

National Skills Development Framework for Employees in Public Education

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National
Skills Development
Framework
for Employees in Public Education

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National Skills Development Framework

for Employees in Public Education



Foreword by the Director-General

It gives me great pleasure to publish this National Skills Development Framework which will facilitate the provision of the skills base required for the achievement of the strategic objectives of Department of Education. The National Skills Development Framework targets the development of all employees and future employees in public education. This Framework is borne out of a concerted effort by all the relevant role-players to ensure that we deliver efficiently and effectively on our objective to improve the quality of education.

This publication would not have been possible without the contribution of officials of the Provincial Departments of Education and the ETDP SETA. We remain profoundly indebted to other partners in the education, training and development sector, whose ongoing support and recommendations will provide the basis for the further development and improvement of our educators and employees.

As a key player in supplying skills and competencies to the country the Department of Education is facing up to the challenge of responding to Provincial Growth and Development Strategies and to contribute to the Accelerated and Shared Growth Initiative for South Africa (ASGISA).



Duncan Hindle
Director-General



National Skills Development Framework

1. Introduction and background

The aim of the National Skills Development Framework is to facilitate, monitor and coordinate Skills Development activities within the Department of Education.

For purposes of this National Skills Development Framework, we define the national Department of Education and the nine Provincial Departments of Education as the Department of Education.

In terms of this Framework, skills development refers to education, training and development activities designed to help employees and future employees gain knowledge, skills and attitudes that would improve their performance in the positions that they currently hold and improve their future prospects.

In the past, the Department of Education conducted training and skills development in the absence of a coordinated and coherent National Skills Development Framework. This resulted in a fragmented, uncoordinated, and haphazard approach to skills development interventions. This National Skills Development Framework intends to address this problem. The Framework was developed in collaboration with the relevant stakeholders.

2. Purpose

The purpose of this framework is to facilitate the provision of the skills base that is required for the achievement of the Departments' strategic objectives and the development of all employees and future employees.

In cognisance of the provisions of the relevant policy directives, this Framework is geared towards:



- Inculcating a spirit of lifelong learning among employees of the Department of Education.
- Ensuring equitable access to and participation in properly structured education, training, and development interventions that will lead to the acquisition of competencies that will enable employees and future employees of the Department to enhance their job or work performance, thus resulting in improved service delivery.
- Providing specific guidelines with respect to skills development programmes and initiatives that the Department will implement.
- Linking strategic Departmental education, training, and development initiatives with National Skills Development Strategy outcomes.
- Providing for a standardised approach to the implementation of skills development programmes within the Department.
- Ensuring that the Departments budget spend at least a minimum of one percent (1%) of their personnel payrolls for skills development.
- Monitoring and evaluating the implementation of skills development in Departments.

3. Policy environment

The Skills Development Framework is guided by the fact that the South African workforce, in this case all employees within the education training and development sector, need relevant and competitive skills. These are required in order for them to develop as individuals, to add value to the performance of the organisation, and for them to contribute meaningfully to the development of the South African economy. The following policies and legislative frameworks are in place to help ensure that these goals are realised:

- Skills Development Act of 1998
- Employment Equity Act of 1998
- Skills Development Levy Act of 1999
- Labour Relations Act of 1995



- Public Service Act of 1994
- Employment of Educators Act 1998
- National Skills Development Strategy (NSDS 2005-2010)
- National HRD Strategy for South Africa 2001
- Integrated Quality Management System 2003
- National Framework for Teacher Education (Draft)

4. Scope of applicability

This Framework applies to all areas of skills development within the Department of Education. The Framework provides for a focus on the following categories of employees and future employees within the Departments of Education:

- Institution-based educators
- Office-based educators
- Public servants (all levels)
- Applicants and potential applicants for Departmental posts

5. Status of the Sector

According to the Sector Skills Plan developed by the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) in 2004, there are 56 754 institutions in the Education, Training and Development (ETD) Sector. These institutions employ an estimated 656 068 people, and the Department of Education's headquarters and provincial offices employ a further 10% of all the employees in the sector. In relation to total employment (10.5 million people employed in the formal sector of the economy), this sub sector of the South African economy employs six percent (6%) of all employees in South Africa. Furthermore, the ETD sector provides job opportunities to a third of all employees in the community, social and personal services sector.

