

REPORT ON PROCEEDINGS

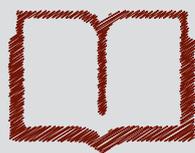
FOR THE

18TH ANNUAL PUBLIC SECTOR TRAINERS' FORUM CONFERENCE

HELD ON 05-07TH OCTOBER 2015

AT THE

MITTAH SEPEREPERE CONVENTION CENTRE KIMBERLY



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Department:
National School of Government
REPUBLIC OF SOUTH AFRICA



Province of the
Northern Cape
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Theme

Developing Human Capability for Productivity in the Public Sector

Sub-themes:

- Enabling productivity through skills development in the public sector.
- Impact-directed Human Resource Development.
- Global trends in Leadership and Human Resource Development.

Prepared by the Editorial Board at the National School of Government,
70 Meintjies Street, Pretoria, South Africa
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Preface

The report covers the 2015 annual Public Sector Trainer's Forum conference that took place at the Northern Cape Kimberly from the 5th to the 7th October. It was the 18th conference from the time these conferences were initiated in 1997. The theme of the 2015 conference was "Developing Human Capability for Productivity in the Public Sector". The call for papers was effected through the internet and reasonable number of presenters submitted their papers for consideration. A total of nine papers were delivered in the conference with three breakaway sessions.

The conference was regularized by the Memorandum of Understanding between the Northern Cape Provincial Government and the National School of Government (NSG). The memorandum set out parameters of partnerships for the development, implementation and scope of the 18th Annual Public Sector Trainers Conference. The statement of mutual benefits and interest were also articulated within the ambit of the advanced understanding.

Interdepartmental and departmental mechanisms were established to exercise oversight responsibilities and that included the Event Management Task Team that had periodical meetings before and after the conference; the Editorial Board whose duties was to receive and assess the proposed papers within the thematic areas of the conference.

Session 1: Prologue & Conference Opening

The MEC for Agriculture Rural Development and Land Reform at the Northern Cape Provincial Government delivered the opening address stating that the PSTF Conference was appreciated as one of the important events that would contribute towards boosting the local economy in Kimberly.

The keynote address was delivered by the Minister for Public Service and Administration (DPSA), MP Advocate Ngoako Ramatlhodi who emphasized the theme for the conference in relation with the National Development Plan (NDP) envisioning the building of a capable developmental State with capable institutions and the capacity to provide relevant and responsive interventions for the benefit of South African citizens. The State that is capable of playing a developmental and transformative role, with skilled public servants who are committed to the public good and capable of delivering consistently high-quality services to all South Africans. The Minister further denoted that the NDP identifies critical interventions to build a professional public service and consequently a capable state that is skilled, motivated and ethical to deliver the required public service. The Minister encouraged the PSTF conference to connect with the NDP imperatives in order for it to play a meaningful role.

Inaugurations of New Members of the Advisory Committee

The Minister of Public Service and Administration inaugurated the new members of the Advisory committee to serve for a period of three years. The members emanated from all nine provinces and other sector institutions. There are however other members who were not in the meeting during the time of inauguration, but they remain members of the Advisory Committee.

The nine provinces are represented by the following officials:

- **Gauteng**
(Ms Lydia Phehla)
- **North West**
(Ms Tselane Letseli)
- **Northern Cape**
(Ms. Maletsha Tlaletsi)
- **KwaZulu-Natal**
(Mr Fazal Safa)
- **Western Cape**
(Ms Noella Visagie)
- **Mpumalanga**
(Mr Jabulane Solly Dlamini)
- **Free State**
(Mr Abbey Kgaile)
- **Limpopo**
(Ms Gloria Mavunda)
- **Eastern Cape**
(Mr Heinrich Luiters)

Other stakeholders in the Advisory Committee include:

- **Public Sector Training Authority (PSETA)**
(Ms Dikeledi Mosalo)
- **Local Government Sector Education and Training Authority (LGSETA)** *(Mr Donovan Baatjies)*
- **Health And Welfare Sector Education and Training Authority(HWSETA)** *(Ms Jane Mothobatse)*
- **Education, Training and Development Practices Education and Training Authority (ETDPSETA)**
(Ms Ntombenhle Mthombeni)
- **South African Safety And Security Sector Education And Training Authority (SASSETA)** *Ms Juwayria Amod*
- **Human Resource Development Council of South Africa** *(Mr Shadrack Mpondomse)*
- **Department of Cooperative Governance and Traditional Affairs** *(Ms Charlotte Sebege)*
- **South Africa Department of Higher Education And Training** *(Mr Oupa Mogaladi)*
- **Department of Public Service and Administration (DPSA)** *(Mr Zamokwakhe Khuzwayo)*
- **Universities South Africa**
TBC

The university sector was to forward the representative in the Advisory Team since such a representative was not yet nominated during the time of the conference. After the nomination, such a member will be assumed to have been duly inaugurated.

