

**SKILLS DEVELOPMENT AND TRAINING
POLICY**



DEPARTMENT OF EDUCATION

SKILLS DEVELOPMENT AND TRAINING POLICY

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1. INTRODUCTION

The Department of Education is committed to the training and development of its human resource assets. As a result of this, and based on organisational and individual needs, the Department embarks on training and skills development programmes.

In terms of this policy, staff training and development refer to all activities designed to help employees gain knowledge, skills, attitudes or behaviour patterns that would enhance performance and career-pathing so that organisational objectives may be achieved.

2. THE AIM OF THE POLICY

- 2.1 To address staff training and succession planning needs;
- 2.2 to direct training initiatives in the Department;
- 2.3 to ensure quality training of employees; and
- 2.4 To ensure compliance with the Employment Equity Act, 1998, the Skills Development Act, 1998, Labour Relations Act, 1995, Skills Development Levies Act, 1999, and the Human Resource Development Strategy.

3. STATUTORY PROVISIONS AIMED AT PROMOTING STAFF TRAINING AND DEVELOPMENT

3.1 Public Service Regulations 2001

Employees should have ongoing and equitable access to training geared towards achieving an efficient, non-partisan and representative public service. Training should support work performance and career development. It should increasingly be driven by needs and should be linked strategically to broader human resource management practices and programmes aimed at enhancing employment equity and representativity.

3.2 The Employment Equity Act (Act No.55 of 1998)

Section 15

Designated employers are required to educate and train staff, and to take measures to identify and eliminate employment barriers.

4. TRAINING NEEDS TO BE CONSIDERED

In this policy the following training needs will be considered:

- needs of individuals
- needs of the Department of Education
- needs of Directorates
- life skills
- generic training provided by the Training Unit
- generic training needs for the different levels of officials in the Department

5. INSTITUTIONAL FRAMEWORK

The Department's staff training and development programme will proceed in the following ways:

- Training and skills development initiated by the members of staff supported by the SDTC;
- training and skills development initiated by the line function managers after assessment of departmental needs; and
- other training needs that are initiated by the Training Unit.

6. TRAINING AND DEVELOPMENT PLAN

Each Directorate/Chief Directorate and/or Branch will have to identify its own staff training and skills development plan. The following issues should be highlighted in their plans:

- strategic objectives of the Directorate;
- specific staff training and development outcomes planned for each year;
- report on complete staff profile (i.e. number of staff, post levels and nature of work);
- specific training needs identified;
- prioritised training needs in terms of the Directorate's and the needs of the individual in that Directorate;
- suggested delivery mechanisms (i.e. whether training needs should be addressed internally through training conducted by the Training Unit, through external training initiatives, or through mentorship, job rotation, etc.);
- projected costs where possible; and
- time frames for training (i.e. a summary of when courses will take place during the year in question).

NB: These staff Training and Development Plans should be recommended by the Branch Head (Deputy Director-General/Chief Financial Officer).

7. FUNCTIONS OF THE HEAD OF DEPARTMENT

The roles and functions of the Head of Department are, amongst others, to

- Create a conducive environment for the Development and Implementation of the Workplace Skills Plan (WSP);
- Appoint a well represented Skills Development and Training Committee (SDTC);
- Appoint the Skills Development Facilitator (SDF).

- Provide the necessary support to the Skills Development and Training Committee and the Skills Development Facilitator;
- Ensure that Skills Development activities are budgeted for in accordance with the Skills Development Act;
- Sign the Workplace Skills Plan before submission to the SETA's; and
- Ensure that the annual report on the implementation of the WSP is submitted to the SETA's;

8. FUNCTIONS OF THE SKILLS DEVELOPMENT AND TRAINING COMMITTEE (SDTC)

The Skills development and Committee members will consists of two or three representatives from each branch and from registered trade unions in terms of the Labour Relations Act no 66 of 1995.

The following are the responsibilities of the Skills Development and Training Committee (SDTC):

- 8.1 To guide the direction of training to ensure an integrated delivery of capacity building through training and development;
- 8.2 To ensure that the process of developing and implementing the Workplace Skills Plan is inclusive, fair and transparent;
- 8.3 To assist the Training Unit in the implementation of Skills Development and Training Programmes;
- 8.4 To ensure that Directorates, Chief Directorates and Branches are assisted in developing their skills development needs and plans;
- 8.5 To ensure that officials in the Department are provided with the Skills Development and Training Report;
- 8.6 Supporting the Training Unit in identifying the training needs of all employees in the Department;
- 8.7 Monitoring the implementation of the Skills Development and Training Policy;
- 8.8 Ensuring that all training initiatives comply with quality assurance requirements as set out by the ETDP SETA and P SETA; and
- 8.9 Reporting back by members of the SDTC to their respective constituencies.

FUNCTIONS OF THE DEPUTY DIRECTOR INTERNAL TRAINING AND SPECIAL PROGRAMMES (SDF)

- To assist the employer and employees in the development of the Workplace Skills Plan;
- to submit the Workplace Skills Plan to the ETDP SETA and P SETA;
- to advise the employer on the implementation of the Workplace Skills Plan;
- to assist the employer in the drafting of an Annual Training Report;
- to advise the employer on quality assurance requirements as set out by the SETAs; and
- to serve as a contact person between the employer and the relevant SETAs.

