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SA BOARD FOR
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FACT SHEET



**THE LEARNING & DEVELOPMENT
LANDSCAPE IN SA**

INTRODUCTION

The world of work and the business environment has changed dramatically over the past twenty years. This has created a heavy demand for learning and development that will meet the new challenges. It has become critical that every organisation in every sector of the economy has a clear Learning and Development (L&D) strategy that will guide the development of the organisation's capacity to realise its vision through innovation and building the skills of employees, hence ensuring sustainability of the organisation.

The question is – has the landscape (total picture) of how learning and development is governed, structured and provided changed to meet these demands? New technologies have offered the opportunity to radically change how learning and development can be provided but it can be argued that governance and structures for learning and development in South Africa have not developed accordingly. Does our L&D landscape provide adequately for talent development and is this talent developed to a high quality level?

The role of learning and development practitioners has also changed, with an evolution away from designing and delivering classroom training towards becoming performance improvement experts who can offer a range of processes, tools and techniques to ensure that employees become more skilled and can build satisfying careers.

This Fact Sheet will assist Human Resource practitioners across all sub-functions to understand the history, current state and possible future developments in the L&D landscape which will assist them in developing an appropriate L&D strategy for their organisation which is well integrated with other Human Resource processes and practices.

THE IMPORTANCE OF L&D

According to the Manpower Group’s Talent Shortage Survey 2015,¹ companies globally are reliant on L&D to ensure the growth and development of talent for their business. The survey highlights that job positions are difficult to fill across the world, due to the global talent and skills shortage. It is interesting to note that South Africa is close to the global average (highlighted in the figure below) with 31% difficulty in filling jobs.



¹ https://www.manpowergroup.fi/Global/2015_Talent_Shortage_Survey-full%20report.pdf

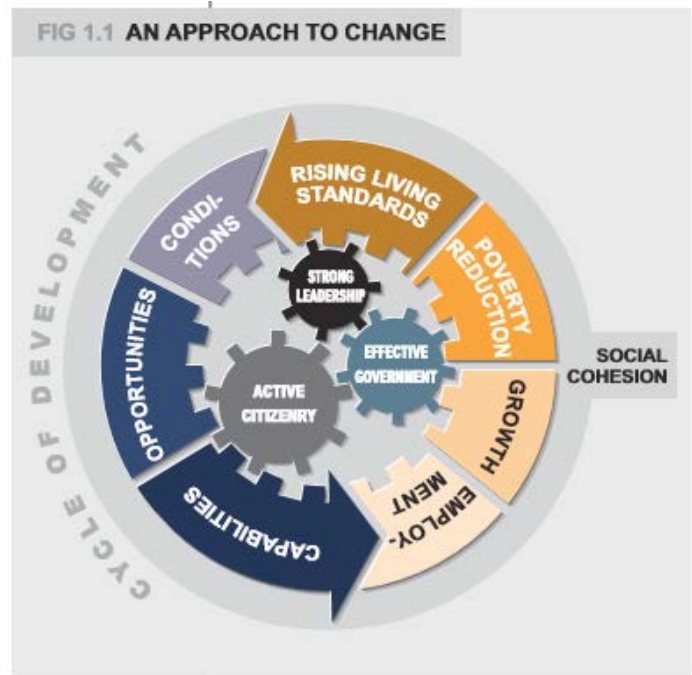
L&D is commonly perceived in South Africa as a solution for unemployment, poverty, the economic downturn and transformation. After the 1994 election, the concentration on L&D (commonly termed at policy level as human resource development or skills development) was high. Successive long term human resource development strategies for the country have been drawn up under the auspices of the National Human Resource Development Council (NSDS I through to NSDS III) and were revisited in Chapter 9 of the National Development Plan (NDP), Improving Education, Training and Innovation.² The NDP tackles the challenges of transformation in South Africa and highlights the importance of L&D for development and social cohesion.

CHAPTER 9:
IMPROVING EDUCATION, TRAINING AND INNOVATION

Objectives

- Make early childhood development a top priority among the measures to improve the quality of education and long-term prospects of future generations. Dedicated resources should be channelled towards ensuring that all children are well cared for from an early age and receive appropriate emotional, cognitive and physical development stimulation.

FIG 1.1 AN APPROACH TO CHANGE



The education challenge in South Africa

By some estimates, over 80%, or close to 20 000, schools in South Africa’s network of 25,000 public schools are dysfunctional. Stated differently, the system is failing the majority of the 12 million children who are at school.

Failing most of our children has a clear humanitarian impact and the economic impact is equally dire. Economic growth is nearly stagnant and unemployment remains very high, at over 25%. The negative impact of poor schooling is reflected in the OECD’s Global School Ranking Report (2015), which estimates that South Africa’s GDP would grow by 2,624% over their lifetimes if all students achieved a basic level of education to just the age of 15.

In attempting to address this problem, the South African government every year spends more money from its national budget on education than on anything else. In the 2016/17 national budget, the department of finance allocated R218.8 billion (US\$ 141.5) of a budget of R1 463 billion (US\$946 billion) to basic education.

Source: Article: Vision 2030: How a South African Provocative Proposition is Igniting Active Citizenship and Collaboration by Louise van Rhyn

DEFINITIONS AND STANDARDS

When defined, learning “is the acquisition of knowledge or skills through study, experience, or being taught.”³

Development “is the act or process of growing or causing something to grow or become larger or more advanced.”⁴

³ Oxford Dictionary

⁴ Oxford Dictionary



“Training is one of the most important functions in any organisation. You may have brilliant systems and technology in place, but if your employees are incompetent there is little hope for your company.”

Marius Meyer, CEO of the SABPP

In the “Managing Human Resource Development”, author Marius Meyer describes training traditionally “Training entails the transfer of specific skills to an employee so that he or she can perform a very specific job or task.”

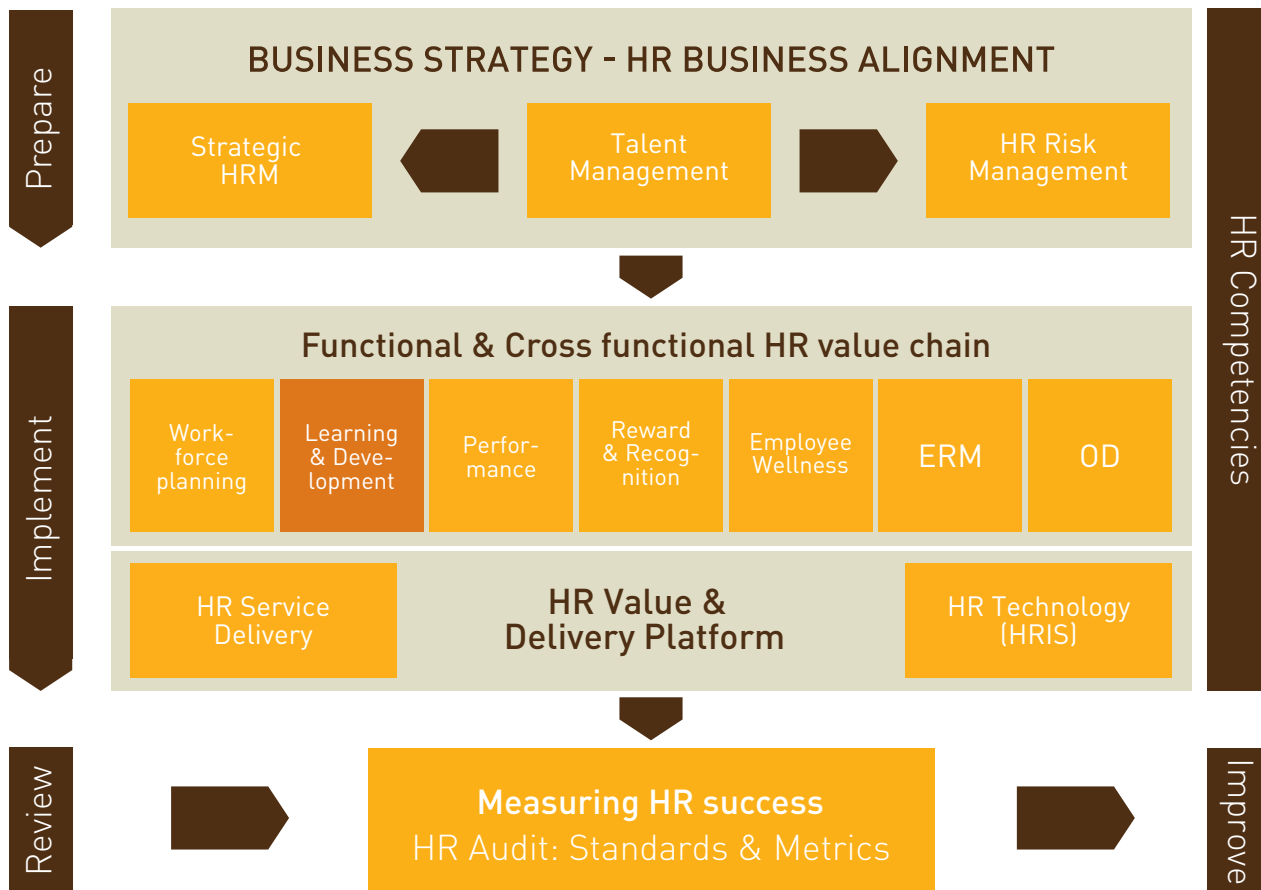
In the same book a description of development is mentioned as “Development occurs when ongoing learning opportunities are created so that employees can improve and maintain high levels of performance.”