Session 2 of Day 1 Presentations

Introduction

The presentations are covered in the order in which they were presented and not in terms of how they appeared in the conference programme. The differences between the order of presentations and conference programme are marginal and influenced by the timeous availability of speakers during the conference and the delays that compelled the conference presentations to be managed differently than it was envisaged.

The presenters were from national and international platforms and they made the conference to be a great success. Their papers generated ideas and debates that enriched the purpose and objectives of the conference. There were also luck draws and winners during intervals that were sponsored by the strategic partners.

Prof Richard M Levin, Principal: National School of Government

A special presentation was delivered by the Principal of the National School of Government, Prof Richard M Levin on the contribution of the PSTF to human resource development (HRD) in the Public Sector and indicated that the PSTF can be more valuable if the HRD practitioners can commit themselves to the imperatives of the National Development Plan and tackle the triple effects of poverty, inequality and unemployment that lead to social injustice; The Principal furthermore articulated that the NSG provides interventions and facilitations of HRD to the public sector. It operates in a hybrid funding model implementing a cost recovery model that operates on mandatory programmes; fostering national and international partnership; consideration of E-learning as a mode of training delivery.

Ms Collette Clark, DDG: DPSA

In the "Evolution of the Performance: Productivity nexus within the Public Service". Ms Clarke provided an analysis that demonstrated a disjuncture between performance management system and benefits in relation with what the workforce contributes. This was one of the special papers that were presented in the conference, special in that this paper and the one presented by the Principal of the National School of Government were part of the formal opening of the conference. The presentation alluded that public demands has grown overwhelmingly than productivity and efficiency is no longer a measure of effectiveness. In order to improve productivity, the job profiles requires to be benchmarked; salaries requires to be modernized in relation with performance outputs; performance management system should be solidified with performance outputs; structural alignment in relation with performance expectation and organisational behavioral issues to be considered within ethical realms. Critical questions that were asked was whether the presentation is not aligned to business model than public service orientation

Session 3 of Day 1 Presentations

Ms Moira Marais-Martin

The first ordinary paper was presented by the Commissioner of the Northern Cape, Ms Marais-Martin who addressed the conference on the Missing pieces of the Puzzle in building Public Service Excellence. She premised her presentation on the global reforms and indicated that centers of economic development are shifting globally; demands on public service spending are increasing and affecting productivity; rising migration for various reasons and the demands for mineral resources.

The missing pieces are around proper tools of work and trade, decent employment and the aspects of wellness. Ms Mora Marais further indicated that there are blocks that are needed to build public service for success and excellence and such building blocks are good governance for a holistic and consistent approach to build and improve the public sector as well as re-engineering of HRDs planning, values and ethics. The notion of HRD planning, values and ethics requires strategies on how to tackle high crime levels?, how to improve professionalism and tapping on the best talent from other sectors; promote the use of Information Communication Technology (ICT) and being aware of its limitation; process of management system by taking users into account, addressing such challenges through training, on-site programmes among others programmes that can be applied. Peer evaluation through different programmes and methodologies such as e-learning and training using different methodology that looks at the needs of various sectors.

From her paper the audience inputted that the government should increase productivity of the public service; new mechanisms on government functioning are required and that new ways of skills recruitment and retention should be applied.

Mr Anele Gxoyiya, COSATU provincial Secretary

Mr Gxoyiya addressed audience on the "The plight of workers in the Skills Development agenda in the workplace." from COSATU's perspective. Mr Gxoyiya identified the following challenges facing workers:

- Adult Basic Education and Training (ABET) not to be confined to numeracy and literacy only, but to Skills Development;
- Salary levels 1 – 4 to be abolished;
- Recognition of Prior Learning (RPL) to be considered and applied in the workplace
- Collective agreement to incorporate Skills Development;
- Implementation of modular based programmes and accelerated learning programmes;
- Balanced struck between employed and unemployed learners;

- Fostering partnerships between training and academic institutions;
- The school system needs to be strengthened so that it can have uniformity in terms of implementation of Skills Development strategy;
- Alignment of current Basic Education with Vocational skills;
- Unemployed youths and graduates need to be re-skilled;
- Labour Brokers to be removed/abolished;
- Oblige government departments to report on Skills Development (Skills Development Plans); and
- Align skills development to the question of inequality.

