Skills development and staff retention

Author and Presenter: MD Mokoala (B-Tech TUT)
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The skills development act (97 of 1998)

• To develop the skills of the South African workforce which will result in
  – Improved quality of life
  – Improved productivity
  – Promotion of self-employment
  – Improved social services

• To increase the level of investment in education and training in the labour market and to improve the return on the investment.

• To encourage employees to
  – Use workplace as an active learning environment
  – Acquire new skills

• Be employable
The skills development act (97 0f 1998)

• To encourage workers to participate in the learnerships and other training program’s.
• To redress disadvantages of the PDI (previously disadvantaged individual).
• To ensure the quality of education and training in and for the workplace.
• To assist learners with learning opportunities
• To provide and regulate employment services
How to achieve the Purpose

• Through the establishment of the following institutional and Financial framework comprising:
  – The National Skills Authority
  – The National Skills Fund
  – The Skills Development Levy (skills development levies’ act)
  – SETA’s
  – Labour center’s
  – The Skills Development Planning Units in workplaces

• By encouraging partnerships between the public and the private sectors

• Co- operating with the South African Qualification Authority
National Skills Authority

• This is a body established in 1999 to advice the minister to:
  – Develop policy
  – Develop strategy
  – To provide guidelines for implementation
  – To acquire funds from the National Skills Fund
  – To provide regulations
• To liaise with the SETA’s on policy and strategy
• To report to the minister on the progress made in the implementation (monitoring and evaluation)
• To exercise powers over the purpose and within the act.
Sector Education and Training Authority (SETA)

• SETA’s are established in the following manner:

• The education and training need of employers and employees that:
  – Use similar material, processes and technology (e.g. metal industries)
  – Make similar products (Mines)
  – Render similar services (Municipalities)

• The potential for coherent occupational structures and career patting

• Economic growth and development
Functions of SETA

• To develop a sector skills plan
• Implement its sector skills plan
• Establish and promote learner ships
• Apply for accreditation from SAQA
• Collect and distribute the skills development levies in its sector
• Liaise with National Skills Authority
• Report to the Director General
• Liaise with the employment services of the department
• Appoint staff necessary for the performance of its functions
Finances of SETA

• Collected from its sector
• Money paid to it from National Skills Fund
• Grand’s, donors
• Income from investments
• Income from services rendered
Learnerships

- **What is Learnership?**
- Learnership is defined as a learning programme with structured learning component and practical experience that leads to a registered qualification relating to an occupation.
- Learnership includes practical work experience of a specified nature and duration
- Learnership would lead to a qualification registered by SAQA and related to an occupation
- Learnership should be registered with the Director General in the prescribed manner
- Learnership must not be confused with practical exposure
- Learnerships must be related to the old apprenticeship
Learnership agreements

• This is the agreement which is entered into a specific period by:
  • The learner
  • The employer or group of employers
  • And a training provider accredited by a related body
• The terms of learnership agreement must oblige:
  - The employer to
    • Employ the learner for a period specified in the agreement
    • Provide the learner with the specified practical work experience
    • Release the learner to attend the education and training specified in the agreement
  - The learner to
    • Work for the employer
    • Attend the specified education and training
      - The training provider to
        • Provide the education and training specified in the agreement
        • The learner support specified in the agreement
Staff Retention

- Polokwane scenario: we lost 22 artisans in five years (between 2005 and 2009)
- The artisans we lost are categorized in the following manner
  - Artisans/Electricians (7)
  - Supervisors (2)
  - Inspectors (3)
  - Line workers (6)
  - Scada officials (2)
Reasons for leaving

- Some of the reasons for leaving were:
  - Better income (salary)
  - Training and Educational opportunities
  - Benefits (housing, traveling, medical etc)
  - Unequal treatment by supervisors

- Other reasons why people leave their employment areas are
  - Lack of succession plan
  - Better working conditions
  - Basic needs
  - Shifting of partner and or family
  - Cases of corruption or misconduct
What can be done to retain staff?

- Pay reasonable salary
- Have reasonable and acceptable benefits
- Encourage good working environment
- Set clear working conditions
- Maintain discipline
- Recognize and reward employees who went extra mile in executing their duties
- Encourage skills development
- Recognition of related academic qualification (e.g., once off payment if one obtained a related trade, diploma or degree)
What can be done to retain staff?

- Have succession plan
- Organize work related workshops and courses
- Make frequent risk assessment
- Provide adequate working materials and equipments
- Recognize the working experience of employees
- Give internal candidates advantage when filling vacant positions
- Have monthly or weekly competitions for the best performer
- Fill vacant positions immediately
Conclusions

• It was found that skills development act is an act that can be used to address the scares skills issue in the working environment.
• Each employer becomes responsible for developing the skills of his people, thus generating a pool of skilled people.
• The skills development programme is initiated by employer, developed and implemented by SETA, limited or directed by SAQA, and funded through the South African Levies act to establish learnerships.
• Educated learners are motivated, employable and can be retained.
• Let us go for a motion which says “adopt a learner technician”
• Thank you
• Questions and comments