Almost a fifth (17%) of all employees in the sector hold managerial positions.



The rest of the sector is composed mainly of educators (70%), while 5% are administrative staff and 8% are support staff. The demographic profile of employees in public ETD sector – particularly that of teaching staff members reflects the national distribution in general: 78% of employees are African, 11% are White, eight percent (8%) are Coloured, and three percent (3%) are Indian. Men are under represented in the Education Training and Development sector in general, with only a third of all employees being male.

State expenditure on education, which covers staff salaries, administration, infrastructure, learning support materials and other expenses, provides an indication of the size of the education sector as a whole. For instance, consolidated education spending consumed, on average, approximately 25% of non-interest expenditure over the period 2001/02 to 2004/05, while its share of GDP averaged 5.5% over the same period.

The Technical Committee on the revision of the Norms and Standards for Educators (1998) defines the subfields as follows:

- Early Childhood Development (ECD)
- Schooling (including general and further education and programmes)
- Adult learning or Adult Basic Education and Training (ABET)
- Higher Education and Training (HET)
- Workplace education

Providing education, training, and development in rural areas has been neglected over a long period. This has created specific challenges that demand that greater attention be given to building and strengthening provision in rural areas, particularly in the areas of ECD and ABET that rely on non-formal ETD.

The Norms and Standards have lifted the minimum qualification requirements for all new teachers to REQV 14, that is matric and four years study. This means that educators in the system who have a REQV 13 level will be considered qualified, but all new educators joining the teaching profession will be required to obtain



the minimum of a REQV 14 qualification. In 2001, 18% of educators had less than a REQV 13 qualification. Seventeen percent (17%) of educators at public FET colleges have qualifications equivalent to REQV 12, which means that they are also under-qualified.

6. Challenges faced in relation to skills development

The Skills Development Act of 1998 includes various challenges in relation to skills development. To meet their strategic objectives, the Department of Education must invest in human resources, focussing on the following areas:

- 6.1 To identify and address areas demanding development in order to achieve greater competence in the workplace, relevance and alignment to strategic objectives.
- 6.2 To provide the required skills, the Education and Training sector skills plan in conjunction with the Workplace Skills Plan (WSP), among others, will be used.
- 6.3 The Department of Education will also need to identify supply led and not demand led programmes
- 6.4 The Department of Education needs to undertake ongoing research to identify scarce and critical skills that are required by the sector.

7. Priorities of the Sector

Within the broader goal of achieving Quality Education for All and in support of the NSDS (2005–2010), the broad priorities of the Department of Education for the next five are as follows:

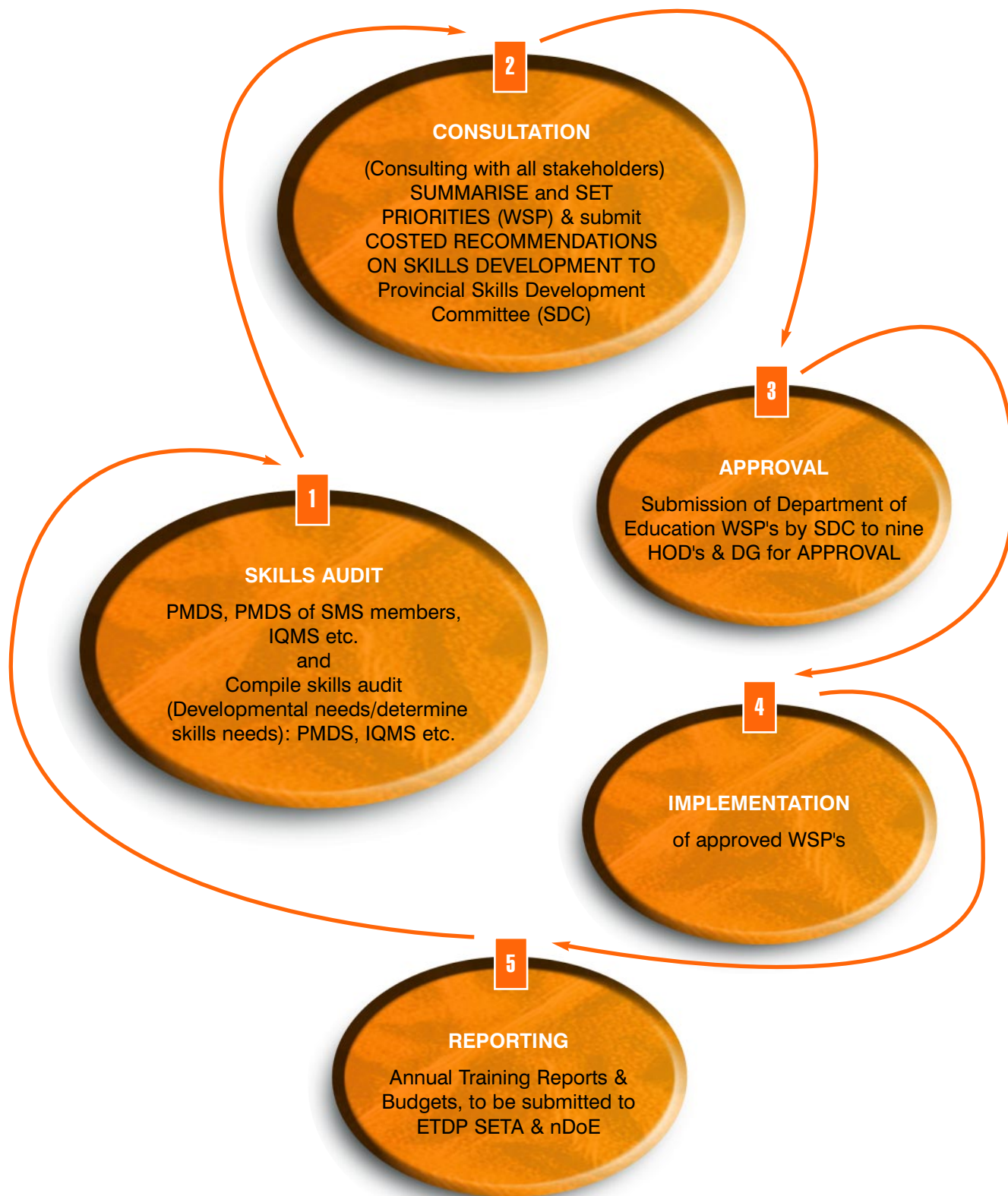


7.1 DoE Strategic Plan (2005–2009)

- 7.1.1 Infrastructure development
- 7.1.2 Restoring the professional integrity and status of teachers
- 7.1.3 Skills development through the revitalisation of FET Colleges
- 7.1.4 Adult Basic Education and Training
- 7.1.5 Monitoring and evaluation
- 7.1.6 Institutional reform
- 7.1.7 Dealing with poverty, and improving social cohesion
- 7.1.8 Learning from International developments in education



8. Department of Education process/cycle of skills development



Education, Training and Development Monitoring implementation (WSP)

1 April



31 March

Department of Education Business Process of Skills Development and timelines

Business Cycle	Timeline
1. Skills Audit: Collection of personal developmental plans from IQMS, PMDS, PMDS for SMS members, PMDS for Public Service Employees to determine the respective skills needs.	April (1 st Quarter of the financial year)
2. Consultation: Consolidate (Meeting with all stakeholders), summarise and set priorities (WSP) & submit costed recommendations on Skills Development to Provincial Skills Development Committee (SDC)	April (1 st Quarter of the financial year)
3. Approval: Submission of PED's WSP's to nine HOD's & DG for approval.	By end of May (1 st Quarter of the financial year)
4. Submit PED's and Staffing Services WSP's to ETDP SETA and nDoEg	By 30 June
5. Implementation of approved WSP's.	July–March
6. Submit quarterly reports to ETDP SETA and nDoE	From end of 2 nd Financial Quarter to end of 4 th Financial Quarter
7. Monitoring, evaluation and reporting on preparation and the implementation of the WSP	1 April–31 March



9. Resources

The following resources are required for effective service delivery.

Human Resources:

Dedicated skills development units in the Department, which reach into all sectors of government and organisations.

Financial Resources:

In terms of the Skills Development Act, Departments must budget and spend at least 90% of the 1% of their personnel payrolls for education, training, and development. These skills development budgets must be ring-fenced and be treated as separate line items in financial reporting.