In order to address skills development challenge, the levy system should be increased from one percent to four percent, privatization of skills development should be curtailed'; implementation of free education; suppliers must be told on what to charge public servants for service they render.

Session 1 of Day 2 Presentations

Prof. Yunus Ballim, Vice Chancellor of Sol Plaatjie University

Prof. Ballim presented on the "Capacity of State Institutions in the Development of Human Capability for the Public Sector". Prof. Ballim highlighted right from the start that he was going to talk about what they are doing at the newly established Sol Plaatjie University. In his presentation, Prof Ballim stated that Sol Plaatjie University and the University of Mpumalanga are the first truly South African Universities established in post-apartheid era. He also mentioned that he was the first to be employed at the university on 21 September 2013, while the first University Council was established in August 2013. According to Prof. Ballim, Sol Plaatjie University takes academic and institutional matter seriously and the university is built out of the conscience of the country to contribute into the developmental orientation of the State through educating the graduate to create jobs than to seek for jobs after completion of their studies. The university marvel itself on strong quality assurance mechanisms oversighted by the University of Free State.

The university also aims to create gender, material and intellectual achievement, as well as center of gravity for education that will be realized on undergraduate courses. Prof. Ballim also mentioned that Sol Plaatjie University takes creative African Languages seriously and with all these strategic focus, 80% of the students passed their courses at Sol Plaatjie University in 2014.

Prof. Patrick FitzGerald, the Adjunct Professor at Wits School of Governance

Prof. FitzGerald presented on the topic entitled "Revitalized, Reinvented and better coordinated role for Higher Education in Public Sector Capacity Building". The presentation evolved around conventional

and potential role of Higher Education Institutions (HEI's) in Public Sector capacity building, and it was structured into the following sub-themes:

- General Foundation Skills premised on the creation of knowledge although there has been a shift of thinking towards the idea of being more practical for applied knowledge.
- Traditional Programmes, produced by the universities included but not limited to medical doctors, nursing, engineering and system designs. There was no proper consideration in terms of what the university should be doing with regard to particular course(s) in line with public service funded by the government.
- Ongoing Professional Development where the HEI's provides wide consideration in professional development, such as lecturing, workshops and seminars but professional development is random and the challenge is that such is/are not subject to strategic planning in the context of NDP – Vision 2030.
- Pre-service Public Administration which its value is questionable because there has not been systematic consideration to increase the pre-service public administration course in terms of assessment by the universities and public sector system since 1991.
- Career Development in Public Administration through postgraduate programmes that focus in public administration courses, because very few universities offer full menu of these courses. So, there is a need for collaboration amongst universities and the public sector to enhance career development in public administration.
- Strategic and applied research acknowledging that there is insufficient strategic consultative representative research in the public sector. There is a need to set up collaborative research programme through the Department of Public Service and Administration (DPSA) and the National Research Foundation (NRF).

With regard to Innovation and Technology Facilitation, Prof. FitzGerald mentioned that there is much more emphasis to technology, but less emphasis on institutional and social innovation efforts.

In respect of the issue of revitalized, reinvented and better coordinated role for higher education in public sector capacity building, there is a need for role players to come up and establish a forum/platform for innovative efforts and framework in order to form a powerful public sector. This is due to the fact that there is no inventory for more concentration on unity by government. So, government must encourage unity for consultation and collaboration efforts in order to align programmes for capacity issues for public sector development. There is a need for Institutional Ubuntu encompassing of consultative and collaborative processes in our society.

Mr. Thulani Chifutha, Acting Chairperson for National Skills Authority (NSA)

Mr. Chifutha presented on the topic entitled “White paper For the Post School Education and Training (WP-PSET) and highlighted the progress made to achieve the National Skills Development Strategy (NSDS III) goals”. Mr. Chifutha started his presentation by explaining that NSA is an Advisory Board to the Minister of Higher Education composed of representatives from government departments and ministers of training offerings. He also mentioned that skills development has an important role to play in addressing poverty, unemployment and inequality.

