



Province of the

EASTERN CAPE

COOPERATIVE GOVERNANCE
& TRADITIONAL AFFAIRS

TRAINING AND DEVELOPMENT POLICY

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SIGN OFF

I. Head of Department

This Policy on Training and Development has been recommended by Mr. M. Baza in my capacity as Head of Department for Cooperative Governance and Traditional Affairs.

I am satisfied and concur with the contents of this Policy.


The development of the policy on Training & Development will ensure that the department is able to exercise its powers in compliance with the law and guide decision-making in the department.

Recommended	
Designation	Acting Head of Department
Date	8.05.2017

II. Executive Authority

The Department of Cooperative Governance and Traditional Affairs has unprecedented opportunity to improve the lives of the staff by effectively rendering services that it is expected to provide. We have envisaged a Department that has the required capacity to respond adequately to challenges of its staff.

I therefore trust that the guidance from this Policy will contribute to the effective Training & Development in the department.

Signed	
Designation	MEC: Honourable F. Xasa of Cooperative Governance and Traditional Affairs
Date	10/05/2017

1. PREAMBLE

The Department of Cooperative Governance and Traditional Affairs has the responsibility to transform by initiating and providing the public service training and development in order to enhance service delivery in the workplace.

2. PURPOSE OF THE POLICY

2.1 The purpose of this policy is:-

- 2.1.1 To establish a clear vision and framework to guide the implementation of Training and Development in the department;
- 2.1.2 To ensure access to training and development opportunities to employees of the department of Cooperative Governance and Traditional Affairs;
- 2.1.3 To serve as a guide which will be implemented in every component of the departments;
- 2.1.4 To address the developmental needs of the staff as well as those who are in excess of the establishment;
- 2.1.5 To be aligned with the National Framework provided in the relevant policies, to embrace the specific needs and demands of Cooperative Governance and Traditional Affairs;
- 2.1.6 Therefore the measures set out in this policy should be guided by the norms and standards applying provincially and nationally;

3. STRATEGIC LINK

3.1 The policy will look at new systems of training for the Department of Cooperative Governance and Traditional Affairs which will be:-

- 3.1.1 Strategically linked to broader processes of transformation, institutional development and human resource development.
- 3.1.2 Strategically linked to NQF and SAQA, Skills Development Act, Skills Development Levies Act 1999, White Paper on Public Service Training and Education Framework, NSDS III, HRD Strategy.
- 3.1.3 Effectively organized, coordinated and accredited in ways which promote quality, accountability and cost effectiveness.
- 3.1.4 Flexible and decentralized with National as well as Provincial norms and standards.
- 3.1.5 Based on broad and popular participation and involvement of all relevant stakeholders.
- 3.1.6 Capable of promoting uniform outcomes through a multiplicity of accredited providers.
- 3.1.7 Linked to the departmental Strategic Plan for facilitation of organizational development through individual and team development.
- 3.1.8 A responsive, accessible and needs driven workforce that is committed to the empowerment

4. DEFINITIONS

Terms and definitions that will be used throughout the procedure that need clarification for the reader, this can also include any keywords. Include also technical terms,

Word/Term	Definition (with examples if required)
WABET	Workplace Adult Education Basic Education & Training
SETA	Sector Education and Training Authority
FET	Further Education Training
NQF	National Qualifications Framework
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
HRU & CB	Human Resource Utilization and Capacity Building
NSDS	National Skills Development Strategy
PDPs	Personal Development Plans
PMDS	Performance Management Development System
WSP	Workplace Skills Plan
Non-employees	Students that are not on the payroll/ not employed by the Department of Cooperative Governance and Traditional Affairs.

5. APPLICATION AND SCOPE

The policy will be applicable to all employees of the Department of Cooperative Governance and Traditional Affairs, Non – employees; Un-employed graduates who join the department as interns to improve their chances of employability; Unemployed matriculants who are under learnership programme to improve chances of employment and Work Integrated Learners

6. LEGISLATIVE FRAMEWORK

- 6.1 The Constitution of the Republic of South Africa 1996
- 6.2 Public Service Act, 104 of 1994
- 6.3 Skills Development Act 97 of 1998
- 6.4 Skills Development Levies Act 9 of 1999
- 6.5 White Paper on Public Service Training and Education, 1997
- 6.6 Public Finance Management Act, 01 of 1999 (as amended)
- 6.7 Public Service Regulations 2016
- 6.8 National Plan of Higher Education
- 6.9 Employment Equity Act 55 of 1998
- 6.10 White Paper on Human Resource Management in Public Service, 1997
- 6.11 HRD Strategy Framework of South Africa
- 6.12 Strategic Plan of the Department
- 6.13 SAQA Act No 58 of 1995
- 6.14 National Qualifications Framework Act 67 of 2008
- 6.15 National Development Plan vision 2030
- 6.16 Traditional Leadership and Governance Framework Act 41 of 2003
- 6.17 NSDS III