The SABPP has included L&D as one of the 13 elements of the National Human Resource Management System Model and Standard 2014.



HR MANAGEMENT SYSTEM STANDARDS



The SABPP, the professional body for HR practitioners, defines L&D as:

The practice of providing occupationally directed and other learning activities that enable and enhance the knowledge, practical skills and work place experience and behaviour of individuals and teams based on current and future occupational requirements for optimal organisational performance and sustainability."

The SABPP elaborates on L&D in its National HR Professional Practice Standards 2015 addressing components of L&D such as Learning Design, Learning Evaluation and Learning Needs Analysis. In 2016, the SABPP launched a fourth Professional Practice Standard on L&D covering Workplace Learning, thus contributing to practitioners' in-depth understanding of L&D. Further development of the L&D related Professional Practice Standards will add to this.

An HR practitioner should comprehend the potential impact of L&D and develop an L&D strategy that complements the growth of the organisation. There are strong integration points that are found within the HR value chain, for example, with Talent Management and HR Risk Management. Since L&D is a strategic enabler within the talent management strategy, not recognising this linkage leads to L&D becoming a high risk on the HR risk register. Upskilling and developing employees strengthens the organisation, creates capacity and the platform to innovate.

The Professional Practice Standards create definitions for Learning Design, Learning Evaluation, Learning Needs Analysis and Workplace Learning, and set out fundamental requirements for good practice in those areas. The following definitions⁵ set the South African standard for:

Learning Design: The practice guiding the design and development of learning solutions that lead to improved workplace performance.

Learning Evaluation: A continuous process to assess/measure the change/impact and quality of the learning interventions/learning experience, application of knowledge/skills and change in behaviour against specified outcomes/ outputs.

Learning Needs Analysis: The systematic process through which the strategic intent and plans of the organisation are translated into learning needs which describe the gap between present and desired future skills/competency/behaviour. The same process is also used to identify learning needs through the diagnosis of problems in the present functioning of the organisation. Learning and development plans are based on learning needs analyses and put together by selecting appropriate methods for achieving the required learning and development process.

THE HISTORY AND DEVELOPMENT OF THE L&D⁶ LANDSCAPE TO DATE⁷

The South African Qualifications Authority (SAQA) was established under the SAQA Act 1995 and significantly revised under the National Qualifications Framework (NQF) Act 2008. Two National Skills Development Strategies were implemented during this period, known as NSDS I (2001 - 2005) and NSDS II (2005 - 2010). These developments provided a National Qualifications Framework for the recognition of accredited formal learning achievements, training provider accreditation processes, the segmentation of vocational, workplace and higher education, and the establishment of a range of skills development agencies with specialised learning programmes and incentive systems.

The Skills Development Levy

The Skills Development Levy (SDL) had a significant impact on the L&D practices of many organisations by providing a financial incentive for implementing specific learning programmes. At 1% of payroll per month, or R13 billion per annum in collected revenue, the SDL represents a sufficiently high financial incentive to shape L&D practices, especially in medium and large organisations with the administrative capability to claim back 20% - 49% or more of the Levy available to employers.

Unfortunately, the design and delivery of many of the new programmes under the National Qualifications Framework suffered from an overemphasis on formal, quantitative and supply-driven types of learning, resulting in the neglect of informal, just-in-time, demand-driven learning. While the former programmes may be suitable for foundational education contexts, the latter programmes are an essential component of workplace learning for modern employers.

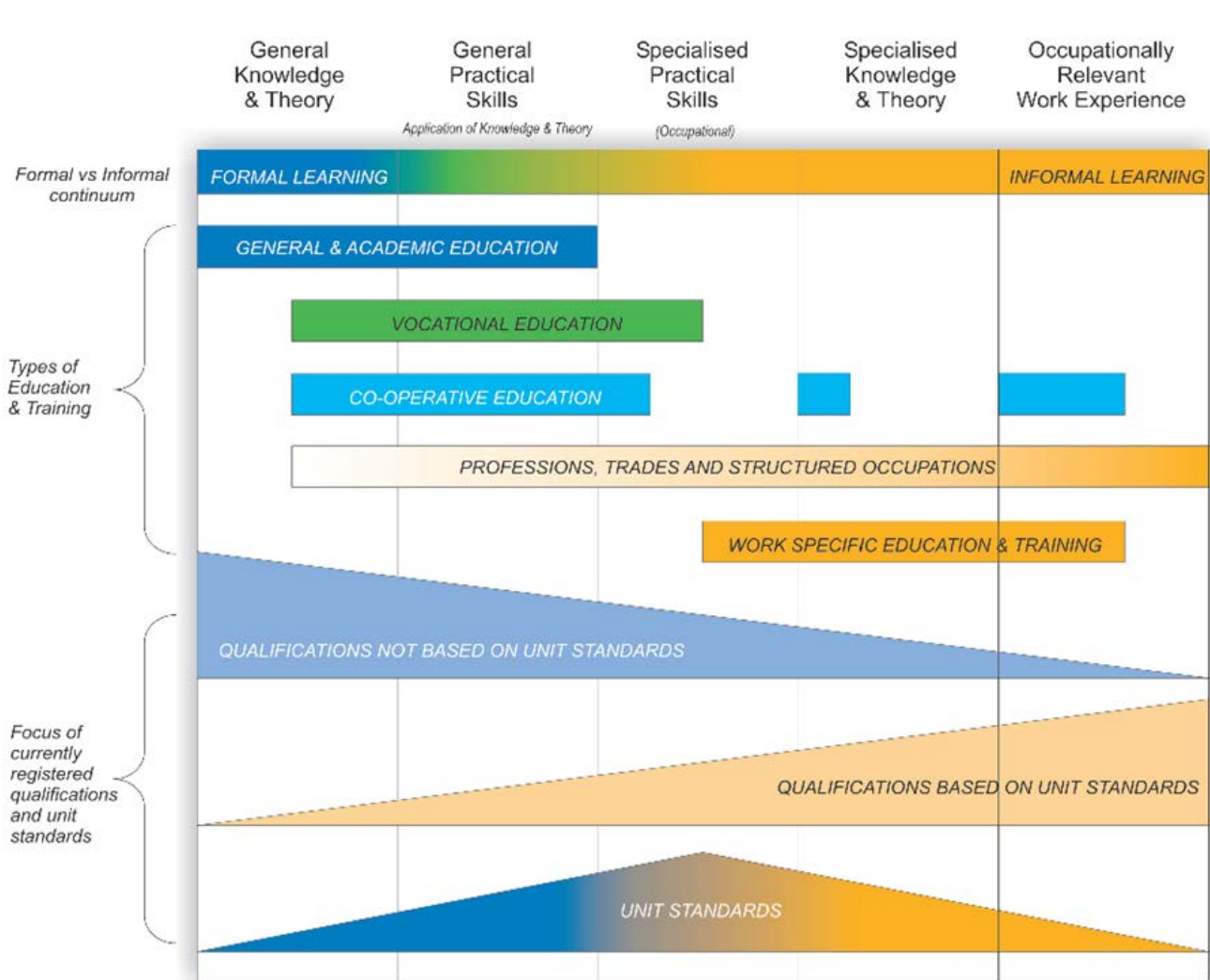
Recognition of the need for improvements

As an illustration of the problem, the diagram below was developed towards the end of the 1995 - 2008 era, under a GIZ⁸ funded project for the Department of Labour. It was an attempt to illustrate the range of learning interventions possible across a continuum of formal to informal and to show the gaps in that continuum where educational institutions were neglecting certain aspects of the learning required for occupational competence.