Mr Chifutha also highlighted that skills development is not an end on its own, but an enabler in achievement of Medium Term Expenditure Framework (MTEF) in order to empower drivers of strategic development and to be always ahead in terms of skills to be developed to support the national growth and development imperatives.

The White paper For the Post School Education and Training (WP-PSET) maintains that system and components require to be put together to benefit the youth because investment in youths culminate into active citizens. The Youth require to be empowered in order for them not to be used unnecessarily in service delivery protests. The WP-PSET denotes that young people need to be coupled with necessary skills taking into account their socio-economic conditions and instilling on them Post School Education and Training; The WP-PSET further promotes multiple exit points taking into cognizance the interests of learners, such as, apprentice levels and knowledge gaps. It advocates for unity in Technical Vocational Education and Training (TVET) Colleges, and further states that vertical and horizontal interventions are required to promote entrepreneurship. The following critical aspects were articulated in the presentation:

- The academic and training discourse should that cover professional, vocational and technical programmes;
- Increasing collaboration between private and public sector where the private sector donate infrastructure and improve infrastructure of colleges;
- The NSA should have technical skills to monitor Seta's;
- Infrastructure development projects as a trigger for creating a space to provide training and development in the context of a developmental state;
- Necessary projects to be implemented to provide necessary skills for the Youth ;
- Absorption of graduate by the labour market after completion of their tertiary education;
- In terms of the WP-PSET, the NSA will advantage and promote effective partnerships between private and public sector;
- Infrastructure within the SOE's must be revitalized to deliver necessary skills beyond their own existence; and
- National Skills Development Strategy (NSDS) to introduce an element of empathy and equity between experiment and Skills Development.

All the above-mentioned factors indicate the qualitative and quantitative indicators of strengths in NSA.

Mr Maliviwe Lumka, Chief Director for SETA Coordination DHET

Mr Lumka addressed the audience on the topic entitled “NSDS and SETAS beyond 2016”. In his address Mr. Lumka stated that the National Skills Development Strategy (NSDS) contains proposals on the re-establishment of Seta’s for a period of 2 years. Mr Lumka mentions that in terms of the NSDS III, the period of Seta’s will be extended for 2 years, and will provide guides on investment of skills levy. As such, the conclusion by the Minister and NSDS III was that Seta’s lifespan be 2 years. The identified challenges to be addressed are that:

- The current Seta’s system is not efficient and effective;
- Many Seta’s are not achieving their targets;
- There is over 2 000 billion over-spending from the SETAs;
- Individual Seta’s has got its own procedures and systems;
- Some Seta’s are doing well while some are not; and that
- There are common challenges pertaining the roles of Seta’s and these are from the employers, companies and unions.

The White Paper puts emphasis on integration by mentioning that Seta’s have to foster collaboration between HEI’s and Training Institutions and the work place. In turn, this would bridge divisions between access, quality of education and training.

Mr Lumka stated that the department wants Seta’s to promote the priorities of government by providing skills. He repeatedly mentioned that Seta’s lifespan, that is, from 2005 -2010, and 2011 – 2016 was extended to play a particular role within the context of Labour. In 2010, Seta’s were moved from Department of Labour to Department of Higher Education, and in this regard the sectoral priority and national priority are essentially addressed.

The transformation of SETA’s has been impacted by the various government programmes, such as NDP – Vision 2030. Some of the envisaged solutions comprise that training and education institutions become advisory part for Seta’s; there should be a way of leverage management for integration; Seta’s will receive levy grants, but certain percentage will be centralized. In order to build shared services point for transparency reasons Seta’s be extended as permanent structures for security of jobs.

Session 2 of Day 2 Presentations

Ms. Pamela Maharaj Director and partner at Pricewater HouseCoopers (PWC) AND Mr. Warrick Grainger, Manager Microsoft Training Division (Day Two)

Ms Maharaj tackled the topic on “Good Corporate Citizenship and Skills Development in South Africa: Partnerships for Vision 2030.” In her address Ms. Maharaj alluded to the fact that PricewaterhouseCoopers is one of the promotional sponsors of the Public Sector Training Forum and is also an advisor to the conference. According to Ms Maharaj, good corporate citizenship from the skills’ perspective entails investing in talent/skills that will be relevant 30 years from now. It also entails using technology as an enabler for skills that are required.

She further mentioned that the NDP – Vision 2030 encapsulates that all South Africans should play essential roles towards building economy which is inclusive and incorporating learnerships and internships to prepare graduates for work environment. In order to achieve these, the government should provide enabling environment whilst the private sector should provide more jobs for the unemployed youths. A need to create a skillful workforce through post school education is essential. A sufficient cooperation between employers and institutions of learning should be enforced and PWC advocates that employers should put resources to facilitate the realization of these.