10. FUNCTIONS OF THE TRAINING UNIT

The Training Unit will perform the following functions:

- 10.1 To liaise with the SDTC in ensuring that training initiatives embarked upon are in line with the Department's overall strategy;
- 10.2 To monitor adherence to the legal requirements of in particular, the Employment Equity Act, the Skills Development Act and the Skills Development Levies Act;
- 10.3 To assist, together with the SDTC, the line function managers in establishing a career planning process within the Department;
- 10.4 To assist line function managers and supervisors in the fulfillment of their responsibilities regarding staff training and skills development and in response to the needs identified through the performance appraisal process;
- 10.5 To ensure that the outcomes-based approach is followed in all staff training and development initiatives;
- 10.6 To manage and monitor the budget relating to departmental staff training and development initiatives;
- 10.7 To manage internal registration of courses offered in and outside the Department;

- 10.8 To compile a database regarding courses attended by individual staff members that might be accredited at a later stage within the framework of the NQF;
- 10.9 To organise information sessions with all members of staff to explain Skills Development Act requirements and to address the Department's staff training and development strategy;
- 10.10 To coordinate all training activities on skills development within the Department. These programmes can be either centralised (driven by the Training Unit or decentralised (driven by the Directorates, for example, on- the-job training, mentoring and coaching);
- 10.11 To liaise with all training providers;
- 10.12 To ensure the promotion of quality in staff training and development; and
- 10.13 To spearhead training initiatives that are centrally driven (for example, initiatives such as induction courses).

11. FUNCTIONS OF THE LINE MANAGER

The roles and functions of the line manager are to:

- Plan and guide the development of his/her employees;
- Ensure that the WSP is aligned to departmental Strategic Plan and the Employment Equity Plan; and
- Provide on-going support to both the SDTC and the SDF;

12. FUNCTIONS OF INDIVIDUAL EMPLOYEES

The roles and functions of individual employees are to;

- Take responsibility for their own skills development and training needs;
- Participate in relevant skills development activities in the workplace;
- Ensure that their own career-pathing is linked to Departmental training needs and scarce skills;
- Attend all relevant skills development and training programmes booked for him/her; and
- Provide feedback on the usefulness and effectiveness of all courses and training programmes attended.

13. SKILLS DEVELOPMENT AND TRAINING FUNDING

- 13.1 Funding for skills development and training will be derived from the 1% of payroll budgeted for by the Department as legislated by the Skills Development Act and Skills Development Levies Act;
- 13.2 funding for skills development and training will also be derived from the discretionary funds;
- 13.3 funding for skills development and training will also be provided from any other sources, for example, donor funding;
- 13.4 funding for skills development and training will cover training for both permanent employees and contract workers;
- 13.5 fully-fledged short (maximum of one-year) courses will only be paid for from the Skills Development Funds. It is important for Directorates to budget for conferences, seminars, symposiums, workshops and meetings;
- 13.6 the manager and/or staff member(s) may be held accountable for a "no-show/non-attendance" of scheduled courses for their staff members. This will be viewed as the contravention of the Public Finance Management Act, No. 1 of 1999 (reference is made to fruitless and wasteful expenditure); and
- 13.7 the Skills Development Funds will only cover tuition/course fees. Directorates, Chief Directorates and Branches should budget for the transport and accommodation costs of attendance of courses by their staff members.

14. APPROVAL FOR ATTENDING SKILLS DEVELOPMENT AND TRAINING COURSES

- 14.1 All applications for training courses for Departmental staff that have financial implications will be approved by the Director-General;
- 14.2 the nodal point for applications (for both funded and unfunded training) will be the Training Unit;

14.3 The Training Unit shall be notified on an training association of staff

members (whether with financial implications or not). This will facilitate monitoring and reporting;

14.4 all applications for training should be accompanied by a motivation from the line function manager and the recommendation of the Branch Head (i.e. Deputy Director-General/Chief Financial Officer); and

14.5 All applications must be submitted to the Training Unit a month in advance in order to obtain approval from the Director-General.

15. REGISTRATION OF TRAINING AND SKILLS DEVELOPMENT INITIATIVES

15.1 The Training Unit will communicate and make arrangements with all institutions or training providers on behalf of applicants;

15.2 The Training Unit will register all applicants with the relevant institutions or training providers; and

15.3 The Training Unit will also be responsible for registering all current and prospective training initiatives on a central database.

16. EVALUATION OF SKILLS DEVELOPMENT AND TRAINING INITIATIVES

Training initiatives will be assessed within the Department in order to determine the extent to which learning objectives have been achieved. The following levels of evaluation will be used in determining the progress in training:

16.1 Trainees will be expected to complete evaluation forms on which they will evaluate their training experience with regard to the usefulness of the particular training and their impressions of the training;

16.2 trainees will be expected to highlight the level of transfer of learning that has occurred during training;

16.3 job performance should also be evaluated after initial training in order to measure the extent to which trainees display acquired competence; and

16.4 Directorates/Chief Directorates will be evaluated in order to measure the effect of changes on the job performance of trainees.

Signed at Pretoria on this day 10 of June 2000


DIRECTOR-GENERAL: EDUCATION