7. POLICY PRINCIPLES

- 7.1 The policy is to reflect principles, goals and ideals contained in the vision and core values of the department:-
- 7.1.1 Needs driven PDPs
 - 7.1.2 Access and entitlement
 - 7.1.3 Competency based approach outcomes rather than inputs competencies for occupational levels to build both individual and organizational capacity
 - 7.1.4 Career pathing
 - 7.1.5 Department is a learning Organization
 - 7.1.6 Equity in Employment
 - 7.1.7 Lifelong learning
 - 7.1.8 Equity and Empowerment
 - 7.1.9 Quality Training
 - 7.1.10 Consultation and Participation
 - 7.1.11 Monitoring and Evaluation

8. POLICY STATEMENT

The Department of Cooperative Governance and Traditional Affairs is redressing all developing critical skills for selected or designated employees. It is aimed at achieving employment equity targets and implementing the National Skills Development Strategy (NSDS) to correct imbalances with regards to black people (African, Coloured and Indian) women, youth and people with disabilities. Focus is on equipping selected candidates for career progression through special programmes and other initiatives.

9. OBJECTIVES

- 9.1 The objective of this policy is to provide guidance to HRD Practitioners, the employer, employees and Labour Unions in order to ensure that the policy framework is implemented.

The policy ensures:-

- 9.1.1 A coherent coordinated approach to training and development.
- 9.1.2 That training and education is accessible to all, irrespective of race, gender, levels / occupations and disability.
- 9.1.3 The promotion of high quality skills development and training through the use of the accredited service providers, institutions of Higher education in accordance with SAQA and NQF.
- 9.1.4 A needs, outcomes and competency based training.
- 9.1.5 On the job training is provided.
- 9.1.6 Sustainable source of funding and efficient funding mechanism for training provision.
- 9.1.7 Development of employees according to their PDPs, training needs and performance feedback through the system of managing performance.

10. TYPES OF TRAINING AND EDUCATION

10.1 LEARNING PROGRAMMES

Learning programmes are occupationally, and performance – based programmes offered by accredited training providers which upon completion constitute credit towards a qualification registered on the NQF. They are twelve three (3) months or less in duration. Skills programme must be included in the WSP in line with employee's PDPs. This will assist:-

- 10.1.1 To enhance the performance of employees;
- 10.1.2 To increase employability and mobility in the workplace;
- 10.1.3 To provide access to learning opportunities towards nationally recognized outcomes;
- 10.1.4 To provide occupationally directed and focused learning;
- 10.1.5 Each employee has to choose three or less training interventions per financial year;
- 10.1.6 Each training intervention must not exceed R19 900.00 (nineteen thousand nine hundred rand) per year;
- 10.1.7 If it is more than R19 900.00 (nineteen thousand nine hundred rand), it has to be catered in the bursary scheme of the department.

10.1 TRAINING TO INCREASE PRODUCTIVITY

Public service employees have become knowledge workers who are constantly required to make complex decisions. To do this they need access to continuously changing information and a variety of complex skills to solve a plethora of well and ill-defined service delivery problems. Practices that promote staff development include self-development, formal and informal training, career development, study aid, job rotation, job enrichment/enlargement and mentorship and coaching. An employee who has agreed to attend a course and make an apology on the last minute, whereas the logistics are already done, the employee or manager concern must pay the cost incurred.

11. RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning is about identifying what the candidate knows and can do, matching the candidate's skills, knowledge and experience to specific standards and associated assessment criteria of a qualification; and assessing the candidate against those standards, and crediting the candidate for skills, knowledge and experience built up through formal, informal and non-formal learning that occurred in the past. Recognition of Prior Learning is a lifelong learning programme whereby employees are recognized for their skills, expertise, competencies, knowledge and experience. The assessor (HRD Official) in trying to assess the prior learning skills of employees will liaise and make use of provisions by SETA, SAQA and DPSA, Institutions of Higher Learning

12. ACCELERATED DEVELOPMENT

This is a programme for redressing all developing critical skills for selected or designated employees.