The presentation by Ms Pam Maharaj was supported by Mr. Warrick Grainger-Manager Microsoft Training Division of the PWC. Mr. Grainger started his presentation by mentioning that he is being trained as a Trainer in ICT industry in South Africa so that he can help trainers to know how to use smart sound technology, and to apply latest technology for learning. He then gave an explanation on the evolution of e-learning by stating that:

- 2009 was the era in which Financial Banks and Universities had Learning Management Systems;
- 2009 – 2013, a mass usage of social and collaborative learning as well as simulations. Microsoft managed to deliver computers systems during this period, and it was also an era of gamification, because learners and students used e-learning to get information and this created competitive environment since the Facebook was also linked to e-learning; and
- 2014 – 2015, learning was to take place through governance compliance training. The world of computer systems is now data driven and the infrastructure has also changed dramatically.

In order to get virtual reality to mass people, Google came on board for acquainted reality, that is, virtual simulation that lead to innovation manufacturing. Mobile learning became possible and easy as a result of using smart phones for various things, and all these developments augmented education and training. In the millennial learning, trainers need information immediately and there is a need to adapt in order to ensure that they transfer information. The existing technology platform must be used for learning purpose using technology.

Session 3 of Day 2 Presentations Breakaways Sessions

Introduction

Whilst individual presentations are cited in part two of this report, there were three concurrent sessions presented during the conference by namely; Dr Lebs Mphahlele, Dr Shamrita Bhika as well as Ms Leonore Neethling who co-presented with Ms Dikeledi Mosalo from the Public Service Training Authority (PSETA). The breakaway sessions were critical because conference recommendations and resolutions emanated from them.

The delegates attended these breakaway sessions per topic of their interest and all the sessions were well attended. Inputs that were made were recorded in order to provide improvements on specific programme implemented by the National School of Government.

Breakaway Session 1: CIP 13-14 Field Testing the integrated design and delivery of features of the New Compulsory Induction programme

The session facilitated by Dr Lebs Mphahlele) achieved the following:

- Deliberated on the notion/concept/definition of Induction for Senior Managers, reflecting on the links of induction with workplace duties and expectations.
- Discussed competences (i.e. knowledge/skills/values) for SMS members and how these relate to the above-mentioned notion/concept of induction.
- Explored the facilitation methodology to ensure development of above-mentioned competences among SMS members.
- Identified ways to use inter-departmental resources to efficiently and effectively deliver the above-mentioned notion/concept of induction.
- Reflected on systems, structures, processes and procedures that need to be put in place to efficiently and effectively deliver the above-mentioned notion/concept of induction.
- Proposed ways to ensure and measure impact of the above-mentioned notion/concept of induction.

Breakaway Session 2: Quality assurance in the public service theory and practice

The session was presented by Dr Shamrita Bhikha. She addressed the audience on the topic entitled "Quality Assurance in the Public Service: Theory and Practice." In her address Dr. Bhikha focused on the conceptual meaning of Quality Assurance (QA), the history of QA, how QA does fit in the job public servants are doing as well as in the theme for 18th Annual PSTF Conference, the reasons for doing QA, the environment in which people should do QA, legislations and policies which guide QA, advantages/opportunities of QA and disadvantages/challenges of QA. The following issues were deliberated in her presentation:

- Deliberated on the notion/concept/definition of quality assurance in the public sector reflecting on other presentations regarding quality education and learning, including multi modes of delivery.
- Discussed quality assurance as one of the critical levers in developing human capability for productivity in the public sector as well as its rationale, legislative and policy frameworks governing quality assurance.
- Explored the roles, functions including interfaces of organizations in the quality assurance environment (SAQA; Quality Councils – QCTO, QCHET, UMALUS; SETAs, ETQAs, Providers).
- Identified quality management system (QMS) policies needed in our institutions.
- Reflected on challenges relating to quality assurance.
- Proposed ways to ensure quality is institutionalized in the public sector.