⁶ The National Skills Development Handbook 2010/11, page 235

⁷ 2016

⁸ <https://www.giz.de/en/html/index.html>



Picture concept: Dept Labour & GTZ

This diagram shows the splintering of educational initiatives across the spectrum of formal and informal types of knowledge and skills.

What happened between 2008 and 2015?

By 2008 the limitations of the legislative, regulatory and policy environment had been realised to the point that significant improvements had been researched, piloted and drafted into legislation, supported by the Joint Initiative for Priority Skills Acquisition (JIPSA) under the Deputy President.

The new NQF

The gist of these developments was to refine the occupational focus of the NQF and expand the role of professions in the design and delivery of learning. These “renovations” to the NQF were legislated in the Skills Development Amendment Act of 2008 and the NQF Act of 2008. The changes included the creation of the Quality Council for Trades and Occupations (QCTO), as the new overarching quality assurance body for workplace learning, which had previously resided in SETA bodies called ETQAs (Education and Training Quality Assurance Bodies).

While employers welcomed the intention and direction of the changes, the new NQF configuration was delayed by the election in 2009 of the Zuma presidency and administration. This administration created the new Department of Higher Education & Training (DHET) out of the skills branch of the Department of Labour, and the university and college branches of the Department of Education (DoE), under the leadership of Minister Blade Nzimande. Both the QCTO and the DHET were new institutions requiring infrastructure, staffing and extensive setup.

The HRD Council, NSDS III and the National Development Plan

In the interim, the pressure to resolve the country’s human capital development challenges had resulted in the institutionalisation of the successful JIPSA initiative into the Human Resources Development Council of South Africa (HRDCSA) in March 2010. The HRDCSA is chaired by the Deputy President and includes nine cabinet ministers, captains of industry, and technical specialists. The third National Skills Development Strategy incorporated some of the new thinking around human capital development, and was initiated in 2011 for a five year period till 2016. This included reducing the number of SETAs from 25 to 23.

The National Planning Commission is also represented on the HRDCSA, and its work on a new national socio-economic development plan was already in progress, leading to the publication in 2012 of the National Development Plan 2030, including a chapter dedicated to improving education, training and innovation.

The White Paper on Post-School Education & Training

In the same year 2012, the Minister of Higher Education and Training published a Green Paper on Post-School Education & Training, to start a conversation around the vision for the new learning systems that would guide the country till 2030. It took two years to finalise this into the White Paper on Post-School Education and Training, which was published in January 2014, and which had a significant chapter dedicated to “Linking Education and the Workplace”, which recognised many important principles of learning and development and aimed to support them through the SETA system and the QCTO. The Deloitte Human Capital Trends 2016 report⁹ revealed the link between learning and workplace requirements with learning within the workplace coming in 5th out of 10 trends. Learning was grouped under the top ten trends in South Africa which focused on workplace environment.

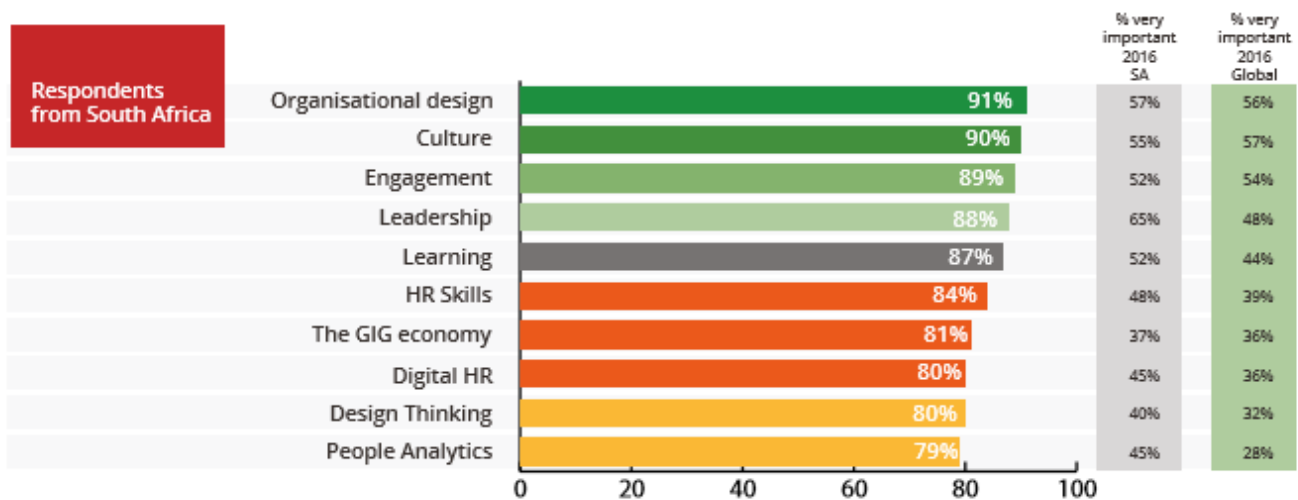


Figure 1: The top 10 Global Human Capital Trends for 2016, South Africa compared with Global responses

⁹ Deloitte Human Capital Trends Report 2016

In May 2015 the amended Broad-Based Black Economic Empowerment Codes came into effect, bringing some long-awaited integration between the human capital development targets of the Codes and the operations of the DHET. The Codes also doubled the targeted spend on black skills development to 6% of payroll, equivalent to approximately R84 billion per year of potential expenditure, and added internships as a new Category B programme type, alongside learnerships and apprenticeships. Employers can now also fund the skills development of their supply chain and communities for B-BBEE points whereas previously they had been limited to their own employees.

