

EDUCATION, TRAINING AND DEVELOPMENT POLICY

1. Definitions

For the purpose of this policy unless the context otherwise indicates –

- 1.1 **“accreditation”** means a process through which an organisation's capability to perform or deliver training and / or assessment is recognised and approved to fulfil the intended outcomes.
- 1.2 **“assessment”** means a process of gathering sufficient information for evaluating what learners know and can do, this may take place through a number of methods, for example, portfolios, simulations, workplace assessments or written and oral examinations,
- 1.3 **“career pathway”** means a plan you need in order to progress through the learning bands on a chosen career path,
- 1.4 **“designated groups”** means to refer to black people (African, Coloured and Indian), women and people with disabilities, in terms of Employment Equity Act,
- 1.5. **“education, training and development”** means practices which directly or indirectly promote or support learning. Teaching or designing learning materials or programmes, or managing learning institutions or programmes are all examples of such practices,
- 1.6 **“in-house”** means programmes that are presented to employees of **MUNICIPALITY** by internal service providers,
- 1.7 **“learnership”** means a combination of structured learning and work experience which may lead to a registered qualification

2. Preamble

The **MUNICIPALITY** is committed to embarking on a process of education, training and development for employees and in meeting the legislative requirements of the Skills Development Act and other relevant legislations. Promotion of employees on development programmes shall be subject to Council's relevant policy and procedure on Recruitment and Selection.

3. Statement of Intent

The **MUNICIPALITY**, Council and employees are fully committed to educating, training and developing all employees within the financial muscle and resources available, and this will be done by:

- Development of training and skills development strategy in line with the stipulations of Skills Development Act as amended and other relevant legislations.
- Introducing fair and reasonable objective principles for education, training and development of employees in the employ of Council.
- Providing guidelines for training and development of employees in the employment of Council.
- Conduct thorough Skills Audit and identify gaps existing and devise strategies in terms of the broader vision of Council.
- Allocate significant training resources, within the means of Council.
- Putting up comprehensive education, training and development programmes that focus on literacy, numeracy, technical competencies and management and development programmes.

4. Vision

The **MUNICIPALITY** will aim to develop and implement relevant policies and procedures in order to ensure fair, equitable, effective and transparent human resource management practices. It will also aim to develop and build capacity of employees to perform their tasks in an effective, economic and accountable manner.

5. Guiding Principles

- Training will be provided on an in-sourced or out-sourced basis, depending on the internal capacity available and the specific training need.
- Providers must be accredited in terms of accredited SETA, relevant legislation and government approved institution, where applicable.
- Tendering procedures and the selection of training providers will be in terms of the Procurement Policy, and with due consideration for quality control.
- Training that is undertaken will support the principle of capacity building.
- Whenever possible, the training will lead to the acquisition of credits for learners in terms of the National Qualification Framework.
- Training will be provided based on need, first come first serve and within the **MUNICIPALITY** budgetary constraints

6. Scope

The terms “education, training & development” cover various forms of learning that take place at diverse sites as well as at specialist and academic institutions. The content of learning covers technical and non-technical fields, capacity building as well as general employee training (such as Occupational Health and Safety, Life skills and Adult Basic Education and Training (ABET).

7. Policy Application

This Policy applies to all employees of the **MUNICIPALITY**. Some sections of this policy may also apply to councillors, who may be able to access opportunities for education, training and development which are in line with their councillor roles and responsibilities.

Some sections also apply to people who are not employees, but who are participating in some way in education, training and development programmes at the **MUNICIPALITY** e.g. as bursars or learnerships trainees, or as people involved in the **MUNICIPALITY** community development projects.

This Policy applies to all accredited and non-accredited capacity-building, education and training supported by and/or provided by the **MUNICIPALITY**. This includes both in-house delivery, as well as provision which take place at other learning sites. It includes full-time and part-time training delivered through, e.g. –

- on-the-job training
- courses
- learnerships and skills programmes
- seminars and conferences
- study at formal learning institutions, and
- Other education, training and development interventions.

