare	3	5	7	7	4	3	11	4	13	81	137
University of Natal	107	111	99	106	106	106	0	0		503	1 136
University of The North	7	3	3	3	3	18	8	12	9	11	77
University of The Free State	74	88	113	102	115	79	97	97	99	97	960
University of Port Elizabeth	23	61	46	55	58	53	53	74	93	114	630
Potchefstroom University	58	61	85	75	114	73	110	86	99	124	884
University of Pretoria	271	291	271	270	237	252	259	309	250	270	2 680
Rand Afrikaans University	203	218	229	212	207	221	209	262	257	367	2 384
Rhodes University	11	15	8	11	13	12	24	30	32	20	173
University of South Africa	1 313	1 222	1 565	1 712	1 926	1 748	1 798	1 525	1 214	1 712	1 5735
University of Stellenbosch	238	230	254	228	275	241	290	264	281	324	2 626
University of The Western Cape	40	62	47	12	52	41	31	24	69	54	431
Witwatersrand University	183	173	181	180	201	141	173	142	122	159	1 655
University of Zululand	4	0	0	0	0	0	0	5	15	4	28
Vista University	26	47	62	50	123	23	75	86	226	104	823
University of Transkei	0	0	0	0	0	12	13	0	64	316	405
University of Venda	0	0	0	0	0	9	7	6	7	3	32
All Universities	**2 743**	**2 839**	**3 233**	**3 304**	**3 735**	**3 338**	**3 452**	**3 300**	**3 198**	**4 705**	**33 847**

Table F 1.2.3: Post-Graduate Certificate											
	91	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**99**	**00**	**Total**
University of Cape Town								267	216	239	722
University of Durban Westville								29	19	29	77
University of Fort Hare								0	1	0	1
University of Natal								0	0	221	221
University of The North								0	0	0	0
University of The Free State								0	0	0	0
University of Port Elizabeth								0	0	0	0
Potchefstroom University								0	0	1	1
University of Pretoria								2	0	21	23
Rand Afrikaans University								15	23	24	62
Rhodes University								40	31	27	98
University of South Africa								89	859	309	1 257
University of Stellenbosch								0	1	10	11
University of The Western Cape								0	1	5	6
Witwatersrand University								163	126	139	428
University of Zululand								0	0	0	0
Vista University								0	28	0	28
University of Transkei								0	0	24	24
University of Venda								0	0	0	0
All Universities								**605**	**1 303**	**1 050**	**2 958**

Table F1. 2.4: Masters Degrees											
	91	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**99**	**00**	**Total**
University of Cape Town	69	140	102	37	82	118	111	133	141	176	1 108
University of Durban Westville	15	25	30	24	28	22	27	27	18	43	260
University of Fort Hare	0	0	0	0	0	0	0	0	0	0	0
University of Natal	14	4	11	11	11	11	0	0	0	19	81
University of The North	0	0	0	0	0	0	0	0	0	0	0
University of The Free State	14	8	10	7	1	4	5	5	1	4	59
University of Port Elizabeth	1	1	2	1	3	0	2	0	5	0	15
Potchefstroom University	45	55	74	60	71	48	50	70	319	277	1 070
University of Pretoria	87	86	102	81	64	115	125	107	86	117	971
Rand Afrikaans University	24	38	100	77	88	83	84	68	62	68	692
Rhodes University	3	0	1	2	1	2	2	1	3	0	15
University of South Africa	232	224	232	177	157	288	185	221	281	417	2 414
University of Stellenbosch	77	103	136	111	96	88	86	90	142	136	1 064
University of The Western Cape	0	1	0	0	0	0	0	3	0	3	7
Witwatersrand University	118	115	114	93	182	115	150	162	147	181	1 377
University of Zululand	0	0	0	0	0	0	0	0	0	0	0
Vista University	1	2	3	5	4	1	3	4	5	9	37
University of Transkei	0	0	0	0	0	0	0	0	0	0	0
University of Venda	0	0	0	0	0	0	0	0	0	0	0
All Universities	**700**	**802**	**917**	**686**	**787**	**894**	**830**	**892**	**1 210**	**1 449**	**9 168**

Table F 1.2.5: Doctoral Degrees											
	91	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**99**	**00**	**Total**
University of Cape Town	2	2	1	0	1	1	1	0	0	2	10
University of Durban Westville	0	0	0	1	0	1	3	0	0	0	5
University of Fort Hare	0	0	0	0	0	0	0	0	0	0	0
University of Natal	1	1	2	2	2	2	0	0	0	1	11
University of The North	0	0	0	0	0	0	0	0	0	0	0
University of The Free State	3	2	1	4	1	1	1	1	0	0	14
University of Port Elizabeth	1	2	0	2	1	0	1	4	0	0	11
Potchefstroom University	8	12	7	16	10	2	2	7	4	3	71
University of Pretoria	9	15	9	7	6	5	8	14	4	9	86
Rand Afrikaans University	4	5	7	3	5	8	5	7	5	3	52
Rhodes University	1	0	1	0	0	1	0	0	0	0	3
University of South Africa	14	3	7	2	8	6	5	8	3	5	61
University of Stellenbosch	3	5	1	0	3	5	0	2	2	4	25
University of The Western Cape	0	0	0	0	0	0	0	0	0	0	0
Witwatersrand University	3	1	4	3	0	1	0	1	0	1	14
University of Zululand	0	0	0	0	0	0	0	0	0	0	0
Vista University	3	3	0	3	2	1	7	7	3	4	33
University of Transkei	0	0	0	0	0	0	0	0	0	0	0
University of Venda	0	0	0	0	0	0	0	0	0	0	0
All Universities	**52**	**51**	**40**	**43**	**39**	**34**	**33**	**51**	**21**	**32**	**396**

F.1.3. Output according to gender, population group, level of qualification and year

Table F 1.3.1 Gender										
		91	92	93	94	95	96	97	98	99
First Bachelor's Degree	Male	2 874	3 094	3 101	3 102	3 168	2 919	2 474	2 524	2 613
	Female	1 660	1 949	2 017	2 079	2 133	2 074	1 987	2 047	2 482
Professional Bachelor's or Honours degree	Male	1 994	1 963	2 143	2 184	2 413	2 125	2 167	1 982	1 911
	Female	749	877	1 090	1 120	1 322	1 213	1 285	1 318	1 429
Post Graduate Certificate	Male	0	0	0	0	0	0	0	308	790
	Female	0	0	0	0	0	0	0	297	573
Masters Degree	Male	591	694	781	575	606	728	624	683	929
	Female	109	108	136	111	181	166	206	209	280
Doctoral Degree	Male	43	42	36	36	29	31	28	33	12
	Female	9	9	4	7	10	3	5	18	9