Resolutions from the theory and practice of the quality assurance in the public service

The following resolutions were adopted from the presentation on the theory and practice of the quality assurance in the public service:

- Establish clear and consistent governance structure for quality assurance.
- Institutionalise quality culture in workplace organisations and in the entire education, training and development environment.
- Embrace quality assurance as a critical lever to improve education and training, including development of human capability for productivity in the public sector.
- Establish clear learning and development opportunities for personnel involved in Quality Assurance (QA).
- Enhance provision of human and financial resources for quality assurance.
- Clarify recruitment requirements for personnel involved in quality assurance.
- Develop a handbook that provides clear guidelines, principles and procedures for QA in the public sector.

- Develop a database of good practice in quality assurance to inspire the public sector.
- Establish more meaningful indicators of quality for e-learning.
- Profile quality assurance function strategically (e.g. locating the function in the Office of the Accounting Officer) for it to enjoy both conceptual and administrative authority needed to make quality everyone's business.

Breakaway Session 3: Professionalization of HRD practitioners in the Public Service

The session was presented by Ms Leonore Neethling and Ms Dikeledi Mosalo and generated the following debates:

- Deliberated on the critical skills shortages in HRM/D in the public service (14% vacancy rate of HR occupations; 34 000 HRD practitioners in the Public Service).
- Discussed correlation of MPAT HRD/M scores to organizational performance.
- Explored the PSETA interventions (e.g. 100 HRD learnerships, 10 per province) and in particular NSG/PSETA collaboration as evidenced in the case study relating to CIP Trainers Capacity Building.
- Reflected on professional bodies linked to HRD practitioners.
- Highlighted need for a generic National Trainer Policy and service standards.

Resolutions from Professionalization of HRD practitioners in the Public Service session

The following resolutions were adopted from the professionalization of HRD practitioners in the Public Service:

- Development of a plan of action to the newly inaugurated Advisory Committee members to action practitioner related HRD issues raised at the conference.
- Strengthen HRD Learning Networks (already part of the PSTF Annual Operational Plan) to ensure vibrant networking and profiling of HRD issues in between conferences.
- Energize PSTF through practitioner focused capacity building workshops (notion of being programme driven).
- Focus on sectoral interests and involvement.
- Share and reflect on good practice / provide possible solutions for prevailing challenges.
- Thematic Areas (started in 2013/14 – refer to report handed at 17th PSTF conference) should be consolidated and flow.

- Emphasis on understanding and appreciation of HRD function and the role within the context citizens' needs (the public good), calls for public sector productivity and accountability (financial constraints, higher public service wage bill, corruption scourge); National Development Plan imperatives.
- Revive HRD structures (Public Sector Networks, the former IGW) to consolidate networking opportunities and learning from each other (curriculum development, trainer development, materials development, facilities related issues).

PSTF Awards: GALA DINNER

Introduction

It has been the tradition of the PSTF to recognize excellent performances from stakeholders that are actively involved in capacity building through training, development and facilitation of performance improvement interventions. The nomination process is rather intensive and governed by various consideration and guidelines.

The 2015 nominations and awards were targeted to individual contributors and the institutional or departmental achievements. From the extensive screening carried out by the established independent and broadly representative structure, the following nominations and prizes were awarded to individuals and institutions mentioned below herein. The prizes were issued out during the special dinner hosted for the conference delegates.

Award One: Excellence in Design and Development of Training Programmes Award.

The award is in recognition of an excellent contribution to designing and developing programmes for public service training. It is awarded to the best departmental unit or branch in a national or provincial departmental for an outstanding personal contribution.

Nominations were open to all facilitators, programme developers and institutions operating in this area of specialization and the award went to Warren Handel of the Office of the Premier at the Western Cape. Warren Handel is a project manager within the ICT training unit of the Center for e-innovation and he customized training programme through the open source and design a course management and monitoring tool for used by the ICT training unit. The course has been designed to make it possible to attend 50% of the course in face to face workshops and the remaining 50% online. Through this innovation, a course that was scheduled to be completed in twenty weeks can now be completed in ten weeks. Mr Handel also created an online baseline assessment features that implement pre-course and post course tests. A total of 1 395 educators participated in the programme intervention and over ninety percent reported that they have benefitted from the programme.

Award Two: Coal Face Service Delivery Training Programme Award.

The award is presented for an excellent coal face service delivery training programme and facilitators who excelled in training programme aimed at improving service delivery at the coal face. This award went to Ms Ronwynne Rhoda of the Office of the Premier at the Western Cape. Ms Ronwynne Rhoda is a Project Manager in the ICT training unit for the center of e-innovation. She has made a major contribution in the roll out of ICT skills for the educator's project that has directly led to the improvement of teaching and learning in the Western Cape Province. The project applied blended learning approach for a twenty hours face to face and twenty hours online. From the feedbacks received, it shows that the project has made significant contribution to improved coal face service delivery.