8. Legislative Mandate

There are a number of national laws and policies which impact on how an organisation approaches education, training and development. The legislation includes:

- Occupational Health and Safety Act, 85 of 1993
- South African Qualifications Authority Act, 58 of 1995 (this lays the foundation for the National Qualifications Framework (NQF))
- Labour Relations Act, 65 of 1995
- Constitution of the RSA, 108 of 1996
- Basic Conditions of Employment Act, 75 of 1997
- White Paper on Local Government, March 1998
- Employment Equity Act, 55 of 1998
- Skills Development Act, 97 of 1998
- Skills Development Levies Act, 9 of 1999
- Municipal Systems Act, 1999
- Demarcation Act, 1999
- Promotion of Equality and Prevention of Unfair Discrimination Bill, 57 of 1999

These laws underpin and inform the **MUNICIPALITY's** Education, Training and Development Policy Framework. The local policy context will include the Conditions of Service of Employees, as well as the Procurement Policy.

9 Education, Training and Development Strategies

- Use the workplace as an active learning environment
- Provide employees with the opportunities to acquire new skills
- Provide opportunities for new entrants to the labour market to gain skills and work experience
- Employ persons who find it difficult to be employed

Learnerships and Skills Development Programmes

Learnerships and skills programmes contribute to these aims by combining structured learning with structured work experience to obtain an NQF-registered qualification. They are the main ways in which the workplace Skills Development Plan will be implemented.

- **Learnerships** replace and extend traditional apprenticeships to non-trade learning areas and result in a whole qualification registered by SAQA and related to an occupation.
- **Skills programmes** are smaller units of learning which are credit-bearing and may build credits towards a qualification.
- The **learnership contract** governs the relationship between the employer, the employee/learner and the accredited training provider. Contracts must be registered with the Sector Education and Training Authority (SETA) before learnerships commence.

The **MUNICIPALITY** is committed to learnerships and skills programme which:

- are diverse (i.e. cover a lot of different fields)
- are provided on the basis of organisational needs
- involve partnerships and co-operation between various workplace contexts to provide learners with the necessary work experience
- may be undertaken in any occupational field, not only traditionally technical trades
- integrate education and skills training and will provide a work-based route to a qualification – or build credits towards a qualification
- provide a basis for lifelong learning
- implement the Skills Development Plan

10. Career Streaming

Career streams are vocational pathways along which an employee can move, to promote their own development and the organisation's capacity. Streams must be developed within the strategic priorities of local government and within its responsibilities for service delivery. Career streams do not necessarily provide "promotion" (upwards), but rather a number of different ways of moving within the organisation.

The **MUNICIPALITY** will:

- Ensure that education, training and development provision is within identified career streams
- Assist employees to decide on the career paths they could follow through the Learner Support Programme
- Provide study assistance to permanent employees according to organisational needs, capacity and priorities
- Provide study assistance to members of the local community within its financial capacity as part of the social responsibility and with a view to making provision for future needs of the organisation.

11. Assessment and Quality Assurance

As the new organising mechanism for all education, training and development in South Africa, the National Qualifications Framework (NQF) will ensure that standards and qualifications have the same value nationally. This is because the standards and qualifications have been set nationally with the participation of all stakeholders in various fields of learning.

12. The **MUNICIPALITY** is committed to:

- Ensuring specialist employees are trained and registered in outcomes-based assessment
- Establishing and implementing a corporate internal quality assurance system – which includes a system of learner assessment and a record of learning for all employees – in terms of national Education and Training Quality Assurance (ETQA) guidelines
- Identifying which learning standards and qualifications it will register as a provider of learning.

13. Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process through which learners may be awarded credits for learning which they have already obtained through work experience or some form of prior learning. During this assessment they have to show that they meet the learning outcomes in the learning standards for a particular qualification through demonstrating what they know and are able to do. It is possible to obtain a whole qualification, or part of a qualification, through RPL.