Table F 1.3.2 Population Group											
		91	92	93	94	95	96	97	98	99	00
First Bachelor's Degree	African	307	420	530	559	751	841	1 071	1 195	1 686	1 759
	Coloured	193	173	225	152	245	258	213	273	235	288
	Indian	231	318	375	447	479	423	320	320	317	740
	White	3 802	4 131	3 987	4 023	3 826	3 470	2 858	2 783	2 857	3 049
Professional Bachelor's or Honours Degree	African	156	189	249	239	379	324	376	359	661	1180
	Coloured	59	89	88	69	117	95	108	113	392	200
	Indian	135	131	184	181	229	226	229	258	267	463
	White	2 393	2 430	2 712	2 815	3 010	2 692	2 739	2 569	2 269	2 924
Post-Graduate Certificate	African								194	235	286
	Coloured								43	63	57
	Indian								54	141	145
	White								314	925	578
Masters Degree	African	15	23	28	23	68	60	107	137	232	289
	Coloured	3	7	8	6	8	6	10	21	29	67
	Indian	16	21	35	28	32	37	37	52	66	114
	White	666	751	846	629	679	791	675	682	883	981
Doctoral Degree	African	1	0	1	0	0	0	2	3	2	1
	Coloured	0	0	0	0	0	0	0	2	1	0
	Indian	1	2	1	1	1	0	3	2	0	2
	White	50	49	38	42	38	34	28	44	18	29

F.2

STUDENT OUTPUT FROM TECHNIKONS

F.2.1. OUTPUT ACCORDING TO FIELD OF STUDY, LEVEL OF QUALIFICATION AND YEAR

Table F 2.1.1: National Diplomas										
Field of Study	**91**	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**99**	**00**
Accounting	421	486	571	703	816	1 363	1 360	1 343	1 644	1 482
Banking and Finance	38	7	9	6	31	64	72	138	37	9
Business Data Systems	68	15	21	22	26	21	27	9	91	32
Business Economics	245	348	338	340	320	424	266	266	0	0
Quantitative Methods	32	18	11	18	18	57	21	126	99	46
Economics	95	217	204	231	222	102	146	132	353	166
All other Business, Commerce and Management Sciences	1 719	1 979	2 108	2 003	2 156	2 636	2 675	3 444	3 948	3 417
All fields of study	**2 619**	**3 070**	**3 262**	**3 324**	**3 589**	**4 667**	**4 567**	**5 458**	**5 819**	**4 986**

Table F 2.1.2: Higher Diplomas and B Tech Degrees										
	91	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**99**	**00**
Accounting	65	92	85	58	96	161	173	156	185	239
Banking and Finance	4	6	8	10	5	7	2	2	23	17
Business Data Systems	1	2	12	10	10	1	0	0	22	10
Business Economics	11	27	25	42	30	300	276	145	0	0
Quantitative Methods	3	10	16	15	29	7	8	27	6	0
All other Business, Commerce and Management Sciences	178	171	167	222	245	292	432	516	920	932
Economics	10	8	5	7	9	7	10	24	104	57
All fields of study	**272**	**315**	**318**	**364**	**423**	**775**	**902**	**871**	**1 260**	**1 254**

Table F 2.1.3: Masters Diplomas and Degrees										
	91	92	93	94	95	96	97	98	99	00
Accounting	1	0	1	2	0	0	0	2	1	0
Banking and Finance	0	0	0	0	0	0	0	0	0	0
Business Data Systems	1	0	0	0	0	0	0	0	0	0
Business Economics	0	0	1	1	0	3	5	5	0	0
Quantitative Methods	0	0	0	0	1	1	1	0	0	0
All other Business, Commerce and Management Sciences	0	4	6	4	4	10	8	14	19	40
Economics	0	0	0	0	0	0	0	0		
All fields of study	**2**	**4**	**8**	**7**	**5**	**14**	**14**	**21**	**20**	**40**

F.2.2. OUTPUT ACCORDING TO INSTITUTION, LEVEL OF QUALIFICATION AND YEAR

Table F 2.2.1: National Diplomas											
	91	92	93	94	95	96	97	98	99	00	Total
Cape Technikon	447	496	443	476	497	413	413	472	499	497	4 653
Technikon Northern Gauteng	33	111	90	202	202	264	320	379	423	351	2 376
Mangosuthu Technikon	18	58	77	29	0	150	291	310	294	2	1 229
ML Sultan Technikon	159	175	229	252	296	280	287	388	343	430	2 839
Natal Technikon	225	198	239	259	259	259	113	0	335	395	2 282
Free State Technikon	208	192	272	226	282	275	278	224	228	452	2 637
Peninsula Technikon	167	201	308	308	308	245	82	332	336	391	2 678
Port Elizabeth Technikon	194	199	309	332	366	380	395	450	391	400	3 417
Pretoria Technikon	382	521	521	593	593	588	492	578	627	384	5 277
Technikon SA	290	303	95	618	773	717	878	664	1 061	680	6 079
Vaal Triangle Technikon	153	228	291	142	286	361	60	449	480	197	2 647
Witwatersrand Technikon	343	388	388	506	500	495	495	553	499	512	4 678
Border Technikon	0	0	0	0	0	73	114	238	0	5	430
Technikon North West	0	0	0	0	0	94	97	167	140	193	691
Eastern Cape Technikon	0	0	0	0	59	72	252	254	516	264	1 417
All Technikons	**2 619**	**3 070**	**3 262**	**3 942**	**4 421**	**4 667**	**4 567**	**5 458**	**6 172**	**5 152**	**43 330**

Table F 2.2.2: Higher Diplomas and BTech Degrees											
	91	92	93	94	95	96	97	98	99	00	Total
Cape Technikon	57	61	60	46	121	111	111	140	153	161	1 021
Technikon Northern Gauteng	0	0	0	0	0	5	4	43	32	25	109
Mangosuthu Technikon	0	0	0	0	0	0	0	0	1	0	1
ML Sultan Technikon	14	5	7	6	6	38	54	45	67	63	303
Natal Technikon	13	15	24	12	12	12	5	0	40	193	326
Free State Technikon	20	27	26	23	22	26	27	25	50	79	325
Peninsula Technikon	19	10	29	29	29	39	40	61	105	93	453
Port Elizabeth Technikon	55	38	54	73	65	105	127	140	142	144	943
Pretoria Technikon	27	50	44	84	84	84	91	46	126	65	701
Technikon SA	12	42	7	96	101	207	309	210	304	217	1 505
Vaal Triangle Technikon	10	20	20	23	39	20	5	43	31	14	225
Witwatersrand Technikon	45	47	47	69	46	128	128	108	206	189	1 013
Border Technikon	0	0	0	0	0	0	1	10		9	20
Technikon North West	0	0	0	0	0	0	0	0	0	0	0
Eastern Cape Technikon	0	0	0	0	0	0	0	0	2	4	6
All Technikons	**272**	**315**	**318**	**460**	**524**	**775**	**902**	**871**	**1 259**	**1 255**	**6 950**