The institutional award in the same category was won by the Western Cape Provincial Training Institute for their Professional Secretarial Learning Programme. The programme was implemented to equip administrative assistants and secretaries with competencies to comply with the minimum requirements of a Certificate in Secretarial Studies. The programme was developed in collaboration with Cape Peninsula University of Technology. The programme achieved 100% success rate for those who participated in the project and feedback from stakeholders rated the program as excellent.

Award Three: Excellence in Youth Development Training Award.

The award is in recognition of the most successful youth development training programme (in the 14-35 age group). Nominations were open to all national and provincial units, branches and individuals for outstanding programmes related to youth development training and there was unfortunately no individual winner of this category.

The Institutional Award of the same award was won by Kimberly International Diamond and the Jewellery Academy. The academy belongs to the Northern Cape Provincial Department of Economic Development and Tourism. It offers bursary and skills development programme aimed at laying a foundation of a theoretical component of 60% and a practical component of 40%. The successful candidate receive a certificate qualification from the Mining Qualification Authority.

Award Four: Training Excellence Service Medallion for Life Time Achievement in Training- Learning and Development.

The Training Excellence Service Medallion is presented to public service trainer for dedication and meritorious service to public service training over a period of at least ten years. The requirement was that a nominee should ideally have experience as a trainer/facilitator and management of training processes.

The award went to Mr Fazal Safla and recognition was made for his twenty five experience in the public service training, learning and development environment at both provincial and local government spheres. He is acknowledged and respected among peers as a veteran in the training, learning and development environment.

Award Five: NSG Principal Award for Excellence in Training Development of NSG Programmes

The award is presented to an individual trainer in a national or provincial institution that provided excellent service in capacity building and development in NSG programmes. The NSG offers more than 140 courses and programmes that can have lasting impact if well institutionally supported and delivered by high quality and professional facilitators. Nominations were open to all facilitators and public service training institutions and there was no institutional winner in this category.

The individual award went to Teboho Manaka of the Department of Justice and Constitutional Development (Free State). Mr Manaka is a Deputy Director Human Resource Training and Development and a trainer in Compulsory Induction Programme (CIP). He facilitated a number of CIP sessions while also managing and coordinating other NSG programme such as Grievance and Disciplinary Procedures programmes, Supply Chain Management Programme and the Disability Management Programme.

The feedback from peers and attendees of the training programmes facilitated by Mr Manaka shows that he is an excellent facilitator, a coach and a mentor who embodied constitutional values and Batho Pele principles. As token of appreciation, participants in his training programmes often provide him with various books as gifts and this demonstrate that he is changing the lives of many people through learning and development.

Award Six: Excellence in Inclusivity Training.

The award is acknowledged of exceptional and visionary facilitators, developers and institutions in the field of inclusivity training for the public service. Nominations were open to all facilitators, developers and institutions operating in this sphere and no individual awards was conferred.

The institutional award however went to the Free State Training and Development Institute. The institute was accredited by PSETA and is highly reputable provincial training institution. It has developed innovative ways of adapting presentation and assessment tools in the language that learners could utilize and understand. The institute utilizes translators and converted programmes into Braille and avail courses to learners with disability.

Award 7: Ministers Award for Excellence Service to Public Service Training

Awards were presented for excellent service to public service training in three categories: individual-departmental or provincial HRD unit or branch-a national or provincial public service training institution (public service academies, provincial and o sectorial academies, institutes, and colleges). The Departmental or Provincial HRD Award went to Gauteng Department of Infrastructure Development (HRD Unit). The Department employs engineers and related technical specialists to manage infrastructure developments in Gauteng. The Department also developed support programme in collaboration with the University of Johannesburg and the Engineering Council of South Africa with the purpose of providing a mentoring service to beneficiaries of bursaries.

The KwaZulu-Natal (KZN) Provincial Public Service Training Academy won the National or Provincial Public Service Training Institution Award of the Minister's Award for Excellent Service to public Service Training. The KZN Provincial Public Service Training Academy provides high quality competency based learning and development programmes and interventions that lead to improved employee and organisational performance. The academy is well received and the training offered support the public administration values and ethics to produce right minded and professional attitude among employees.