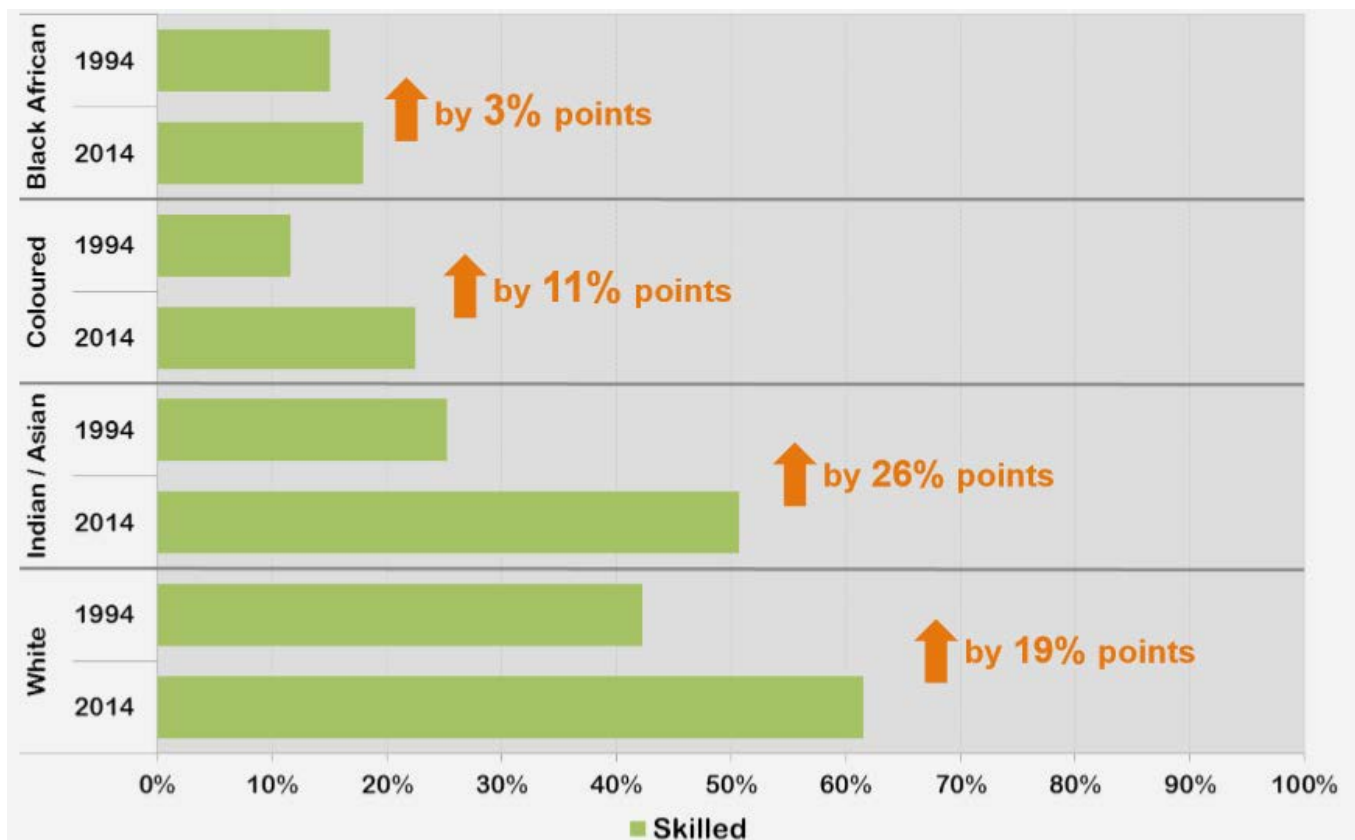
The higher targets of the new Codes have resulted in many organisations slipping three to four B-BBEE recognition levels, a potentially disastrous impact for businesses trading with the state or large enterprises. Skills Development remains the only element on the B-BBEE scorecard where an employer can spend money and immediately gain points, and therefore has been a strong driver on learning and development strategy and practices with both positive and negative impacts.

The impact of the B-BBEE has improved historical statistics¹⁰ by focusing on upskilling. The statistics below shows the improvement comparisons from 1994 to 2014. The focus of upskilling supported the initiative of job creation and employability. As can be seen however, the process is extremely slow in creating meaningful change for the majority of the workforce.



As the drive for skills development increased and the initiatives implemented, South Africa saw its transformation begin to slowly take shape. The statistics displayed a growth and development within the race groups of the South African diversity. The percentage of workers within each race group who are skilled (managers, professionals, technicians) can be seen on the next page:¹¹

¹⁰ http://www.statssa.gov.za/presentation/Stats%20SA%20presentation%20on%20skills%20and%20unemployment_16%20September.pdf
¹¹ Statistics South Africa



Throughout the period 2009 - 2014, the DHET had prioritised investment into the Technical & Vocational Education & Training (TVET) College sub-system in line with its strategy to build the public education system, and in recognition of the skills shortage at the intermediate levels of the NQF (NQF levels 4 - 5). In contrast, the Higher Education sub-system was falling behind in resource investment, if measured according to the targets expressed in the National Development Plan, although it was acknowledged by skills planners, that South Africa had a surplus of Higher Education students, especially since the 2008 Global Financial Crisis had stifled economic growth.

Fees Must Fall

When universities announced a 10% fee increase in October 2015, student riots erupted and quickly spread countrywide. Rising discontent with the political status quo was as much a factor as the fee increase, and the protests were the most significant popular dissent seen since the election of the first ANC government in 1994. With the NSDS III coming to an end in 2016, and given the need to establish mechanisms to implement the White Paper, DHET had already drafted a “New Skills Development Landscape” document proposing significant changes, including absorbing the SETAs (and their budgets) into DHET. The R14 billion annual SETA income had always been a strongly contested resource of the SETAs, with employers and the DHET wrestling for control of it. This document was published in November 2015 and proposed the most wide-ranging and significant changes to the skills development landscape since the establishment of the SETAs and the Skills Development Levy in the years 2000 and 2001.

The current 2016 landscape: The new skills development landscape and NSDS IV

Employers, through Business Unity South Africa, and SETAs, through the Association of SETA Executive Officers and the SETA Chairpersons' Forum, have strongly contested the DHET's proposal to absorb the SETAs and take control of the Skills Development Levy. However, given the extra pressure on the fiscus due to attempts by government to fund the call for free higher education, it is likely that both sides will continue to struggle for control. This includes a willingness on the part of the Minister of Higher Education & Training to amend the Skills Development Act to allow him to control the Levy.

However, since the August local government elections it is no longer clear if such a move would gather sufficient votes in parliament. The possibility of a cabinet reshuffle further decreases the likelihood of major legislative changes being possible before the next general election.

The DHET meanwhile has given itself a target of publishing an implementation plan for the White Paper by the first quarter of 2017. Since NSDS III was extended from April 2016 to March 2018 this will need to include a NSDS IV draft.

WHAT IS THE LEARNING AND DEVELOPMENT STANDARD FOR THE INDUSTRY?

Moving now to learning and development processes and practices within organisations, these processes and practices must enable and enhance:

- The knowledge,
- Practical skills; and
- Work place experience and behaviour of individuals and teams; based on current and future occupational requirements for optimal organisational performance and sustainability.

HR/L&D practitioners can achieve this by doing the following:

1. Understanding the business model and the business vision. Learning and development is now driven by value impact, product delivery and enhancement, and having the most suitable skills to achieve business outcomes. The HR/L&D practitioner must have a firm understanding of the customer expectations as well as the employee's expectation when delivering the learning. The L&D 2020: A Guide to the next decade by Martyn Sloman¹², looks at the development within the role of the L&D practitioner, who must be enabled to create a new sequence of activities to make a substantial contribution to the organisation.

The following activities are recommended:¹³

- Determine the skills needed to deliver value;
- Investigate how they are best acquired/developed;
- Identify the stakeholders in shaping the learning process;
- Seek to develop a learning culture;
- Design, deliver and monitor the interventions that promote learning.

¹² L&D 2020: A Guide to the next decade by Martyn Sloman

¹³ L&D 2020: A Guide to the next decade by Martyn Sloman

2. Distinguish the difference between training and learning by understanding that they are interrelated activities, however they are fundamentally different. Since learning resides within the learner, it is encouraged by various activities which is training. The organisation will require a culture that accommodates the concepts of learning and training, to ensure that the organisation has the mind-set, skills and knowledge for application. The case study below demonstrates this clearly.

Case cameo: Self-directed learning by an IT specialist

Sameer Patel is a young Indian professional who works as a consultant for a major IT global software house which, among its other activities, provides business intelligence solutions for clients throughout the world. Patel is currently based in Singapore for six months, working with a team of six others on a major assignment for a public sector organisation. For the last four years he has specialised in data warehousing. 'Data warehouse' can be defined as a 'repository of an organisation's electronically stored data'.

In Patel's opinion, the main skills he requires to do his job are: an ability to understand the business (which can only be acquired through experience); a knowledge of specific relevant IT tools and methods (e.g. Structured Query Language (SQL), a database computer language) and a knowledge and capability in the use of his company's proprietary tools. He emphasises that it is his responsibility to ensure that his expertise is kept up to date. The consultancy company informs him of all new developments of products and tools. He can then choose to learn about their application in a variety of formats. A classroom-based course will be available; there will be online training via the company intranet; and there will be computer-based training available in the form of a CD-ROM.