Table F 2.2.3: Masters Diplomas and Degrees											
	91	92	93	94	95	96	97	98	99	00	Total
Cape Technikon	0	0	1	0	2	5	5	0	2	2	17
Technikon Northern Gauteng	0	0	0	0	0	0	0	0	0	0	0
Mangosuthu Technikon	0	0	0	0	0	0	0	0	0	0	0
ML Sultan Technikon	0	0	1	0	0	0	0	0	0	0	1
Natal Technikon	0	0	0	0	0	0	0	0	2	3	5
Free State Technikon	0	1	1	1	0	3	0	2	3	5	16
Peninsula Technikon	0	0	0	0	0	0	0	0	0	0	0
Port Elizabeth Technikon	1	2	5	4	3	3	3	6	7	23	57
Pretoria Technikon	0	0	0	0	0	0	2	6	2	2	12
Technikon Sa	0	0	0	0	0	0	0	0	1	3	4
Vaal Triangle Technikon	1	1	0	1	0	0	1	2	0	0	6
Witwatersrand Technikon	0	0	0	1	0	3	3	5	3	2	17
Border Technikon	0	0	0	0	0	0	0	0		0	0
Technikon North West	0	0	0	0	0	0	0	0	0	0	0
Eastern Cape Technikon	0	0	0	0	0	0	0	0	0	0	0
All Technikons	**2**	**4**	**8**	**7**	**5**	**14**	**14**	**21**	**20**	**40**	**134**

F.2.3. OUTPUT ACCORDING TO GENDER, POPULATION GROUP, LEVEL OF QUALIFICATION AND YEAR

Table F 2.3.1: Gender*									
		91	92	93	94	95	96	97	98
National Diplomas	Male	1 324	1 514	1 560	2 010	2 272	2 286	2 195	2 469
	Female	1 295	1 556	1 702	1 932	2 149	2 381	2 373	2 989
Higher Diplomas and BTech Degrees	Male	189	238	218	328	330	515	614	506
	Female	83	77	100	132	193	260	288	365
Masters Diplomas and Degrees	Male	1	1	4	6	4	9	11	16
	Female	1	3	4	1	1	5	3	5

*Data available only until 1998

Table F 2.3.2: Population Group*									
		91	92	93	94	95	96	97	98
National Diplomas	African	116	382	443	710	956	1 773	2 258	3 090
	Coloured	205	170	237	268	328	249	202	404
	Indian	152	173	200	211	248	225	210	241
	White	2 145	2 345	2 382	2 753	2 889	2 421	1 897	1 723
Higher Diplomas and BTech Degrees	African	9	12	14	37	42	165	220	313
	Coloured	26	15	31	32	36	40	56	92
	Indian	14	8	11	13	10	43	60	54
	White	223	281	262	378	435	527	566	412
Masters Diplomas and Degrees	African	0	0	0	0	0	1	1	2
	Coloured	0	0	0	1	0	0	0	1
	Indian	0	0	1	0	0	0	0	0
	White	2	4	7	6	5	13	13	18

*Population group data available only until 1998

ANNEXURE G

BURSARIES PROVIDED BY TRAINING PROVIDERS WHO PARTICIPATED IN THE STUDY

INSTITUTION	COURSES	ELIGIBILITY CRITERIA	TARGET GROUP
Midrand Graduate Institute	All courses	Financial need Academic achievement Rare achievement	All students
Potchefstroom University for Christian Higher Education	All degrees	Achievement	All students
Potchefstroom University for Christian Higher Education	BSc (Actuarial)	4th year actuarial/BMI students	
UNISA, Centre for Business Management	All degrees	Financial need Applications can be made to the Department of Student Support (TEFSA)	All students
University of Cape Town	All courses	Financial need and academic achievement	Good academic performers
University of Cape Town	All courses	Financial need Applications can be made at the graduate scholarship office at UCT	Financially disadvantaged - majority is Black students.
University of Natal	Accounting	Specified by donors	All students
University of North West	Economics	Financial need and academic achievement	Disadvantaged students
University of Port Elizabeth	BCom and BCom Hons	Financial need	Academically and financially disadvantaged students
University of Port Elizabeth	Business Management Economics Accounting Mathematics	Financial need	Black students

INSTITUTION	COURSES	ELIGIBILITY CRITERIA	TARGET GROUP
University of the Western Cape	All courses	Financial need Applications can be made at ACT office	All students
University of the Witwatersrand	Financial assistance is for students doing qualifications rather than short courses for non-qualification purposes.	Financial need and academic potential	Previously disadvantaged students
Durban Institute of Technology (Technikon Natal)	All students qualifying for admission in all courses	Financial need	Any student who qualifies for financial assistance
Mangosuthu Technikon	All courses	Financial need and academic achievement	Financially disadvantaged students who generally perform well
Technikon Free State	All courses	Financial need and academic achievement	All students
Technikon Pretoria	All courses	Financial need and academic achievement	All students
Technikon Witwatersrand	All courses	Financial need and academic achievement	All students
Buffalo City College (East London)	All subjects	Academic achievement (80% or more in external examinations)	All students
Protea College	All courses	Financial need	Students with financial problems
Tshwane North College - Mamelodi Campus	Financial Management N4-N6	Financial need Applications can be made by needy students who pass all four subjects with an average of 60% or more	All students
Tygerberg College		Academic performance Financial need	All students
Private College: Almega College	All courses	Academic merit (Successful applicants are given discount off entry fees of, for example, 50%	Preference is given to second-year students (only on merit) especially disadvantaged group
Private College: Bond South Africa	All courses	Financial need Academic achievement	All students
Private College: Boston City Campus and Business College	All courses	Academic merit No official bursary scheme exists but individual applications are considered by Principal	Mostly financially disadvantaged students.
Private College: Business Management Training College of SA	All courses	100% study loans are available	All students
Private College: Damelin Education Group	All courses	Vary according to the financial assistance programme applied for	

INSTITUTION	COURSES	ELIGIBILITY CRITERIA	TARGET GROUP
Private College: Forbes Lever Baker	BCompt	Financial need and achievement	Underprivileged deserving candidates
Private College: National School of Accounting	Full-Time Academic Support Programme	Financial need	Black university students in their third year, from Gauteng, Western Cape, KZN, Eastern Cape
Private College: Rosebank College	All courses	Financial need and academic potential	Disadvantaged students
Private College: Tygerberg College	All courses	Financial need Academic Performance	All students

ANNEXURE H

INTERNATIONAL LINKAGES OF EDUCATION AND TRAINING INSTITUTIONS WHO PARTICIPATED IN THE STUDY

INSTITUTION	CONTACT
Mangosuthu Technikon	HEIS, USAID
Potchefstroom University for Christian Higher Education	ETH Zurich
Potchefstroom University for Christian Higher Education	Free University of Amsterdam
Potchefstroom University for Christian Higher Education	GARP (the global association for risk professionals)
Potchefstroom University for Christian Higher Education	CIMA
Private College: Almega College	Approached the government of Botswana to help with certain educational projects - still in a negotiating stage (none full-time)
Private College: Beta Professional Training	RSM-Group – quality control
Private College: Beta Professional Training	Malaysia
Private College: Beta Professional Training	Sydney
Private College: Beta Professional Training	Mauritius
Private College: Beta Professional Training	Madrid
Private College: Boston City Campus and Business College	Botswana Nigerian government
Private College: CQS Technology Holdings	KPMG, Ernst & Young, Deloitte & Touche (Offer product training for software developed by these organisations)
Private College: Damelin Education Group	Oxford Brookes University
Private College: Damelin Education Group	Heriot Watt University
Private College: Damelin Education Group	Cambridge University