It is aimed at achieving employment equity targets and implementing the National Skills Development Strategy (NSDS) to correct imbalances with regards to black people (African, Coloured and Indian) women and people with disabilities. Focus is on equipping selected candidates for career progression through special programmes and other initiatives.

12.1 The programme focuses on:

- 12.1.1 Career development to perform specific roles in line with core functions
- 12.1.2 Competences that will provide the employee with access to further education and training programmes aligned with his/her career plan.
- 12.1.3 Developing social skills that will assist the employee to function effectively in a personal capacity.
- 12.1.4 The programme is based on performance improvement plans which identify learning as one of the solutions to better service delivery and on systematic provision of workplace mentoring and coaching support. This will address and accelerate the development of specific skills and competencies to achieve the targets set in the PGDP, Employment Equity and HR Plans of the department.

13. ABET OR WABET

Training can be acquired through ABET and FET Programmes. The Constitution makes Adult Basic Education and Training (ABET) a human rights issue which must be implemented. ABET programmes aim to be build the necessary literacy, numeracy and life skills of the learner. It provides adult learners with opportunity to further their education in order to acquire the FET band of the NQF levels.

14. MANAGEMENT OF TRAINING AND ROLES AND RESPONSIBILITIES

Every member of the department has a role to play in training and development either as an individual or as part of a structure that governs training.

14.1 Head of Department

14.1.1 For the purposes of enhancing the performance of the work of the Department, the Head of Department may grant financial or other assistance for any study, training or research where-

- a) an employee undertakes the study, training or research on the initiative of the department;
- b) The employee has requested any such assistance and the study, training or research is related to the employer's skills requirements;

- 14.1.4 He/she may grant assistance for studies and training through training interventions such as short courses, congresses, symposia, seminars, conferences, workshops, lectures and study tours.
- 14.1.5 The Accountable for all training that takes place in the department as well as ensuring that there is enough budget for training. This is in order to achieve the highest levels of the efficiency and effectiveness in the department in terms of its Strategic objectives, goals and its vision.
- 14.1.6 He/she must ensure that there are sufficient funds. He/she must approve utilization of funds/budget and must recommend international training to MEC where necessary.
- 14.1.7 The head of department shall ensure that sufficient budgeted funds are available for the training and development of employees and shall provide training and development opportunities for employees in his or her department.

14.2 Managers and Supervisors

All managers and supervisors are responsible for the development of their subordinates (employees). **They must:**

- 14.2.1 Identify training and development needs (skills gaps) through the PMDS and work on closing those gaps;
- 14.2.2 Take an active role in the training and development of their subordinates (employees) and monitor progress as well as performance and feedback;
- 14.2.3 Coach and mentor employees through on-the-job training / over the shoulder;
- 14.2.4 Keep records of all training and development activities in their divisions.

14.3 Employee

Each employee must make effort for his/ her development. They must be made aware of this. Each employee must identify own training and development needs together with his/her supervisors. This is done through the PDP, questionnaires, skills analysis and skills audit.

14.4 Human Resource Utilization and Capacity Building

14.4.1 HRU & CB is responsible for the following:

- 14.4.1.1 Develop an annual integrated WSP for the department;
- 14.4.1.2 To coordinate training and development programmes and activities with all role players and service providers;
- 14.4.1.3 To monitor training including in-service training;
- 14.4.1.4 To consult and advise managers regarding their responsibility for training and development;
- 14.4.1.5 Monitoring and quality assurance of training programmes.

14.5 Skills Development Committee (SDC)

14.5.1 The SDC will:

- 14.5.1.1 Determine the training and development priorities;
- 14.5.1.2 Deal with and advise on HRD related challenges, assisting in unblocking all the bottlenecks;
- 14.5.1.3 Make sure that the HRU & CB Unit gets the 1% skills levy according to the Skills Development Levies Act;
- 14.5.1.4 Discuss and recommend utilization of the training budget including the disbursement of bursary funds;
- 14.5.1.5 Assist and recommend on the development of the WSP;
- 14.5.1.6 Ensure that the Department has a Training & Development Policies and that are in line with the regulations as laid down by the Skills Development Act;
- 14.5.1.7 Ensure that the development and implementation of the Workplace Skills Plan is aligned to the strategic Mission and Vision of the Department;
- 14.5.1.8 Keep the envisaged training and development of employees in the organisation abreast with the long-term transformation objectives of the organisation;
- 14.5.1.9 Ensure that the Workplace Skills Plan is aligned to the Employment Equity Plan and Strategic Plan of the Department;
- 14.5.1.10 Align training to the Public Sector Training and Education Authority (PSETA), learnerships, career pathways, accredited national qualifications, etc;
- 14.5.1.11 Communicate the completed Workplace Skills Plan to other employees in the Department;
- 14.5.1.12 Periodically revise the Workplace Skills Plan;
- 14.5.1.13 Implement the development of employees in the organisation and the strategies of the Department fairly and equally;
- 14.5.1.14 Acquire/identify the required resources to evaluate the training programs in the organisation;
- 14.5.1.15 Evaluate the skills development needs of the employees and organisation and continually evaluate the implementation of identified needs;
- 14.5.1.16 Develop and implement external and internal skills development strategies;
- 14.5.1.17 Develop and implement correctional actions where required;
- 14.5.1.18 Ensure that all staff has been classified according to the Organising Framework for Occupations;
- 14.5.1.19 If required, ensure that there is a skills performance system in the Department;
- 14.5.1.20 If and where required, ensure that there is an individual development pathway for all employees, as well as the skills requirement and learning pathway;