10. Roles and responsibilities

10.1 The role of the National Department of Education is to:

- 10.1.1 standardise skills development processes.
- 10.1.2 coordinate skills development processes by collecting information, supporting, monitoring and reporting to all relevant forums and stakeholders;
- 10.1.3 monitor implementation of skills plans;
- 10.1.4 support the Department of Education consistently in developing and implementing their Workplace Skills Plans



and ensuring that the IQMS and PMDS are integrated in the implementation of education, training, and development initiatives;

- 10.1.5 evaluate skills development initiatives over a five-year cycle by assessing them against Strategic Objectives;
- 10.1.6 facilitate general communication, and share information on principles of good practices, and on skills development legislation with Departments of Education in consultation with the ETDP SETA;
- 10.1.7 consolidate a skills development quarterly report that reflects the situation at national level.

10.2 Provincial Departments of Education

- 10.2.1 Constitute a Skills Development Committee (SDC) representative of all relevant stakeholders.
- 10.2.2 Develop WSPs and ATRs in consultation with the Skills Development Committee (SDC).
- 10.2.3 Budget a minimum of 1% of the personnel payroll for skills development purposes.
- 10.2.4 Implement the WSP.
- 10.2.5 Provide quarterly reports.

10.3 Labour Unions

- 10.3.1 Participate in Skills Development Committee.



- 10.3.2 Facilitate participation of workers in all relevant skills development activities.

10.4 Department of Education Skills Development Committees

The role of the Committees will be to:

- 10.4.1 guide the direction of training to ensure the integrated attainment focused capacity-building through training and development, is in accordance with the National Framework for Teacher Education (NFTE);
- 10.4.2 ensure that the WSP reflects the skills needs from the IQMS, PMDS, PMDS for SMS members and PMDS for Public Servants;
- 10.4.3 guide the allocation of the education, training and development budget in line with the skills development priorities of the Department of Education; and
- 10.4.4 ensure that all training initiatives comply with quality assurance requirements as set out by Skills Development legislation.

10.5 Skills Development Facilitator

The task of the Skills Development Facilitator will be to take responsibility for:

- 10.5.1 facilitating the establishment and functioning of the skills development committee;



- 10.5.2 compiling and facilitating the implementation of the Workplace Skills Plan;
- 10.5.3 implementing of the agreed upon Work Place Skills Plan; and
- 10.5.4 submitting the Annual Training Report (ATR) to the ETDP SETA and the DoE.

10.6 ETDP SETA

ETDP SETA is responsible for assisting in the development, approval and implementation of sector skills plans, establishing and promoting learnerships, and undertaking research into the sector's skills profile.

10.7 Skills Development Task Team

A Skills Development Task Team (SDTT) will be established consisting of the National Human Resource Development Directorate, Teacher Development and Staffing Services Directorates, provincial representatives (HRD or Skills Development), a representative from ETDP SETA and one representative per teacher union. It will:

- 10.7.1 monitor the implementation and impact of skills development interventions in respect of public education; and
- 10.7.2 share information and information on best practice, support and guide the ETDP SETA in the achievement of its mandate.



11. Conclusion

This Framework is an internal policy document agreed to by the Department of Education. It presents the internal activities in response to the Skills Development Act of 1998 as amended and the related statutory bodies such as the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA).



List of Acronyms

ABET	Adult Basic Education and Training
AIDS	Acquired immunodeficiency Syndrome
ASGISA	Accelerated and Shared Growth Initiative for South Africa
ATRs	Annual Training Reports
DG	Director-General
DoE	Department of Education
ECD	Early Childhood Development
ETD	Education, Training and Development
ETDP SETA	Education, Training and Development Practices: Sector Education and Training Authority
FET	Further Education Training
GDP	Gross Development Product
HET	Higher Education and Training
HEDCOM	Heads of Education Department Committee
HIV	Human Immuno Virus
HOD	Head of Department
HRD	Human Resources Development
IQMS	Integrated Quality Management System
NFTE	National Framework for Teacher Education
NHRD	National Human Resource Development
NCS	National Curriculum Statement
NSDF	National Skills Development Framework
NSDS	National Skills Development Strategy
OBE	Outcomes-based Education
PMDS	Performance Management Development System
REQV	Relative Education Qualification Value
SDC	Skills Development Committee
SDTT	The Skills Development Task Team
SMS	Senior Management Service
WSP	Workplace Skills Plan



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