INSTITUTION	CONTACT
Private College: Damelin Education Group	Microsoft
Private College: Damelin Education Group	American Hotel & Lodge Association IAH&LA
Private College: Damelin Education Group	Swiss hotel management school (Montreaux, Switzerland)
Private College: Emeritus Business College	Not the government but multi-national companies that require international qualifications e.g. Siemens
Private College: Johannesburg School of Finance	World Bank
Private College: Johannesburg School of Finance	Kenya (Finance training in schools and private companies)
Technikon Free State	CIMA
Technikon Free State	IIA INC
Technikon SA	University of Dar es Salaam – Tanzania (Staff involved in external examining function)
Technikon SA	Curtin University of Technology – Australia (Staff development and staff exchange programme and joint academic research activities)
Unisa, Centre for Business Management	ACT (Association of Corporate Treasures)
Unisa, Centre for Business Management	CIMA
Unisa, Department of Auditing	IFAC (vial SAICA who is a member of the international organisation dealing with education and training of chartered accountants in SA. The prescribed syllabus of SAICA is used by the department to guide teaching and to establish standards)
University of Port Elizabeth	University of Utrecht, Netherlands (visiting professor)
University of Port Elizabeth	Nyenrode University, Netherlands (visiting professor)
University of Port Elizabeth	Free University, Netherlands (visiting professor)
University of The Free State	De Paul University, Chicago
University of The Western Cape	IFAC (via SAICA)
University of The Witwatersrand	Wits has formal linkages and informal contact with several organisations nationally and internationally, at university level, faculty and school levels.

ANNEXURE I

LIST OF SPECIAL PROJECTS BY EDUCATION AND TRAINING INSTITUTIONS TO DEVELOP THE SKILLS BASE OF THE SECTOR

INSTITUTION	NAME OF PROJECT	TARGET	NATURE	DURATION	PARTNERS	IMPACT
University of Cape Town	PGDA	All	Academic	1 year	Service provider	Improves analytical skills
University of Cape Town	CTBC	All	Preparation for professional examination	6 weeks	Service provider	Improves pass rates
University of Cape Town	APT	All	Preparation for professional examination	8 months	Service provider	Improves pass rates
Technikons SA	School projects	Currently schools in Gauteng and plans to expand to the rest of the country in 2003	It is a community outreach project, which spreads awareness of TSA accounting programmes, assists schools in reviewing their syllabus content, and supplies study material currently used at TSA	Ongoing. visits to selected schools at least three times a year	Soliciting for partners for funding	This will create awareness of the role and potential of this field of study to prospective learners in schools. Study/text material will have a positive impact on the teaching skills of teachers and increase the pupils' knowledge
Technikon SA	PGD Accounting	SAICA prospective CAs-	Tuition provider			
University of North West	Research		Intends involving students in research into SMEs in the province			
Potchefstroom University for CHE	Offering of formal degrees		ITRISA helpdesk improves skills in international trade and finance			
University of Port Elizabeth	Growth of Honours programme					

INSTITUTION	NAME OF PROJECT	TARGET	NATURE	DURATION	PARTNERS	IMPACT
Eastern Cape Technikon	Basic accounting	Municipality (previously disadvantaged group)	Short course in accounting	3 months	None	Improves accounting skills
Eastern Cape Technikon	Basic auditing	Municipality (previously disadvantaged groups)	Short course in auditing	3 months	None	Improves auditing base
Eastern Cape Technikon	Basic PASTEL accounting	Municipality (previously disadvantaged groups)	Short course in PASTEL accounting		Skills partnerships - Regardo Scholtz	Improves skills in PASTEL accounting
University of Natal	Enriched management studies	Black students	Extra teaching to students registered with EMS programme	Throughout the B Com degree	The funding partnership is with firms in the private sector	Gives more Black students the opportunity to study at the University of Natal and succeed in their studies
University of Natal	UND distance	-	Distance education	1 year	Skills and funding with UND	Increases the number of students graduating
University of Natal	National School of Accounting	Black students who have failed the CTA equivalent	Structured learning programme	1 or 2 years	Skills partnership	Increases the number of students graduating
University of Natal	UND distance - conversion course		Distance education/providing access to the 1 year programme	2 years	Skills and funding from UND	Increases the number of students graduating
Durban Institute of Technology	Basic bookkeeping	Employed persons without qualifications working in accounting environment	Basic bookkeeping at technician level	1 year	Funding partnerships	Gives sector employees professional status as accounting technicians
Durban Institute of Technology	Financial management of school principals	School management personnel	Financial management of an organisation	1 year	Funding partnerships	Improves the financial management skills of school principals
Durban Institute of Technology	Accounting enrichment programme	School teachers of accounting	Improvement in skills of accounting teachers at school level	16 weeks	Funding partnerships	Raises quality of students applying to study in the sector

INSTITUTION	NAME OF PROJECT	TARGET	NATURE	DURATION	PARTNERS	IMPACT
Potchefstroom University for CHE	1999 to 2001	BMI final year students	Research consultation	6 months	ABSA ERM	Transfers technology and know-how between academia and industry
Mangosuthu Technikon	Entrepreneurial skills for students					
Mangosuthu Technikon	Incubation centre					
Technikon Pretoria	Local government capacity building	Local government accounting group/ municipal employees	Accounting & financial management	1 year	No	Improves self-governance for profitability
Technikon Pretoria	Public financial statements	Accounting people	Compiling of financial statements	2 weeks	No	Improves self-governance for profitability
Technikon Pretoria	Public budgets	Public managers	Compiling of budgets	1 week	No	Improves self-governance for profitability
Technikon Pretoria	Finance for non-financial managers	Reserve Bank	Advanced course in budgeting		None	Improves self-governance for profitability
Technikon Pretoria	Advance finance for non-financial managers	National parks	Break-even analysis	48 hours	None	Improves self-governance for profitability
University of the Western Cape	Public finance management	Still to be developed	Development of standards of service provision			
University of the Western Cape	Accounting course for business persons	Business people	Still under discussion		SAICA	
University of Natal	Post-graduate programme	Confidential	Confidential	1 year	Confidential	Promotes skills base
Unisa (Department of Applied Accountancy)	Centre for accounting studies	General population	Teaching of basic knowledge of subjects	6-18 months	None	Enhances theoretical and practical skills
University of Cape Town	Course in financial analysis and portfolio management		Hons course whose aim is to give academic and practical training	1 year	Experts from the field, e.g. Old Mutual, to present - in their personal capacity	High demand for the course exists. Companies encourage employees to enrol. Provides a broad understanding of broad markets at practical levels
Port Elizabeth College for FET	Local government finances learnership	Municipal employees	Learnership			