The individual winner for the award was Mr Fazal Safla the General Manager of the KZN Provincial Public Service Training Academy for his experience in training and facilitation of capacity building programmes and also for his leadership and management within the academy.

Session 1 of Day 3 Presentations

Dr. Nura Mohammed, Director for Kenya School of Government.

The presentation by Dr. Mohammed, which was supposed to be on the topic entitled "International trends (or trends in Africa) in promoting Public Sector human capability" did not happen because he did not manage to attend the Conference.

Mr. Mohan Dhamotharan and Mr. Thabo Vaughan Shenxane, Chief Operations Officer for ASPIRE

The two speakers presented on the topic entitled "Leadership for improved Productivity." Mr. Dhamotharan spoke about behavior and competence and indicated that the values are deeper than competency because they form part of implicit learning. The emphases was that different cultures have different interpretations of values and the critical part is on how people express their values behaviorally. Mr. Dhamotharan further elaborated that self-exploration and engagement portrays deeper reflection. Regarding the notion of values, the purpose plays a critical role which is the source of energy or the driver that determines the values.

Mr. Thabo Vaughan addressed the audience on the role ASPIRE plays as a Development Agency. Mr Shenxane denoted that the challenges facing the Eastern Cape include decline of services and high level of unemployment and lack of professionalism among the public servants as well as poor work ethics and leadership. These challenges could be addressed through skills transfer and empowerment programme.

Presentation of the Public Sectors Trainers Forum Report for 2014/15

The Deputy Chairperson of the PSTF, Ms Brenda Ntombela provided a 2014/15 report thereby reconnecting with the historical underpinnings of the PSTF and stated that the 2014/2015 conference achieved the advancement of growth and development of HRD in the public service; created platform for discussions, reviewed policy framework and foster partnerships. She reported that the conference achieved its training and development orientation in the public service and its multi-stake forum orientation. She listed the following specific achievements in her reports:

- In 2013-2014, the focus of the PSTF conference was to strengthen collaboration and partnership between PSTF and HRDs and that there was partial achievement in this regard.
- The achievement of Outcome 12 which is an efficient, effective and development orientated public service was partially achieved through the PSTF conference.
- Outcome 5 pursuing "A skilled and capable workforce to support an inclusive growth path" was partially achieved through the PSTF conference.
- Quality Assurance (QA) and following up matters being raised during the previous conference was partially achieved through the provincial thematic workshops that are organised to cater for these.

Conference Recommendations and Resolutions

Introduction

From the breakaway sessions reported on part four of this report, resolutions and recommendations were made and this part of the report specifically covers such recommendations. The recommendations and resolutions were shared with the conference delegates and consensus was somehow reached on their articulation. They will be implemented by respective units within the National School of Government.

Resolution from Field Testing of the integrated design and delivery of features of the New Compulsory Induction

The workshop adopted the following recommendations and resolutions regarding Field Testing of the integrated design and delivery of features of the New Compulsory Induction Programme (CIP):

- **Notion/concept of induction:** Induction should be viewed as a formal, structured programme and process that integrates new employees into the public service in general and the workplace in particular. Generic and department-based induction must be aligned. In addition to the technical aspects, induction should ensure that employees have the requisite mind-set and should be introduced into the department's culture and ethos. Improved leadership must also emanate from the induction.
- **Competences:** Curriculum should be of higher standard. In addition to understanding the constitution, legislative frameworks, financial imperatives, strategic leadership and change management, newly employed senior managers' emotional intelligence, values, (e.g. honesty and integrity) and code should be developed through practice. The Inductee should be enabled to inspire other employees, solve delivery problems and work smart.
- **Mode of delivery:** e-Learning must be largely utilized. Use departmental trainers, do not move towards outsourcing trainers. Locally based trainers are ideal but must have vast experience. NSG should increase the capacity of trainers to enable central trainers of SMS members. Resources must be shared across departments. Policies and procedures to regulate the CIP are required.
- **Systems, structures, processes and procedures:** Aligned, integrated and synergized approach is required.
- **Impact:** Impact is about the effectiveness of the employee in operations. Impact assessment. Role clarification is a measure of a successful induction programme. Database, evaluation forms.

Note: Due to time-constraints, details on the design and delivery matters were not discussed. The NSG was requested to use the inputs of the workshop and consultations with provinces and focus group session to finalise the conceptual framework and materials to be field-tested in November-December 2015. Departments would also provide the NSG with verified names of new entrants, supervisors, prospective facilitators and lead facilitators.



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