An important element in Patel's learning is the use he makes of technical Internet communities on data warehousing. Some are located within the consultancy company: if stuck on a problem (a new proprietary tool exhibits a bug, for example) he will place a request for advice on a forum and is confident of receiving an answer. There are also valuable technical forums available outside the company in the public domain.

A fuller version of this case cameo is available on the TJ website at

<http://www.trainingjournal.com/content/Self-directed-learning-by-an-it-specialist>

3. Providing employees with opportunities to develop new knowledge and skills with effective programmes. HR/L&D practitioners have to move away from old models of training that are not applicable to the developing business environments. The workforce is evolving in needs and business is expecting L&D strategies to develop skills and competencies accordingly. Learning programme must meet the expectations and be effective. The Deloitte Human Capital Trends Report 2016 reports that most of the learning programmes in South Africa are found to be ineffective.

The South African perspective

This figure drops in a South African context, with only 28 percent reporting their learning programmes as effective, as indicated below:

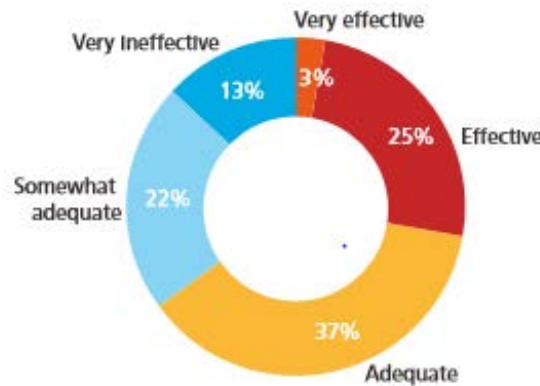
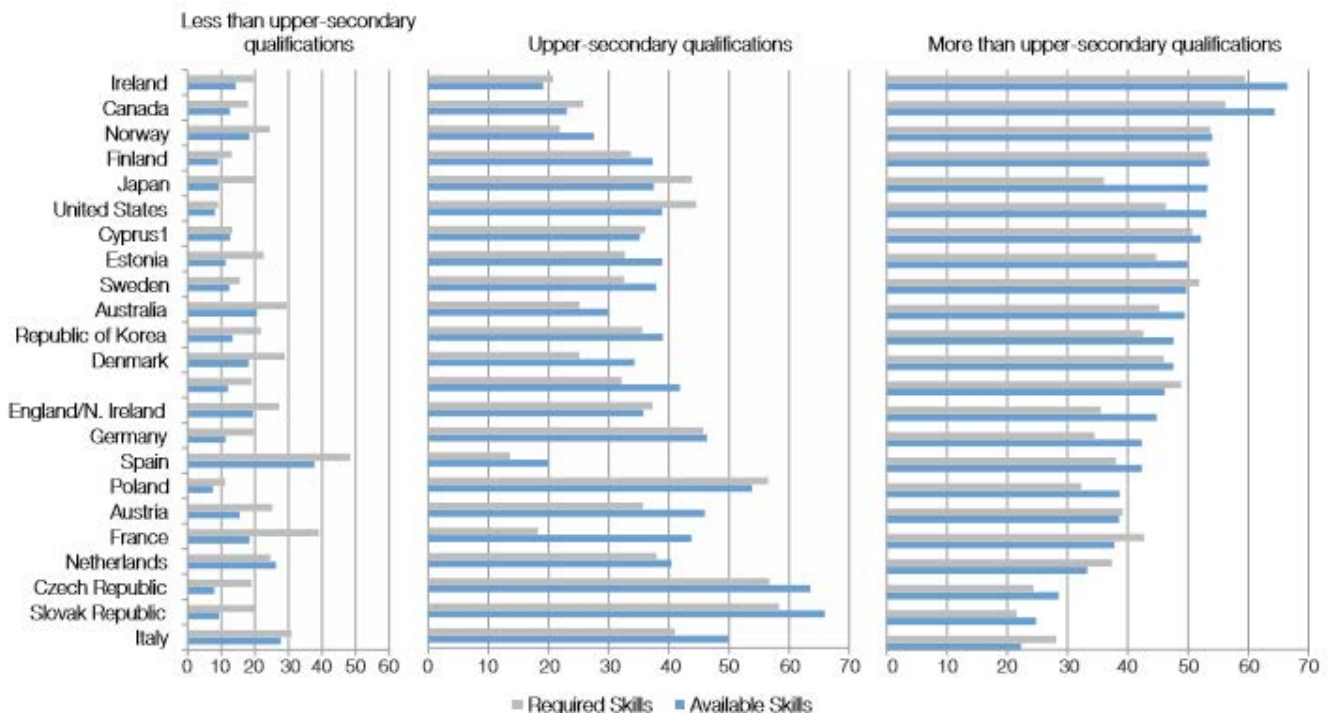


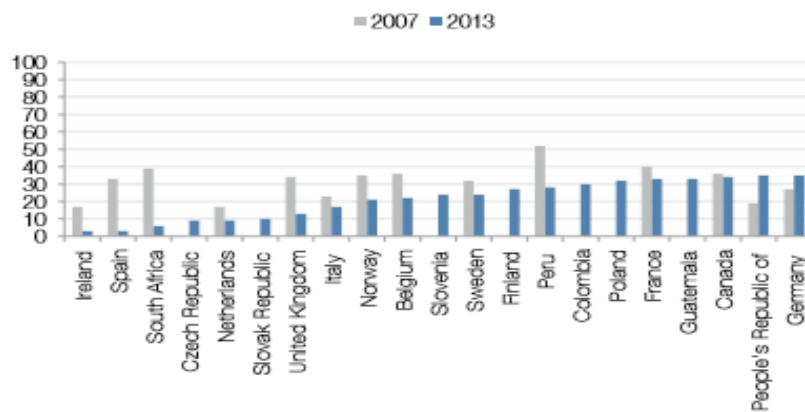
Figure 9: The effectiveness of learning and development programmes in South Africa

- Focus learning and development plans on improving people’s ability to perform to achieve organisational objectives and provide the means for measuring the impact of learning and development interventions, hence measurement is critical. It can avoid challenges of skills mismatching. L&D is there to enable the employee with the right skills for the job, however many companies may find that their workforce may have a mismatch of skills and qualifications. In the World Economic Forum report on Matching Skills and Labour Market Needs 2014,¹⁴ available skills in the market did not match the required skills in many countries as seen below:



It is therefore critical that L&D practitioners drive the learning to create job match. Research conducted by the World Economic Forum exposed challenges faced by employers in developing economies where South Africa is included. In Africa a very visible trend was the “imbalances that exist between the demand and supply of people holding medium-level and vocational qualifications.”¹⁵ If this is not managed currently it could lead to a mass shortage of skills. L&D practitioners will have to analyse the impact of their programmes and design initiatives that manage skills sustainability. Here measuring the success of interventions and comparing it to business performance becomes compulsory. South Africa has reflected in recent years a decrease in employers having difficulty filling jobs. A possible explanation could be that skills development has positively impacted skill matching to the job.

Source: Manpower Group, 2013, www.manpowergroup.com



- Support and accelerate skills development and achievement of employment equity and organisational transformation as L&D objectives should support both organisation and country. Section 15 of the Employment Equity Act requires “designated employers to implement affirmative action measures designed to ensure that suitably qualified people from designated groups have equal opportunities to employment and are equitably represented in all occupational levels in the workforce of a designated employer”¹⁶. The economically active population (EAP) is used as a guide and the table below reflects the National EAP by Population group and Gender.