INSTITUTION	NAME OF PROJECT	TARGET	NATURE	DURATION	PARTNERS	IMPACT
Buffalo City College	Learnership	All	Local government: finance	18 months	Local government SETA	
Tygerberg College	Skills programmes	Females Males Various equity groups	Development of financial skills	3 months	Department of Labour Fasset	Improves productivity in financial sector
Boston City Campus and Business College	E- learning	Corporate clients	Transforming a number of courses into e-format	1 month course as part of a year's qualification	None It is solely a Boston project	Improves access to access to learning opportunities from anywhere in the world
Boston City Campus and Business College	Financial Services Department	Two levels: corporate and man in the street	Development of introductory courses in finance to serve as a stepping stone to other sub-fields	1 month to a year and maybe leading to a degree	None A partnership is being sought	Educates the man in the street on what is available and his options as an individual. Develops current skills in the corporate market
Almega College	IBS	Any person that does not qualify for a diploma or bridging between grade 10 and grade 12	Bridging courses especially for the accounting sector or business economic courses	1 year and if students pass they can carry on with second year. at the same level as first-year higher education	None	Improves accounting and business economics skills.
CQS Technology Holdings	Software methodology project	Auditing profession	Software to improve audit methodology	2-3 years	BAA-methodology PROS-methodology	Brings technology into the sector
Forbes Lever Baker	FLBTI	B. Com, B. Compt students	Undergraduate	3 years	UNISA	Helps +/- 1000 students
Forbes Lever Baker	FLBTI	B. Compt Honours	Post-graduate	1 year	UNISA	Helps +/- 300 students
Forbes Lever Baker	FLBCPE	BGAZ D	FQE	6 months		
Damelin Education Group	Moneysaver bursary scheme	Disadvantaged				
Damelin Education Group	SAPS					
Damelin Education Group	SOS Children's Village in Mamelodi					

INSTITUTION	NAME OF PROJECT	TARGET	NATURE	DURATION	PARTNERS	IMPACT
Damelin Education Group	Money Saver Club members					
Damelin Education Group	FNB					
Damelin Education Group	Umtata prisoner training					
Damelin Education Group	Damelin leadership and development programme					
Damelin Education Group	Soweto previously disadvantaged schools					
Damelin Education Group	Zingisa Magalela-disabled rugby players					
Damelin Education Group	Thabang primary school					
Damelin Education Group	Gauteng schools					
Bond South Africa	B.Com Hons Accounting	Upgrading of standards in accounting	Accounting	1 year	It is a degree course presented by the University of Natal that is used as a bridging course	Increases candidates available in the CA market.
National School of Accounting	Full-time academic support	Black African	Support provided involves practical exposure to workplace requirements	10 days	Neurolink Uno	Provides students with basic knowledge in order to 'kick start" them. Improves career-relatedconfidence and abilities
National School of Accounting	Practical training courses	All trainee accountants	Practical auditing skills	9 x 2 days	None	Increases competence and confidence in auditing assignments
National School of Accounting			Management skills	2 x 1 day	None	

INSTITUTION	NAME OF PROJECT	TARGET	NATURE	DURATION	PARTNERS	IMPACT
Johannesburg School of Finance	THE MISSION: taking the myth out of finance	Across the board, related to all groups at all skills levels, - including supervisors, middle, and senior managers professional practitioners, retirement fund trustees and students	Financial skills and knowledge	Short courses	Self-funding	
Beta Professional Training	SDF (skill development facilitator)	Clients (audit)	Acting as link between clients and SETA	Every year	Fasset	Gets clients involved in Fasset's activities

ANNEXURE J

FINANCIAL SUPPORT RECEIVED BY EDUCATION AND TRAINING INSTITUTIONS

The National School of Accounting mentioned that the government contributes funds to the LSA course levy that it offers in order to make courses financially viable for learners. The school also receives funds from the Usulumba Youth Fund – a government-funded project. BOE funds its winter school, while the South African Chartered Accounts Institute and auditing firms sometimes contribute funds for bursaries or grants.

The University of the Witwatersrand indicated that it has a learner financial-aid scheme, and that it also receives donations from private and international institutions, as well as alumni learners.

The University of the Western Cape reported that learners receive prizes from time to time for good performance from various private institutions.

The University of Port Elizabeth mentioned the bursaries that it receives from the Auditor-General, as well as those from private companies such as Investec, Nedbank, Gensec, and First Rand Foundation, to mention a few.

Potchefstroom University indicated that it uses National Research Foundation (NRF) funds for learners who want to pursue post-graduate studies, and that it also receives some funds from private institutions like ABSA, JSE, and M-Cubed for bursaries and grants.

The University of Cape Town mentioned only that it does receive external funds from private organisations, but no details about these funds were gone into.

The University of Natal brought to the attention of the interviewer the fact that external funds are declining.

Four of the technikons that were part of the sample indicated that they have private donors. Mangosuthu Technikon mentioned Eskom, Telkom and IDC, while Technikon SA said that Afrox is its private donor.

Only two of the ten technical colleges reported private contributions. Port Elizabeth College for FET named Delta as its donor, and Protea College mentioned that Coca-Cola contributes funds for training.

ANNEXURE K

LIST OF HIV/AIDS PROJECTS PRESENTED BY EDUCATION AND TRAINING INSTITUTIONS THAT PARTICIPATED IN THE STUDY

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
Private College: Almega College	Life orientation presentation for all the learners by an external speaker, pamphlets and brochures, designing of posters, handing out of condoms without questions being asked	To increase awareness of danger of HIV/AIDS	Everybody	Own funding	Presentation is given on an ongoing basis	Own funding
Private College: Boston City Campus and Business College	HIV/AIDS diploma in care and support and HIV/AIDS management, which can be taken as a short course.	To manage HIV/AIDS problem	Everybody	R4000	1 year	Private sector
Private College: Damelin Education Group	No projects on the programme, only increasing of awareness through brochures and condoms					
Private College: South Peninsula College	Setting up of a committee	To look at structures for HIV/AIDS support of staff and students				
Private College: Tygerberg College	HIV/AIDS awareness	To inform students	Students all levels		Ongoing	College funds
Midrand Graduate Institute	Midrand support centre with qualified psychologists available for counselling					

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
Midrand Graduate Institute	AIDS policy and programmes being set up by HR forum. No details available yet					
Potchefstroom University For Christian Higher Education	Crisis line	To provide HIV/AIDS support for staff and students	Any person		Ongoing	
Potchefstroom University For Christian Higher Education	Collaboration with hospice	To provide support for AIDS orphans	Nursery schools, AIDS orphans		Ongoing	RAG
Potchefstroom University For Christian Higher Education	Peer-helper programme	To make aware and educate	Students - especially in residences		Ongoing	SAUVCA
Potchefstroom University For Christian Higher Education	Winter wind blanket project	To support infected and poor in community	Infected and poor in community	Donations	1 month	Donations
UNISA, Centre For Business Management	Distribution of condoms	To encourage prevention	All students and staff		Ongoing	
UNISA, Centre For Business Management	Practical training (train the trainer)	To equip key figures in community	As above		6 months	
UNISA, Centre For Business Management	Integration in academic programmes (degree and non-degree purposes)	To instruct in care and counselling	Psychologists, nurses, ministers, teachers, social workers, volunteer workers		6 months	
UNISA, Centre For Business Management	Planning of an AIDS centre and voluntary counselling and testing (VCT)	To provide support and increase awareness				
UNISA, Centre For Business Management	Peer counselling	To counsel, increase awareness and give support			Ongoing	Government, UNISA

