



EDUCATION, TRAINING AND DEVELOPMENT POLICY

Date
Approved:

Council Resolution

DC:

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1. DEFINITIONS

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

- 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 Garden Route District Municipality by internal service providers,
- 1.7 **“learnership”** means a combination of structured learning and work experience which may lead to a registered qualification
- 1.8 **“Internship”** means a person who has completed a qualification but has been unemployed and needs workplace exposure to enhance chances of future employment
- 1.9 **“Apprenticeship”** means a system of training a new generation of practitioners of a trade or profession with on-the-job training and often some accompanying study (classroom work and reading). Apprenticeships also enable practitioners to gain a license to practice in a regulated profession. Apprentices or protégés build their careers from apprenticeships. Most of their training is done while working for an employer who helps the apprentices learn their trade or profession, in exchange for their continued labor for an agreed period after they have achieved measurable competencies. Apprenticeships typically last 3 to 6 years. People who successfully complete an apprenticeship reach the journeyman level of competence.

2. PREAMBLE

The Garden Route District 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 Councillors, employees and the unemployed on development programmes shall be subject to Council's relevant policy and procedure on Recruitment and Selection.

3. STATEMENT OF INTENT

3.1. The Garden Route District Municipality is fully committed to educating, training and developing all Councillors, employees and the unemployed 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 Councillors, employees and the unemployed of Council.
- Providing guidelines for training and development of Councillors, employees and the unemployed 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 Garden Route District Municipality aims to create a Garden Route that strives to be a preferred destination for learning tourism, an inclusive and thriving region that unlocks the learning potential for all who live, work, travel and play here.

5. GUIDING PRINCIPLES

- 5.1 Training will be provided on an in-sourced or out-sourced basis, depending on the internal capacity available and the specific training need.
- 5.2 Providers must be accredited in terms of accredited SETA, relevant legislation and government approved institution, where applicable.
- 5.3 Tendering procedures and the selection of training providers will be in terms of the Procurement Policy, and with due consideration for quality control.
- 5.4 Training that is undertaken will support the principle of capacity building.

- 5.5 Whenever possible, the training will lead to the acquisition of credits for learners in terms of the National Qualification Framework.
- 5.6 Training will be provided based on need, first come first serve and within the Garden Route District Municipality budgetary constraints
- 5.7 Education, training and development within the District will take place in a coordinated manner and will be reported on according to approved protocols and schedules as per Garden Route Skills Mecca Implementation plan.

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 Councillors, employees and the unemployed of the Garden Route District Municipality.

- 7.1. This Policy applies to all accredited and non-accredited capacity-building, education and training supported by and/or provided by the Garden Route District 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. –
 - 7.1.1. on-the-job training
 - 7.1.2. courses
 - 7.1.3. learnerships and skills programmes
 - 7.1.4. seminars and conferences
 - 7.1.5. study at formal learning institutions, and
 - 7.1.6. Other education, training and development interventions.

8. LEGISLATIVE MANDATE

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

- 8.1.1. Occupational Health and Safety Act, 85 of 1993
- 8.1.2. South African Qualifications Authority Act, 58 of 1995 (this lays the foundation for the National Qualifications Framework (NQF))
- 8.1.3. Labour Relations Act, 65 of 1995
- 8.1.4. The Constitution of the Republic of South Africa, 1996
- 8.1.5. Basic Conditions of Employment Act, 75 of 1997
- 8.1.6. White Paper on Local Government, March 1998
- 8.1.7. Employment Equity Act, 55 of 1998
- 8.1.8. Skills Development Act, 97 of 1998
- 8.1.9. Skills Development Levies Act, 9 of 1999
- 8.1.10. Municipal Systems Act, 1999
- 8.1.11. Demarcation Act, 1999
- 8.1.12. Promotion of Equality and Prevention of Unfair Discrimination Bill, 57 of 1999
- 8.1.13. QTCO/Occupational qualifications
- 8.1.14. National Skills development Strategy
- 8.1.15. National Skills Development Plan 2030

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.