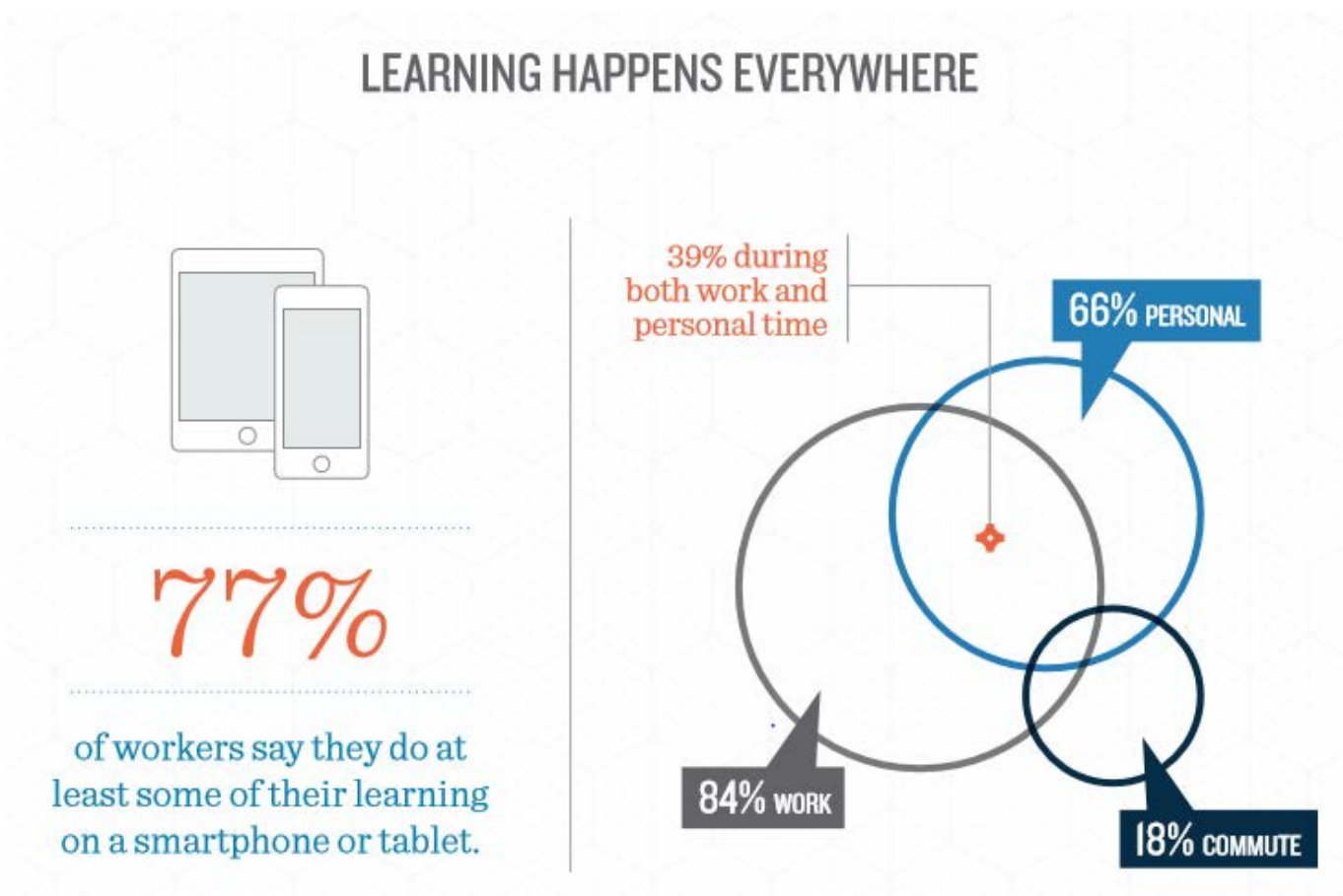
Population Group	Male	Female	Total
African	42.1%	35.3%	77.4%
Coloured	5.4%	4.6%	10.0%
Indian	1.7%	1.0%	2.7%
White	5.6%	4.3%	9.9%
TOTAL	54.8%	45.2%	100.0%

Source: Statistics South Africa, (QLFS 3rd Quarter, 2015)

¹⁵ Article: Building better skills for better jobs: www.wef.org

¹⁶ 16 CEE Report

- 6. Create a learning culture and environment that enables optimal individual, team and organisation learning and growth in both competencies and behaviour. Encourage continuous development (CPD) within the organisation and drive the culture by aligning learning with performance.
- 7. Ensure learning and development is a catalyst for continuous improvement, inclusive of change and innovation trends. In the publication by How the Workforce Learns in 2016,¹⁷ interesting findings included moves towards technology and the concept of learning happens everywhere. L&D practitioners must use this information when bringing together the learning programmes.



According to the Bersin by Deloitte 2015 Corporate Learning Factbook,¹⁸ organisations which understand and utilise L&D as a driver for business get positive results by balancing these initiatives, as highlighted on the next page.

¹⁷ http://get.degreed.com/hubfs/Degreed_How_the_Workforce_Learns_in_2016.

¹⁸ <http://marketing.bersin.com/corporate-learning-factbook-2015.html>

HIGHER-IMPACT L&D ORGANIZATIONS ARE BETTER BALANCED

More mature learning organizations deliver...

-20%

Less training via ILT,
vILT and e-learning

+29%

More learning via
on-the-job experiences

+13%

More learning via
social interaction

+90%

More learning via
on-demand resources

Data source: Bersin by Deloitte 2015 Corporate Learning Factbook, 6/2015

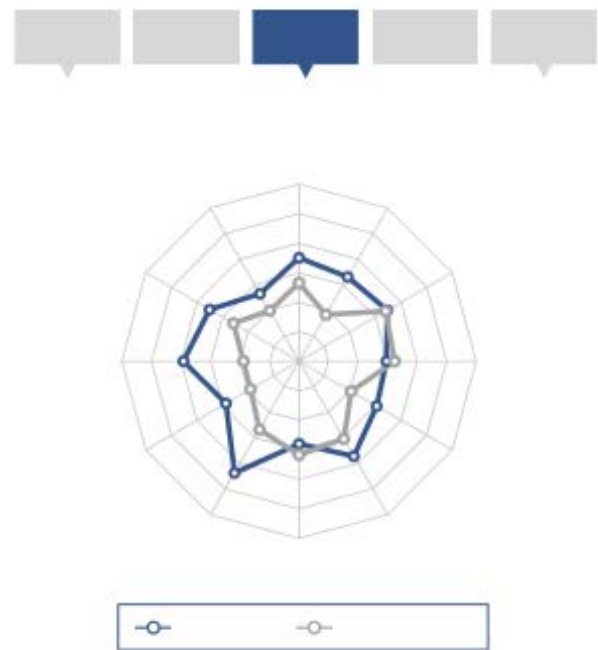
8. Make the legislation work for you. South Africa has a strong legislative framework for a very important aspect of its transformation initiatives. As South Africans we are familiar with the legislation that allows us the access to our democracy and our development. Specifically, in **L&D we are governed and guided by the following legislation:**

- Skills Development Act.
- National Development Plan III.
- Broad-Based Black Economic Empowerment Codes: BBBEE Codes.
- National Qualifications Framework Act, 2008.
- National Economic Development and Labour Council Act, 1994 (Act No. 35 of 1994).
- Employment Equity Act, 1998 (Act No. 55 of 1998).
- Skills Development Levies Act, 1999.
- South Africa Qualifications Authority Act, 1995 (Act No. 58 of 1995).

These various Acts, plans and codes direct organisations on how they should invest in their employees in order to:

- Improve business performance, productivity and efficiency – helping gain a competitive edge. According to the World Economic Forum Global Competitiveness Report 2014-2015,¹⁹ South Africa was ranked 86 out of 144 countries for higher education and training – its fourth lowest rating. This is a sad reflection of South Africa’s competitiveness position globally.