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
University of Cape Town	"Sharp" - peer education programme (also training of other institutions)	To educate and make aware through presentation of workshops	Pupils, students, staff educators	Confidential, but programme is given priority	Ongoing	UCT, SAUVCA; anonymous donor
University of Cape Town	Ongoing research in different academic departments	To study the effect of HIV/AIDS in different fields			Ongoing	
University of Cape Town	Treatment literacy education programme	To train peer educators in treatment for living with HIV, to educate people to be on same level as their health care providers (but not to replace them)	Voluntary peer helpers			
University of Cape Town	Integration in academic departments (foundational courses)	To produce graduates who can go into communities and work and educate members of the community on how to handle HIV/AIDS	Students			
University of Cape Town	Integration of programmes into community health programme	To support community by making people aware and by educating them	Community			
University of Cape Town	Anonymous e-mail help line (a chat room is being planned), column in campus newspaper; talks on radio show	To educate people and make them aware	Campus wide			
University of Cape Town	One broad awareness campaign per term (e.g. themes such as prevention, gender, compassion)	To educate and provide knowledge and information	All students and staff		One per term	

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
University of Cape Town	Individual pre- and post-test counselling	To support those affected and those infected by HIV/AIDS	All students		Ongoing	
University of Cape Town	A campus support group is being planned. At present, people are referred to outside support groups	To provide support	People affected and infected by HIV/AIDS			
University of Natal	VCT	To educate and support	Students		Ongoing	
University of Natal	Information and counselling support	To educate, inform and support	Students and staff		Ongoing	
University of Natal	Mainstreaming into the curriculum	To inform and educate			Ongoing	
University of Natal	Treatment at campus clinics	To support those infected by HIV/AIDS	Students and staff		Ongoing	
University of Natal	Prevention of HIV/AIDS and management of rape	To prevent the spread of HIV/AIDS	Students and staff		Ongoing	
University of Natal	Distribution of condoms	To encourage prevention	Students and staff		Ongoing	
University of Natal	Peer-education programmes	To inform and support	Students		Ongoing	
University of Natal	Support groups	To support and educate	HIV infected people and concerned HIV exposed		Ongoing	
University of Natal	Walk-in information and support service at campus clinics	To educate, inform and support	Students and staff		Ongoing	
University of Natal	Community work	To build capacity in community health sector			Ongoing	
University of Natal	Research	To strengthen the broader societal response to HIV/AIDS			Ongoing	

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
University of Natal	Distribution of education material on HIV/AIDS	To educate, inform and support	Students and staff		Ongoing	
University of Natal	Advertise national AIDS hotline number	To inform and support	Students and staff		Ongoing	
University of Natal	Student resource centre	To provide media for personal information and curriculum-based projects	Students		Ongoing	
University of North West	Workshops on different themes	To educate and make aware	Staff, teachers, learners	R10,000 per workshop	1 day - 1 week	University, Department of International Development
University of North West	Road shows	To make aware	Students and community	N/A	2 per week	N/A
University of North West	Condom distribution	To make aware	All staff and students		Ongoing	Indirectly from Department of Health
University of North West	Individual counselling	To make aware and provide support	All students and staff		Ongoing	
University of North West	Integration into academic programme (e.g. law and nursing)	To study the effect of HIV/AIDS in different fields of study	Students (as requested by lecturers)		Ongoing	
University of North West	AIDS centre will be established in September of 2002	To make aware and provide support	Students and staff			
University of North West	An application for a VCT site has been made	To educate and support	Students and staff			
University of North West	Peer counselling	To make aware and provide support	Students, mainly in residences		Ongoing	

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
University of Port Elizabeth	Ongoing communication - with staff and students. Medical services and advisory services available on campus. Discussion groups and workshops held regularly. Certain courses include projects relating to effect of HIV/AIDS on the economy and on individual enterprises	To study the effect of HIV/AIDS and to make aware, educate and support				
University of Port Elizabeth	Integration in academic programme	To educate and make aware	Core module and also staff		Module course	
University of Port Elizabeth	Workshops as part of wellness programme - themes depending on needs of students	To make aware and provide support	Students		2-3 days	
University of Port Elizabeth	Collaboration with various community work, e.g. NAPWA,	To make aware and provide support	Community			
University of Port Elizabeth	Crisis help line	To support	All		Ongoing	
University of Port Elizabeth	Orientation week of first-year students, distribution of condoms, brochures, pamphlets; media reports	To educate and make aware	All		Ongoing	
University of Port Elizabeth	Individual counselling, spiritual support, support groups	To provide different types of support	Students and staff		Ongoing	
University of Port Elizabeth	VCT	To educate for behaviour change, to support and reduce infection	Students and staff	R50 per kit and counselling	Ongoing	SAUVCA, university budget

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
University of Port Elizabeth	Peer education programme/peer counselling	As part of wellness programme , to support, educate, make aware and train in basic helping and counselling skills	Students		Ongoing	University
University of the Free State	Community service	To educate, make aware and provide support in community	Community			As above
University of the Free State	VCT	To educate and make aware	Students and staff		Ongoing	As above
University of the Free State	Coordination of programmes with national programme (AIDS day)	To educate and make aware	Students and staff	0	Ongoing	SAUVCA
University of the Free State	KOVSIE HIV/AIDS week	To make aware	Students and staff	R30,000	1 week	As above
University of the Free State	Integration into academic curriculum	To educate and make aware of effect of HIV/AIDS in different areas	Students in all faculties		Ongoing	
University of the Free State	Peer-educator project, distribution of brochures and condoms	To educate, make aware and support	Students			
University of the North	Peer-educator programme	To make aware, inform and support	All students (residents and non-residents)	R30,000 per programme of 50 students	Ongoing	University; SAUVCA
University of the North	Home-based care	To train members of families of infected to take care of them	Family of infected		Ongoing	
University of the North	Workshops	To make aware and to destigmatise HIV/AIDS	Students		Ongoing	Beyond awareness campaign (Nat. Department of Health)