- 14.5.1.21 Where applicable, ensure that a portfolio of evidence has been developed for all employees that receive training in the organisation;
- 14.5.1.22 Ensure that at least all of the Mandatory Grant is spent on skills development.

14.5.2 The composition of the SDC will be as follows:

- 14.5.2.1 Head of Department / delegated Senior Official (chairperson).
- 14.5.2.2 Director HR Utilization & Capacity Building (Convenor);
- 14.5.2.3 Directors from all Programmes of the department;
- 14.5.2.4 HRD deputy director;
- 14.5.2.5 HRD Practitioner(s);
- 14.5.2.6 Labour Union representatives;
- 14.5.2.7 Employment Equity Committee representative.

15. MONITORING AND EVALUATION

The monitoring and evaluation of this policy shall rest jointly with the Chief Director Corporate Services, the Director HR Utilization & Capacity Building, the Director HRD, the SDC and the various programmes of the department of Cooperative Governance and Traditional Affairs.

16. COMMUNICATION / EDUCATION OF THE TRAINING POLICY

The Training Policy will be communicated by means of workshops and circulars to all employees of the Department.

17. DISPUTE RESOLUTION MECHANISM

In the event of disputes arising out of this policy, such disputes will be dealt with as per the Public Service Commission Act 46/ 1997: Rules for dealing with Grievances of employees in the Public Service.

18. APPROVAL OF THE POLICY

In the event of disputes arising out of this policy, such disputes will be dealt with in terms of the grievance procedure and labour legislation applicable in the Public Service

19. REVIEW OF THE POLICY

The policy will be reviewed and amended in line with future legislative and collective agreements promulgations. The development of this policy is a dynamic process and that it may require revision from time to time.

20. VERSION CONTROL AND CHANGE HISTORY

Amendment	Approved By	Date Effective	Start from	Version Control
	Contact person – full name & title.	DDMMYY (the date the policy takes effect	2010	2012
On recognition of prior, HRU & CB will liaise and make use of provisions by SETA, SAQA and DPSA Policy review changed from one to every second year or when there are materialistic changes in the enabling legislation	Sicele Gqobana (MEC)	19 March 2010	2012	2017
5. APPLICATION AND SCOPE	Milbo Qoboshiyane (MEC)	10 May 2017	2017	2017
9. OBJECTIVES	F.D. Xasa (MEC)			
<p>9.1.7 Development of employees according to their PDPs, training needs and performance feedback through the system of managing performance.</p> <p>10. TYPES OF TRAINING AND EDUCATION</p> <p>10.1.4 To provide occupationally directed and focused learning.</p> <p>10.1.5 Each employee has to choose three or less training interventions per financial year.</p> <p>10.1.6 Each training intervention must not exceed R19 900.00 (nineteen thousand nine hundred rand) per year</p>				