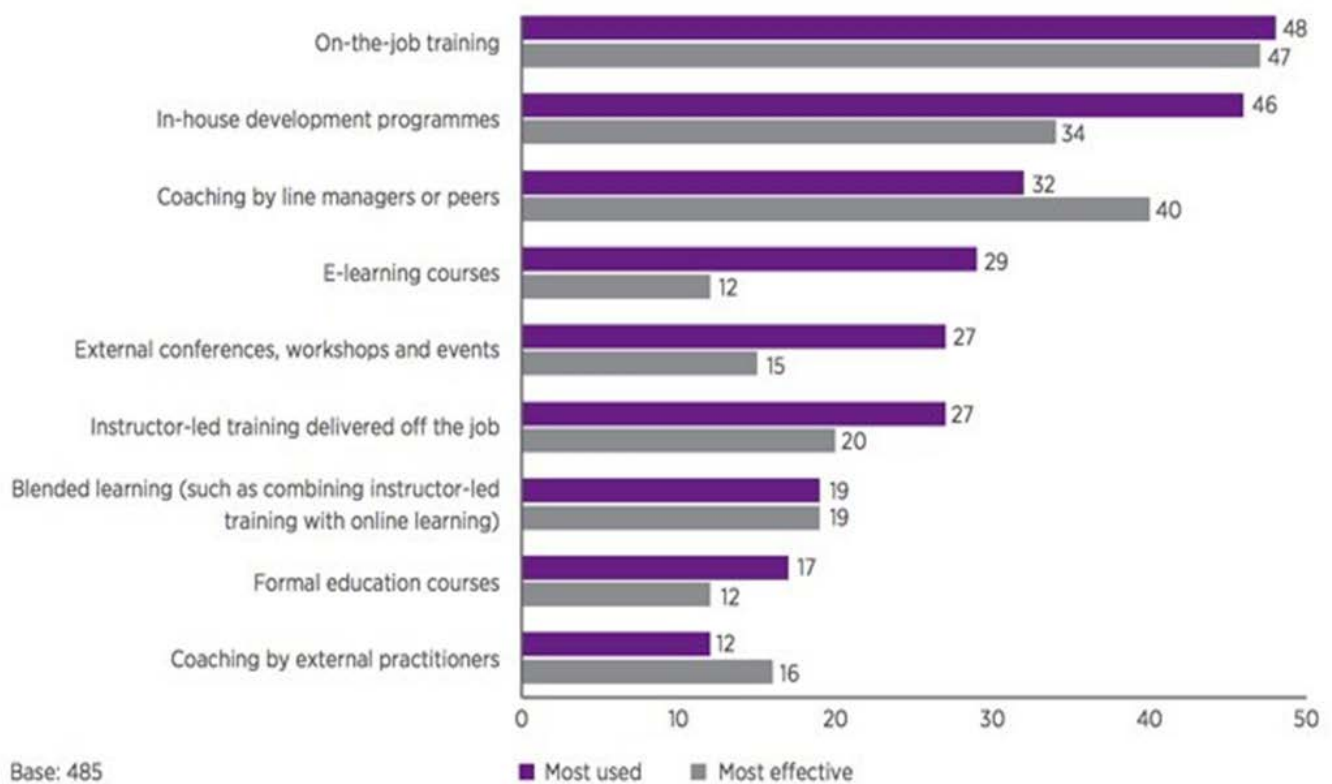
	Rank (out of 144)	Score (1-7)
GCI 2013–2014 (out of 148)	53	4.4
GCI 2012–2013 (out of 144)	52	4.4
GCI 2011–2012 (out of 142)	50	4.3
Institutions	36	4.5
Infrastructure	60	4.3
Macroeconomic environment	89	4.5
Health and primary education	132	4.0
Higher education and training	86	4.0
Goods market efficiency	32	4.7
Labor market efficiency	113	3.8
Financial market development	7	5.4
Technological readiness	66	3.9
Market size	25	4.9
Business sophistication	31	4.5
Innovation	43	3.6



- Improvement in employees’ skills and knowledge for their current job role;
- Increasing employees’ generic skills – i.e. employability skills or key competencies (e.g. team work, problem solving, communication);
- Organisational development – i.e. the fostering of shared attitudes and values, change management;
- Talent management and succession planning;
- Employee career development;
- Employee motivation.

CIPD: POPULAR LEARNING AND DEVELOPMENT TRENDS AND PRACTICES IN 2016

The annual Learning and Development survey report of the Chartered Institute of Personal Development (CIPD)²⁰ shows the most popular Learning and Development practices:



Report: Most used and most effective Learning and Development trends and practices

The report reflects that on-the-job training continues to be the most popular and effective way for employees to gain new skills, with 48% of respondents regarding it favourably. In-house development programs are the second most popular form of training; 46% use this method regularly.

It is no surprise that on-the-job training and in-house development programmes been a common choice to use, however on-the-job training is most effective whereas in-house development programmes is not. Internal training allows peers to learn in a familiar environment, where engaging discussions and ideas provide equal opportunity to contribute and learn from people’s experiences.

²⁰ <http://www.cipd.co.uk/hr-resources/survey-reports/learning-development-2015.aspx>

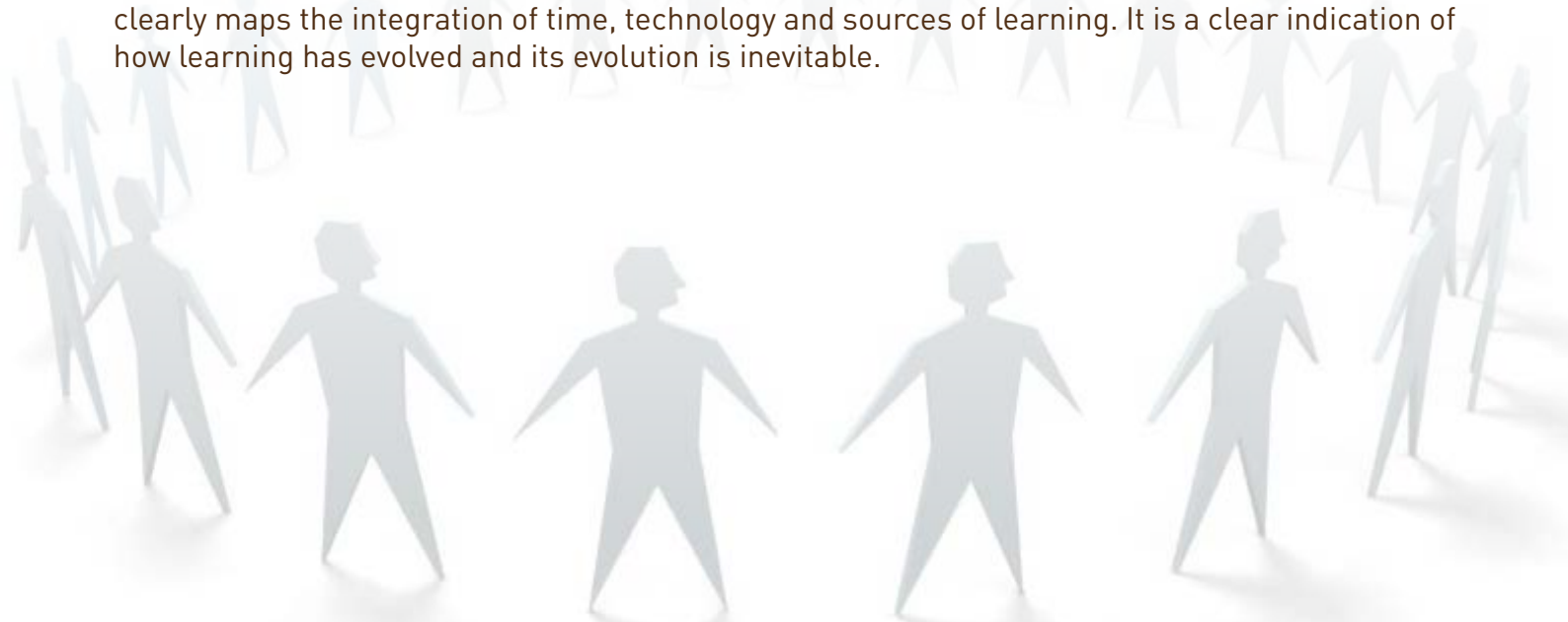
The CIPD calls this “a growing shift towards creating a learning culture” where trainers and peers can share internal knowledge, collaborate, openly communicate and learn in a socially engaging environment. This does raise some questions, though: Which methods generate the best employee response? And which are expected to grow?