9.1. Learnerships and Skills Development Programmes:-

- 9.1.1 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.
- 9.1.2 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.
- 9.1.3 Skills programmes are smaller units of learning which are credit-bearing and may build credits towards a qualification.

9.1.4 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.

9.1.5 Garden Route District 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

9.2. Apprenticeship programmes

9.2.1. Apprenticeship is a system of training a new generation of practitioners of a trade or profession with on-the-job training and often some accompanying study (classroom work and reading). Apprenticeship also enables practitioners to gain a license to practice in a regulated profession. Apprentices or protégés build their careers from apprenticeships. Most of their training is done while working for an employer who helps the apprentices learn their trade or profession, in exchange for their continued labor for an agreed period after they have achieved measurable competencies. Apprenticeships typically last 3 to 6 years. People who successfully complete an apprenticeship reach the journeyman level of competence.

9.3. Workplaces (WIL)

9.3.1. Work-Integrated Learning (WIL) – student is a student who is enrolled at a tertiary education institution for a SAQA registered qualification and is required to obtain practical experience as part of their study programme.

9.3.2. The duration: Vary from one week to 18 months

10. CAREER STREAMING

10.1. 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.

10.2. Garden Route District Municipality will:

- 10.2.1. Ensure that education, training and development provision is within identified career streams.
- 10.2.2. Assist employees to decide on the career paths they could follow through the Learner Support Programme.
- 10.2.3. Provide study assistance to permanent employees according to organisational needs, capacity and priorities.
- 10.2.4. 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:

- 12.1. Ensuring specialist employees are trained and registered in outcomes-based assessment.
- 12.2. 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
- 12.3. Identifying which learning standards and qualifications it will register as a provider of learning.

13. RECOGNITION OF PRIOR LEARNING (RPL)

13.1. 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.

13.2. RPL assessments are subject to:

- 13.2.1. Legislative requirements and procedures
- 13.2.2. Operational requirements
- 13.2.3. Organisational needs
- 13.2.4. The availability of financial and human resources
- 13.2.5. Operational constraints

13.3. The MUNICIPALITY is committed to:

- 13.3.1. 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.
- 13.3.2. Establishing and implementing an RPL system starting with a policy which outlines the purposes, methodologies, contexts, procedures and resources of and RPL function
- 13.3.3. Implementing a wide system of RPL to redress the past career limitations of employees.
- 13.3.4. Provide renewed impetus to employee motivation towards lifelong learning.

14. BUDGETS

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

- 14.1.1. The training budget of the Garden Route District 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,

- 14.1.2. The training budget of the Garden Route District Municipality will be centrally located and budgeted to effectively manage training financial allocation and to facilitate reporting to the Council and the LGSETA.

15. THE FOLLOWING GENERAL PRINCIPLES ALSO APPLY:

- 15.1. The Heads 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.
- 15.2. Municipal Manager may from time to time determine compulsory training(s) based on operational requirements of the organisation within budgetary constraints.
- 15.3. Heads of Departments must ensure that individual training plans are in place and signed within two months from the beginning of the financial year.
- 15.4. The Skills Development Facilitator plays a facilitating, guiding and supportive role to the departments.
 - 15.4.1. The principles of cost effectiveness while ensuring quality in training provision.
 - 15.4.2. 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.
 - 15.4.3. All training that is provided internally must be accurately costed for comparative purposes.

16. PROCUREMENT

Procurement will be in terms of Council's Supply Chain Management 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 in recognition of the strategic importance thereof.

17.1. The Council is responsible for:

- 17.1.1. Ensuring compliance with relevant legislation and national strategies, as well as consultation with the unions with regards to the implementation thereof.
- 17.1.2. 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.
- 17.1.3. 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.

17.2. Heads of Departments:

- 17.2.1. Roles and responsibilities as per approved Delegation Register of Garden Route District municipality

17.3. Employees

- 17.3.1. 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.

17.4. Their responsibilities include:

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

17.5. Labour

- 17.5.1. 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.