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
University of the North	Orientation programme	To educate and make aware	First-year students		2 weeks as part of orientation programme	As above
University of the North	Outreach programme	To increase awareness in community	Youth in church		3-4 days	Private funding
University of the Western Cape	Training courses	To educate staff and house committees	Various staff and management groups		Ongoing	
University of the Western Cape	A peer- educator programme has been planned	To make aware and provide support	Students			
University of the Western Cape	Condom distribution	To promote awareness and prevention	All students and staff			Department of Health
University of the Western Cape	VCT (counselling done by Hope International)	To make aware, educate and support	All students and staff		Ongoing	University, SAUVCA, TELP (applied for support)
University of the Western Cape	Orientation	To make aware and educate	First-year students		Slot in orientation week	
University of the Western Cape	Website	To make aware and educate	All website users		Ongoing	As above
University of the Western Cape	Research	To increase knowledge of HIV/AIDS				As above
University of the Western Cape	Integration into academic programme	To increase awareness	All students		Ongoing	As above
University of the Western Cape	AIDS policy, rape protocol, needle stick policy	To provide guidance on dealing with HIV/AIDS				As above
University of the Western Cape	Individual counselling	To educate and support	Students and staff		Ongoing	As above
University of the Western Cape	Treatment at student health centre	To provide treatment and support	Infected students		Ongoing	As above

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
University of the Western Cape	Support group and spiritual support	To provide different types of support	Infected students and staff		Ongoing	As above
University of the Western Cape	Awareness events, e.g. film festival, candle light walk, balloons	To improve awareness	Students and staff			As above
University of the Western Cape	A structured community outreach programme has been planned	To make aware and support	Community			As above
University of the Witwatersrand	Condom distribution	To promote prevention	Students and staff		Ongoing	
University of the Witwatersrand	HIV/AIDS desk	To provide information	Students and staff		Certain days	
University of the Witwatersrand	Exhibitions, media, radio, posters, internet	To inform and increase awareness	Students and staff		Ongoing	
University of the Witwatersrand	Integration into curriculum, workplace forums within academic schools	To increase awareness of the effects of HIV/AIDS	Students		Ongoing	
University of the Witwatersrand	Industrial theatre	To increase awareness	First-year students		During orientation week	
University of the Witwatersrand	Individual counselling	To provide support	Staff		Ongoing	
University of the Witwatersrand	Peer-educator programme, condom distribution, presentation of workshops and videos, referrals	To inform and promote prevention	Students in residences	Total budget for programme: R360,000	Ongoing	SAUVCA; university
University of the Witwatersrand	Research	To increase knowledge of how best to support those affected and infected by HIV/AIDS	Students		Ongoing	

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
University of the Witwatersrand	VCT	To make aware and support	Students and staff		Ongoing	
Vista University	Individual HIV/AIDS counselling	To educate and impart decision-making skills	Students and staff		Ongoing	University, SAUVCA; USAID; government
Vista University	Group life policies	To support	Students and staff			
Vista University	Integration into academic curriculum	To educate	Students		Ongoing	
Vista University	Training to staff	To increase awareness and educate	Staff		Ongoing	
Vista University	A resource centre is being planned	To increase awareness and educate	Students and staff			
Vista University	Posters, pamphlets, information sessions, condom distribution	To promote awareness and prevention	Students and staff		Ongoing	
Vista University	Peer education	To increase awareness and provide support	Students		Ongoing	
Vista University	Support groups	To provide support and manage immunity	Staff		Ongoing	
Vista University	World AIDS day, other workshops on different themes	To increase awareness	Students and staff		One day	
Vista University	Special rates and services for students at community clinics	To provide support	Students		Ongoing	
Border Technikon	A help desk at the resource centre has been planned	To promote education and awareness	Students and staff			

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
Border Technikon	Peer-educators programme, presentation of workshops	To promote education and awareness	Students, schools, community		4 days' training then ongoing	Technikon, SAUVCA-CTP
Border Technikon	VCT	To make aware and support	All students		Ongoing	
Border Technikon	Provision of training by working group (implementing agent of sub-council committee), and incorporation into curriculum	To increase awareness of the infectiousness of HIV/AIDS	Management, academic and administrative staff		Ongoing	
Border Technikon	Support group	To provide support	Infected and affected students		Ongoing	
Border Technikon	Distribution of condoms	To make aware and promote prevention	Students and staff		Ongoing	
Border Technikon	Orientation	To increase awareness	First-year students		During orientation	
Border Technikon	Use of media - student newspaper	To educate and increase awareness	Students		Ongoing	
Border Technikon	Referral system at clinics on campus	To provide support	Students		Ongoing	
Durban Institute of Technology (Technikon Natal)	Workshops on different themes (1 per month)	To increase understanding of HIV/AIDS	All students	R6000 per workshop	3 days	Drum Aid and Technikon
Durban Institute of Technology (Technikon Natal)	Peer-education programme	To educate and increase awareness	All students	Only started in 2002 - cost unknown	2 weeks of training, then ongoing	As above
Durban Institute of Technology (Technikon Natal)	Residence visits by coordinator	To increase awareness and provide support	Residence students		Ongoing	
Eastern Cape Technikon	Train the trainer (peer-educator training)	To make aware and counsel	Students	Unknown	Ongoing	Drum Aid, other NGO's, SAUVCA

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
Eastern Cape Technikon	Gender and HIV/AIDS workshops	To reduce belief in stereotypes and to educate	Students		2 days	
Eastern Cape Technikon	VCT	To support and educate	Students and staff		Every Friday	Government
Eastern Cape Technikon	Quilt programme (workshop format)	To educate and support	People who are grieving someone who has died of AIDS		Ongoing	Dept of International Development; SAUVCA
Mangosuthu Technikon	Peer education and counselling training	To train peers to equip those infected and affected, and to provide counselling and increase awareness	Students and staff	Still working on budget	1 week training, then ongoing thereafter	SAUVCA- CTP-UK; Technikon; Department of Foreign Development; indirectly from Department of Health
Mangosuthu Technikon	Distribution of condoms, pamphlets	To promote awareness	Students, staff, schools (informally)		Ongoing	As above
Mangosuthu Technikon	Encouragement of students to be tested (Technikon pays) An on-campus VCT is being planned in collaboration with bio-medical department	To promote awareness and provide support	Students and staff		Ongoing	As above
Mangosuthu Technikon	Orientation week	To promote awareness	First-year students		Time slot during orientation week	As above
North West Technikon	Orientation	To educate and promote awareness	First-year students	R10,000	Orientation week	SAUVCA

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
North West Technikon	Training for HODs, management, deans, HR etc.	To educate, increase awareness and promote strategic planning	Management, HODs, deans, HR etc.		1 day training then ongoing	Technikon
North West Technikon	VCT	To make aware and educate	All students and staff	Unknown	Ongoing	As above
North West Technikon	Peer-education programme, visits to residences, distribution of posters	To increase awareness and encourage discussion	All students	R12,000	Ongoing	Government, SAUVCA, Technikon, Drum Aid
North West Technikon	Individual counselling	To provide education and support for infected and affected	All students		Ongoing	As above
Technikon Pretoria	Peer-education "positive peers" programme	To promote education and awareness through peer group	Students and community		Ongoing	
Technikon Pretoria	Pre- and post-test counselling	To promote basic education and awareness	All students and staff		Ongoing	
Technikon Pretoria	Individual counselling	To educate on managing the virus and living with AIDS	All students and staff	Unknown	Ongoing	Technikon, SAUVCA, some businesses
Technikon Pretoria	Training programme for service workers	To provide basic education and awareness	Service workers			
Technikon Pretoria	Orientation week	To educate and increase awareness	First-year students		Time slot in orientation week	
Technikon Pretoria	Workshops as part of academic programmes	To increase knowledge about HIV/AIDS	Students - on request of lecturers in different departments		2-3 days	