RPL assessments are subject to:

- Operational requirements
- Organisational needs
- The availability of financial and human resources
- Operational constraints

The MUNICIPALITY is committed to:

- Advocating RPL as an accessible and developmental tool for building the organisation and its employees, and recognising the rights of employees to participate on a purely voluntary basis
- Establishing and implementing an RPL system starting with a policy which outlines the purposes, methodologies, contexts, procedures and resources of and RPL function
- Implementing a MUNICIPALITY-wide system of RPL to redress the past career limitations of employees
- Provide renewed impetus to employee motivation towards lifelong learning

14. Budgets

The following principles will apply to the structuring of the Education, Training and Development budget:

- The training budget of the MUNICIPALITY will be determined by the legislative requirements as well as the strategic priorities of the organisation as reflected in the business plans of the departments, and the Workplace Skills Plan,
- The training budget of the MUNICIPALITY will be centrally located and budgeted to effectively manage training financial allocation and to facilitate reporting to the Council and the LGWSETA.

15. The following general principles also apply:

- The Heads (i.e. Executive Directors) of the Departments are responsible and accountable for the education, training and development of their employees and must therefore ensure that sufficient financial provision has been made.
- Municipal Manager may from time to time determine compulsory training(s) based on operational requirements of the organisation within budgetary constraints.
- Executive Directors must ensure that individual training plans are in place and signed within two months from the beginning of the financial year.
- The Development and Training Officer / Skills Development Facilitator plays a facilitatory, guiding and supportive role to the departments.

- The principles of cost effectiveness while ensuring quality in training provision.
- Although all attempts will be made to access the levy grant system, it must be understood that not all training provided would qualify for a grant from the SETA. The training budget must therefore accommodate non-grantable training provision.
- All training that is provided internally must be accurately costed for comparative purposes.

16. Procurement

Procurement will be in terms of Council's Procurement Policy and the ETQA guidelines for the accreditation of providers.

17. Stakeholders: Roles and Responsibilities

Council

The Council's role is to encourage and facilitate the education, training and development of all employees and councillors in recognition of the strategic importance thereof.

The Council is responsible for:

- Ensuring compliance with relevant legislation and national strategies, as well as consultation with the unions with regards to the implementation thereof.
- Approving (with due consultation) the education, training and development policy, the Workplace Skills Plans, and the implementation thereof. Evaluating and assessing results and/or progress.
- Providing the required resources as well as the infrastructure for delivery in order to meet strategic objectives, implementation plans and priorities for education, training and development.

Line Managers

The education, training and development of staff are a key performance area for Line Management. Their role is proactive, developmental and monitoring.

Line Management is primarily responsible and accountable for:

- Ensuring that employees are educated, developed and trained to do their work competently by continually monitoring performance and identifying developmental needs.
- Coaching, counselling and mentoring staff on an on-going basis.
- Liaising with the Training and Development Officer (HRM) to address the identified developmental needs.
- Facilitating and actively supporting the transfer of skills to the workplace (i.e. the implementation of the newly acquired or enhanced skills and knowledge).
- Monitoring and evaluating the acquisition of and the subsequent transfer of skills, knowledge and attitudes (competencies) in the workplace and taking the necessary action.
- Familiarising themselves with the relevant legislation in order to ensure compliance.

Employees

Employees should play an active role in the identification of their own developmental needs, and should commit themselves to participation in and ownership of education, training and development programmes in order to ensure the success of learning interventions.

Their responsibilities include:

- Liaising with Line Management regarding their competency and performance in order to identify developmental needs.
- Making use of education, training and developmental opportunities in a responsible manner.
- Transferring the newly acquired or enhanced skills, knowledge and attitudes into the workplace, thus improving performance.

Labour

The recognised collective employees' organisations are acknowledged as stakeholders in the processes of skills development. They should play an active role in consultative forums in order to represent the interests of their members both collectively and individually with regards to education, training and development.

Their responsibility includes:

- Informing, encouraging and motivating their members to participate in appropriate education, training and development interventions.
- Actively engaging in the consultative forums and processes regarding skills development.
- Familiarising themselves with the relevant legislation in order to ensure compliance.

Human Resources Department

The Human Resources Department plays a supportive and integrative role with regards to education, training and development.

The HRD is primarily responsible for:

- Providing the infrastructure, systems, procedures and policies to ensure compliance with legislative requirements and corporate education, training and development initiatives.
- Ensuring that all education, training and development activities and initiatives are aligned with the overall integrated Human Resource Management strategy for the organisation.