17.6. Their responsibility includes:

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

17.7. Human Resources Section (HRS)

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

17.8. The HRS is primarily responsible for:

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

17.9. Training and Development Division

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

17.10. Training and Development Division is responsible for:

- 17.10.1. Facilitating, implementing, monitoring, evaluating and assessing all learning interventions as set out in the policy framework.
- 17.10.2. Advising and providing guidance to all role players with regards to education, training and development initiatives of a corporate or a functional specific nature.
- 17.10.3. Ensuring in the development and implementation of the workplace skills plan.

- 17.10.4. Establishing and maintaining a data base with all relevant information of the education, training and development of any particular staff member.
- 17.10.5. Custodian of the Training and Development Policies.
- 17.10.6. Monitoring and reporting on budgets and expenditure relating to education, training and development.
- 17.10.7. Liaising and co-operating closely with all relevant parties

17.11. Education, Training and Development Committee

- 17.11.1. The role of the Training Committee is that of a consultative forum for the organisation, primarily responsible for:
 - 17.11.1.1. Interpreting and translating national and local education, training and development issues with a view to informing strategy and policy in the Municipality.
 - 17.11.1.2. Determining the strategic direction of education, training and development in alignment with the corporate vision, mission and values of the organisation.
 - 17.11.1.3. Developing the Skills Development Plans in accordance with legislative, regulatory and organisational priority requirements.
 - 17.11.1.4. Ensuring the uniformity of the implementation of education, training and development strategies, interventions and initiatives at a corporate level.
 - 17.11.1.5. Monitoring and evaluating the implementation of the Skills Development Plans.

17.12. External Education, Training and Development Providers

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

17.13. The External Providers are responsible for:

- 17.13.1. Ensuring that they comply with the conditions/requirements as set out in the contract with Garden Route District Municipality.
- 17.13.2. Conduct continuous integrative assessments where appropriate.

17.14. Skills Development Facilitator

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

17.15. The responsibilities include the following

- 17.15.1. Establishing consultative structures.
- 17.15.2. Preparing and submitting the Workplace Skills Plan.
- 17.15.3. Ensuring the implementation of the Workplace Skills Plan.
- 17.15.4. Reporting on the implementation of the Workplace Skills Plan.
- 17.15.5. Ensuring the effective management and co-ordination of the arrangements related to the skills development levy and levy grants.
- 17.15.6. Acting as facilitator of the Garden Route District Municipality Training Committee.
- 17.15.7. Facilitate communication between Council and the LGSETA.

18. RIGHTS AND OBLIGATIONS

18.1. Council

- 18.1.1. 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.
- 18.1.2. 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.

18.2. Employees

- 18.2.1. 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.
- 18.2.2. Employees are obliged to attend learning interventions, to actively participate in the learning and to transfer their learning into the workplace.

18.3. Labour

- 18.3.1. The Unions have the right to consult with employees and management, and to be consulted on education, training and development issues.
- 18.3.2. They are obliged 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 (Education, Training and Development Committee) comprises of representation from employer, management, labour and the Skills Development Facilitator.

20.1. Learning Centres

- 20.1.1. 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.
- 20.1.2. 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.

20.2. Training Material and Licensing

- 20.2.1. Copyright agreements with external Training Providers will be respected.
- 20.2.2. Licensing Agreements will pertain to the education, training and development of all Garden Route District Municipality employees, and will not be restricted on a regional basis.
- 20.2.3. All internally developed courses remain the property of Garden Route District Municipality.

20.3. Human Resource

20.3.1. The principle of shared capacity will be followed.

20.4. Financial Resources

20.4.1. 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 LGSETA the implementation of the Skills Development Plan.

21. EFFECTIVE DATE OF POLICY

This policy shall take effect on the date of approval thereof by resolution of the council provided that the payment of any bursary in terms thereof shall be dependent upon adequate budgetary provision either in the annual or an adjustments budget approved by the council in terms of the applicable provisions of the municipal Finance Management Act, 2003.

22. APPROVAL

This Policy was approved by Council on the Council meeting dated 22 June 2021 (DC: E8)

This document was signed on the _____ of _____ **20**_____.

MUNICIPAL MANAGER

Union Representative (SAMWU)

Union Representative (IMATU)