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
Technikon Pretoria	Mini courses	To make students aware of legal, workplace rights, and bio-socio impact	Students		3 days	
Technikon Pretoria	Life skills programmes are being planned	To promote awareness and education	All students			
Technikon Pretoria	Basic education and training workshops	To provide basic education and awareness	Students		1 per month	
Technikon SA	TSA HIV/AIDS strategic project with the following sub-projects:	To educate and increase awareness of HIV/AIDS	Staff, students, TSA community, tertiary institutions and public as a whole	R12 million	12	Major sources: TSA Council, Student Representative Council, Student Development Services Unit, SAUVCA, CTP, DOE
Technikon SA	Community partnership against HIV/AIDS	To execute TSA's social responsibility to the community and public	Community and public			
Technikon SA	HIV/AIDS research dev	To establish researched-based knowledge on HIV/AIDS	Staff, students community			
Technikon SA	Policy development	To put in place a relevant and effective institutional policy on HIV/AIDS	Staff and students			
Technikon SA	HIV/AIDS curriculum development	To facilitate curriculum change to incorporate HIV/AIDS issues	Academic staff			

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
Technikon SA	Communication and marketing	To raise awareness of HIV/AIDS	TSA community			
Technikon SA	Network and collaboration	To share knowledge across institutions	Tertiary institutions			
Technikon SA	Student partnership against HIV/AIDS	To engage students effectively in HIV/AIDS awareness	Students			
Technikon SA	HIV/AIDS management in the workplace	To increase awareness and promote prevention of HIV/AIDS in the workplace	Staff			
Technikon Wiwatersrand	Information centre,– brochures and condoms					
Boland College Paarl	HIV/AIDS workshop (Caledon)	To increase awareness and provide support and counselling	Community		Ongoing	
Boland College Paarl	HIV/AIDS (schools and churches)	To increase awareness, and provide support and counselling	Community		Ongoing	
Boland College Paarl	HIV/AIDS workshop (Drakenstein municipality)	To increase awareness, and provide support and counselling	Business sector		2 days	Business sector
Boland College Paarl	HIV/AIDS community project (Nederburg farms)	To make aware	Farm workers		4 hours	
Boland College Paarl	HIV in the workplace	To increase awareness, and provide support and counselling	NSc and N4	R 180 per course	6 months	Students
Boland College Paarl	HIV infant course	To increase awareness, and provide support and counselling	NSc, N4,N5,N6	R 170 per course	6 months	Students
Buffalo City College (East London)	Life skills	To educate	Students		6 months	

INSTITUTION	NATURE	PURPOSE	TARGET	COST	DURATION	FUNDING
CN Mahlangu Technical College	Siyabuswa HIV/AIDS youth group	To make people aware of the danger of unprotected sex and the results of promiscuity	Staff and students	R6,000 per annum	3 days	College
East Cape Midlands College - Grahamstown Campus	AIDS awareness day	To promote awareness	Primarily students		1 day	
Ekurhuleni West College - Kempton Campus	Counselling from nursing sister and 2 lecturers trained as counsellors	To educate and counsel	Students			
Protea College	Externally provided support for students and staff	To support	Students			
Protea College	Life skills	To inform	All students		2 weeks	College fund
Tshwane North College - Mamelodi Campus	Distribution of condoms	To curb HIV	Students and lecturers		Infinite	Dept of Health
Tshwane North College - Mamelodi Campus	Agare	To provide counselling	Students		Infinite	NGO
Tshwane North College - Mamelodi Campus	Student support services department at the college	To supply brochures and pamphlets	Students		Infinite	Dept. of Health
Tygerberg College	HIV awareness progamme	To inform	Students all levels		Continuous	College funds

ANNEXURE L

POSITIONS THAT EMPLOYERS IN THE SECTOR FIND DIFFICULT TO FILL

Main occupational group	Detailed occupational description	Number of vacancies	
		WSPs	Employer survey
Legislators, Senior Officials, Managers & Owner Managers	Audit Managers	14	
	Business Development Managers	2	
	Business Information Product Managers	2	
	Directors		7
	Financial Managers	5	12
	E-Commerce Directors	1	
	Risk Services Managers	1	
	Forensic Managers	4	
	Human Resources Managers	1	
	IT Managers	2	
	Managers	20	199
	Sales/Marketing Managers	2	
	Partners	5	
	Tax Managers	2	
Total		**61**	**218**
Percentage of employment		**1,5**	**1,2**
Professionals	Accountants/Auditors	7	157
	Technology Consultants/Managers	3	
	Analysts/Researchers	9	68
	Business Counsellors		3
	Data Analysts	1	
	Corporate Finance Transactors	1	
	Credit Risk Analysts	1	
	Economists	1	
	Financial Advisors/Consultants	7	
	Forensic Consultants	6	
	Lawyers/Legal Advisors		34
	Industrial Psychologists	1	
	Consultants	1	70
	Professionals (Unspecified)	20	
	Investment Officers/Insurance Brokers	1	69
	Tax Accountants/Consultants	15	
	Psychometrists	1	
	Risk Specialists	1	
	IT Specialists	1	

Main occupational group	Detailed occupational description	Number of vacancies	
		WSPs	Employer survey
	Workflow and Imaging Consultants		48
Total		**77**	**449**
Percentage of employment		**1,1**	**3,2**
Technicians & Associate Professionals	Financial Statement Quality Controllers	2	
	Corporate Finance Documenters	1	
	Technicians (Unspecified)		150
	Computer Programmers and Operators		89
Total		**3**	**239**
Percentage of employment		**0,0**	**5,3**
Clerks & Administrative Workers	Administrative/ Personal Assistantst/Secretaries	6	66
	Bookkeepers	14	109
	Bookkeeping/Accounting Clerks	18	
	Tax Clerks	1	
	Tax Collectors/Debt Collectors		42
	Clerks		99
	Administrators		63
	Receptionists		33
Total		**39**	**412**
Percentage of employment		**0,4**	**1,8**
Service & Sales workers	Marketers of Financial Products	7	
	Sales Workers	2	24
	Derivatives Traders	1	
Total		**10**	**24**
Percentage of employment		**0,4**	
Plant & Machine Operators	Drivers		3
Total			**3**
Percentage of employment			**0,8**
Learners/trainees	Articled Clerks/Audit Clerks	48	239
	Assurance Trainees	57	
Total		**105**	**242**
ALL OCCUPATIONS		**295**	**3168**
PERCENTAGE OF TOTAL EMPLOYMENT		**1,0**	**3,4**