Training and Development Division

The Training and Development Division within Human Resources plays a strategic, facilitative, consultative and co-ordinatory role with regards to all education, training and development interventions in order to facilitate learning throughout the organisation.

Training and Development Division is responsible for:

- Facilitating, implementing, monitoring, evaluating and assessing all learning interventions as set out in the policy framework.
- Advising and providing guidance to all role players with regards to education, training and development initiatives of a corporate or a functional specific nature.
- Ensuring in the development and implementation of the workplace skills plan.
- Establishing and maintaining a data base with all relevant information of the education, training and development of any particular staff member.
- Custodian of the Training and Development Policies.
- Monitoring and reporting on budgets and expenditure relating to education, training and development.
- Liaising and co-operating closely with all relevant parties

MUNICIPALITY Training Committee

The role of the Training Committee is that of a consultative forum for the organisation, primarily responsible for:

- Interpreting and translating national and local education, training and development issues with a view to informing strategy and policy in the BDM.
- Determining the strategic direction of education, training and development in alignment with the corporate vision, mission and values of the organisation.
- Developing the Skills Development Plans in accordance with legislative, regulatory and organisational priority requirements.
- Ensuring the uniformity of the implementation of education, training and development strategies, interventions and initiatives at a corporate level.
- Monitoring and evaluating the implementation of the Skills Development Plans.

External Education, Training and Development Providers

In order to ensure the effective implementation of the Workplace Skills Plan external ETD providers may be utilised.

The External Providers are responsible for:

- Ensuring that they comply with the conditions/requirements as set out in the contract with MUNICIPALITY
- Conduct continuous integrative assessments where appropriate.

Skills Development Facilitator

The roles of the skills development facilitator is to ensure compliance as per legislative requirements and to act as a link to the LGWSETA.

The responsibilities include the following

- Establishing consultative structures.
- Preparing and submitting the Workplace Skills Plan.

- Ensuring the implementation of the Workplace Skills Plan.
- Reporting on the implementation of the Workplace Skills Plan.
- Ensuring the effective management and co-ordination of the arrangements related to the skills development levy and levy grants.
- Acting as convenor of the MUNICIPALITY Training Committee.
- Facilitate communication between Council and the LGWSETA.

18. Rights and Obligations

Council

The Council has the right to determine education, training and development opportunities in accordance with organisational objectives, priorities and budgetary constraints, and to evaluate/determine the developmental needs of employees.

The obligations of the Employer include the provision of equal and equitable access for all employees to learning interventions in accordance with the legislative requirements and national strategies.

Employees

Each employee has the right to be educated, trained and developed in accordance with organisational objectives, priorities and financial constraints. The employee is also entitled to gain access to information pertaining to career development, as well as his/her competency profile.

Employees are obligated to attend learning interventions, to actively participate in the learning and to transfer their learning into the workplace.

Labour

The Unions have the right to consult with employees and management, and to be consulted on education, training and development issues.

They are obligated to communicate with their members regarding all education, training and development issues.

19. Dispute Resolution Mechanisms

All disputes/disciplinary enquiries regarding education, training and development which cannot be resolved between the parties concerned will be dealt with in accordance with Council's dispute resolution procedure.

20. Committee Structures and Learning Resources

Committee Structures

The overarching Training Committee (the MUNICIPALITY Training Committee) comprises of representation from employer, labour and the Skills Development Facilitator.

Learning Centres

Learning centres will be identified for the purposes of education, training and development. These learning centres will be equipped with basic training aids and facilities to accommodate the needs of learners.

Other suitable venues may be identified and utilised in the vicinity of the delegates' workplace in order to provide learning interventions with the minimum service delivery disruption. Portable training equipment will be made available for this purpose.

Training Material and Licensing

Copyright agreements with external Training Providers will be respected.

Licensing Agreements will pertain to the education, training and development of all MUNICIPALITY employees, and will not be restricted on a regional basis. All internally developed courses remain the property of the MUNICIPALITY.

Human Resource

The principle of shared capacity will be followed.

Financial Resources

A centralised budget for Education, Training and Development is recommended in order to ensure co-ordination of all learning activities for the purposes of reporting to the LGWSETA the implementation of the Skills Development Plan.