<p>10.1.7 If it is more than R19 900.00 (nineteen thousand nine hundred rand), it has to be catered in the bursary scheme of the department</p> <p>10.5 TRAINING TO INCREASE PRODUCTIVITY</p> <p>Public service employees have become knowledge workers who are constantly required to make complex decisions. To do this they need access to continuously changing information and a variety of complex skills to solve a plethora of well and ill-defined service delivery problems. Practices that promote staff development include self-development, formal and informal training, career development, study aid, job rotation, job enrichment/engagement and mentorship and coaching. An employee who has agreed to attend a course and make an apology on the last minute, whereas the logistics are already done, the employee or manager concern should / must pay the cost incurred.</p> <p>13. ABET OR WABET</p> <p>Training can be acquired through ABET and FET Programmes. The Constitution makes Adult Basic Education and Training (ABET) a human rights issue which must be implemented.</p> <p>14. MANAGEMENT OF TRAINING AND ROLES AND RESPONSIBILITIES</p> <p>Every member of the department has a role to play in training and development either as an individual or as part of a structure that governs training.</p> <p>14.1 Head of Department</p> <p>14.1.1 For the purposes of enhancing the performance of the work of the Department, the Head of Department may grant financial or other</p>			
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<p>assistance for any study, training or research where-</p> <p>(c) an employee undertakes the study, training or research on the initiative of the department;</p> <p>(d) The employee has requested any such assistance and the study, training or research is related to the employer's skills requirements</p> <p>14.1.2 The Head of Department may grant financial or other assistance to employees for part-time or full-time activities at either local or international institutions.</p> <p>14.1.3 He/she may grant assistance for studies and training through training interventions such as short courses, congresses, symposia, seminars, conferences, workshops, lectures and study tours.</p> <p>14.1.4 The Accountable for all training that takes place in the department as well as ensuring that there is enough budget for training. This is in order to achieve the highest levels of the efficiency and effectiveness in the department in terms of its Strategic objectives, goals and its vision.</p> <p>14.1.5 He/she must ensure that there are sufficient funds. He/she must approve utilization of funds/budget and must recommend international training to MEC where necessary.</p> <p>14.2 Managers and Supervisors</p> <p>All managers and supervisors are responsible for the development of their subordinates (employees). They must:</p> <p>14.2.1 Identify training and development needs (skills gaps) through the PMDS and work on closing those gaps;</p> <p>14.2.2 Take an active role in the training and development of their subordinates (employees) and monitor progress as well as performance and feedback;</p>			
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<p>14.2.3 Coach and mentor employees through on-the-job training / over the shoulder</p> <p>14.2.4 Keep records of all training and development activities in their divisions.</p> <p>14.6 Skills Development Committee (SDC)</p> <p>14.6.1 The SDC will:</p> <p>14.6.1.1 Determine the training and development priorities; Deal with and advise on HRD related challenges, assisting in unblocking all the bottlenecks;</p> <p>14.6.1.3 Make sure that the HRU & CB Unit gets the 1% skills levy according to the Skills Development Levies Act;</p> <p>14.6.1.4 Discuss and recommend utilization of the training budget including the disbursement of bursary funds;</p> <p>14.6.1.5 Assist and recommend on the development of the WSP;</p> <p>14.6.1.6 Ensure that the Department has a Training & Development Policies and that are in line with the regulations as laid down by the Skills Development Act;</p> <p>14.6.1.7 Ensure that the development and implementation of the Workplace Skills Plan is aligned to the strategic Mission and Vision of the Department;</p> <p>14.6.1.8 Keep the envisaged training and development of employees in the organisation abreast with the long-term transformation objectives of the organisation;</p> <p>14.6.1.9 Ensure that the Workplace Skills Plan is aligned to the Employment Equity Plan and Strategic Plan of the Department;</p> <p>14.6.1.10 Align training to the Public Sector Training and</p>			
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<p>Education Authority (PSETA), learnerships, career pathways, accredited national qualifications, etc;</p> <p>14.6.1.11 Communicate the completed Workplace Skills Plan to other employees in the Department;</p> <p>14.6.1.12 Periodically revise the Workplace Skills Plan;</p> <p>14.6.1.13 Implement the development of employees in the organisation and the strategies of the Department fairly and equally;</p> <p>14.6.1.14 Acquire/identify the required resources to evaluate the training programs in the organisation;</p> <p>14.6.1.15 Evaluate the skills development needs of the employees and organisation and continually evaluate the implementation of identified needs;</p> <p>14.6.1.16 Develop and implement external and internal skills development strategies;</p> <p>14.6.1.17 Develop and implement correctional actions where required;</p> <p>14.6.1.18 Ensure that all staff has been classified according to the Organising Framework for Occupations;</p> <p>14.6.1.19 If required, ensure that there is a skills performance system in the Department;</p> <p>14.6.1.20 If and where required, ensure that there is an individual development pathway for all employees, as well as the skills requirement and learning pathway;</p> <p>14.6.1.21 Where applicable, ensure that a portfolio of evidence has been developed for all employees that receive training in the organisation;</p> <p>14.6.1.22 Ensure that at least all of the Mandatory Grant is spent on skills development.</p>			
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