The statistics below indicate a growth in e-Learning Courses with a projected growth of 59%. The in-house development programs are anticipated to grow by 53% over the same period. L&D practitioners should focus on creating effectiveness when implementing this.

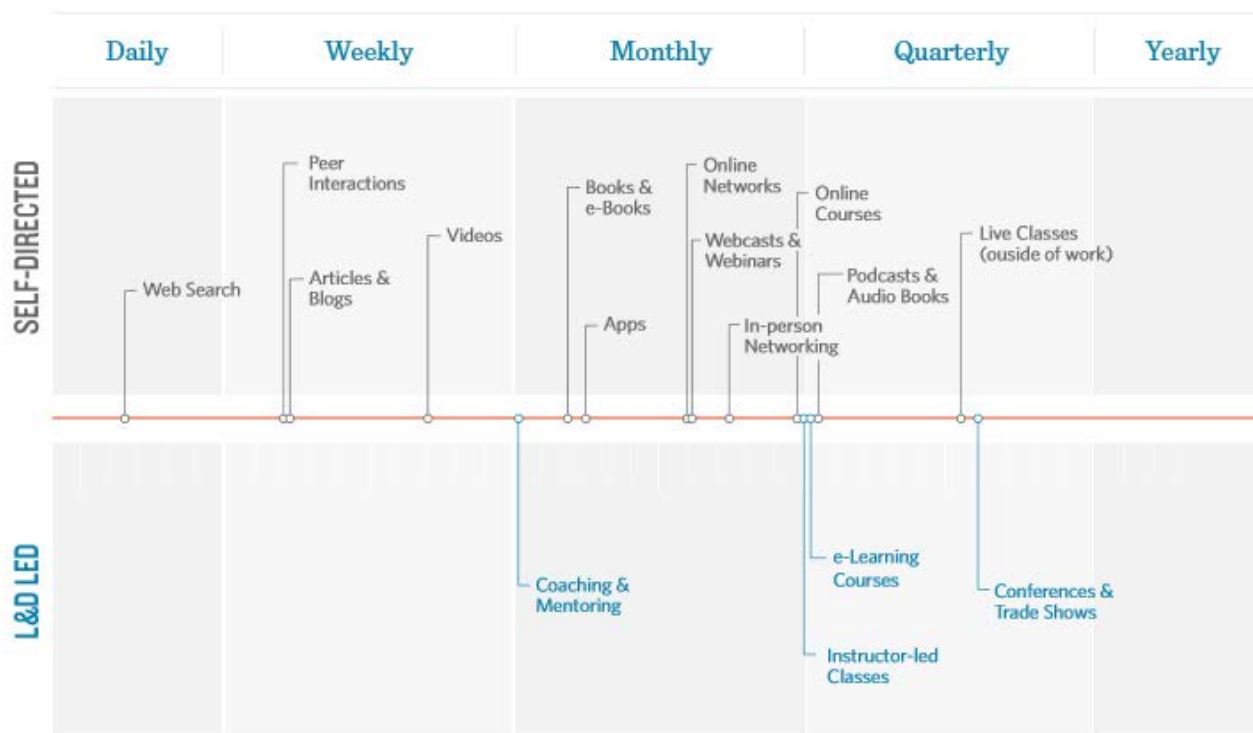


Report: Learning and Development methods growing and declining over the next two years

The report also reveals which methods are declining and which are defining trends that L&D practitioners should be planning for. Data of this sort ensures preparedness within the L&D space, and allows for proper planning around delivery. It is interesting that the growth and decline in these methods also tie into the use and impact of technology platforms that are gaining momentum in usage. The figure below is taken from the publication *How the Workforce Learns in 2016*, and it clearly maps the integration of time, technology and sources of learning. It is a clear indication of how learning has evolved and its evolution is inevitable.



HOW THE WORKFORCE REALLY LEARNS IN 2016



A TURNING POINT FOR SOUTH AFRICA

The country has reached a crucial decision point on its future national learning architecture with the SETA mandate expiring in March 2018, and with the potential to launch an NSDS IV which captures all of the valuable learning experience earned since the inauguration of the skills system in the year 2000. To the number of young South Africans in post-school education and training has increased significantly under Minister Nzimande, and the QCTO, while progressing much more slowly than expected, has begun fleshing out an occupationally focused learning system which is far closer to the needs of employers than any previous attempt under the SETAs.

L&D practitioners are the catalysts, role players and partners in the development of employees in generating and facilitating skills to meet the demands of today's and the future workforce. From a learning perspective, SAQA has already created a space in the NQF for professional bodies to take over functions that were previously in the domain of the SETAs. Together with the occupation-focused work of the QCTO, space is being opened up for the design and delivery of learning that is less hampered by government bureaucracy and closer to the workplaces it is trying to serve. Will L&D practitioners step proactively into this gap or will they stand back and criticise government for its failure to provide the expected services? Employers at a recent BUSA workshop acknowledged that their failure to nominate high level L&D practitioners to SETA boards is one of the reasons for the uneven performance in these agencies.

L&D is the pathway to the future for South Africa. Education, learning, development, training is all part of what the country promotes and promises to its citizenship. Businesses must focus on people strategies that drive L&D, so L&D can contribute to job creation and sustainability. A change scenario is being drawn up within the L&D landscape, and L&D practitioners have a lot of planning and preparing ahead of them. The only consistent element is that L&D will always be critically important for an individual, a professional, an organisation and a country.



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FACT SHEET

DATE	NUMBER	SUBJECT
2013		
February	1	GAINING HR QUALIFICATIONS
March	2	ETHICS, FRAUD AND CORRUPTION
April	3	NATIONAL DEVELOPMENT PLAN
May	4	BARGAINING COUNCILS
June	5	EMPLOYMENT EQUITY
July	6	HR COMPETENCIES
August	7	HR MANAGEMENT STANDARDS
September	8	PAY EQUITY
October	9	COACHING AND MENTORING
November	10	HIV/AIDS IN THE WORKPLACE
2014		
February	1	EMPLOYING FIRST-TIME JOB MARKET ENTRANTS
March	2	PROTECTION OF PERSONAL INFORMATION ACT
April	3	QUALITY COUNCIL FOR TRADES AND OCCUPATIONS
May	4	WORK-INTEGRATED LEARNING
June	5	RECRUITMENT – SCREENING OF CANDIDATES
July	6	HR RISK MANAGEMENT
August	7	BASIC HR REPORTING (1)
September	8	BASIC HR REPORTING (2)
October	9	EMPLOYEE ENGAGEMENT
November	10	SEXUAL HARASSMENT

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DATE	NUMBER	SUBJECT
2015		
February	1	AMENDMENTS TO LABOUR LEGISLATION 2014
March	2	THE REVISED BROAD-BASED BLACK ECONOMIC EMPOWERMENT CODES OF GOOD PRACTICE
April	3	LESSONS LEARNED FOR EMPLOYERS FROM CCMA CASES
May	4	EMPLOYEE WELLNESS SCREENING
June	5	CHANGING THE EMPLOYMENT EQUITY LANDSCAPE
July	6	EMPLOYEE VOLUNTEERING
August	7	DEPRESSION IN THE WORKPLACE
September	8	EMPLOYEE WELLNESS
October	9	EQUAL PAY AUDITS
November	10	BASICS OF EMPLOYEE COMMUNICATION
2016		
February	1	PRODUCTIVITY BASICS
March	2	SERVICE LEVEL AGREEMENT
April	3	TALENT MANAGEMENT: PAST, PRESENT AND FUTURE
May	4	BUILDING ORGANISATIONAL CAPABILITIES
June	5	CHANGE MANAGEMENT
July	6	INNOVATION IN HR
August	7	HR TECHNOLOGY
September	8	HR IN BUSINESS SUSTAINABILITY
October	9	THE LEARNING & DEVELOPMENT LANDSCAPE IN SA

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