



Province of the  
**EASTERN CAPE**

**COOPERATIVE GOVERNANCE  
& TRADITIONAL AFFAIRS**

**TRADITIONAL AFFAIRS BRANCH**

**Training and Development Policy for Traditional Leaders  
and  
Members of Traditional Leadership Institutions**

### Departmental Contact Details


<b>Physical Address</b>	<b>Tyamzashe Building Phalo Avenue Bisho 5605</b>
<b>Postal Address</b>	<b>Department of Cooperative Governance and Traditional Affairs Private Bag X0035 Bisho 5605</b>
<b>Document Number</b>	<b>1</b>
<b>Document Name</b>	<b>Training and Development Policy for Traditional Leaders and Members of Traditional Leadership Institutions</b>
<b>Contact Person</b>	<b>Adv. Nangamso Mngoma</b>
<b>Designation</b>	<b>Senior Manager</b>
<b>Directorate/Section</b>	<b>Traditional Leadership Policy and Legislation Development</b>
<b>Telephone Number</b>	<b>0406350018</b>
<b>Cell Phone Number</b>	<b>0828122352</b>
<b>Fax Number</b>	<b>040 635 0137</b>
<b>E-mail Address</b>	<a href="mailto:nangamso.mngoma@eccogta.gov.za">nangamso.mngoma@eccogta.gov.za</a>
<b>Custodian / Implementers of the Policy</b>	<b>Traditional Leadership Capacity Building</b>
<b>E-mail Address</b>	<a href="mailto:Nomsa.mabanga@eccogta.gov.za">Nomsa.mabanga@eccogta.gov.za</a>
<b>Cell Number</b>	<b>0795148792</b>
<b>Date Completed</b>	<b>22 March 2018</b>
<b>Date Approved</b>	<b>March 2018</b>
<b>Year for last Amended</b>	<b>March 2018</b>
<b>Year for next Review</b>	<b>March 2021</b>

**SIGN OFF****1. Head of Department**

The Training and Development Policy for Traditional Leaders and Members of Traditional Leadership Institutions has been recommended by **G. Gumbi - Masilela**, in my capacity as the Head of the Department of Cooperative Governance and Traditional Affairs.

I am satisfied and concur with the content of the Policy.

The development and implementation of this policy will ensure effective and efficient intervention by the Department in capacitating and developing Traditional Leaders and members for them to play a meaningful contribution towards the provisions of basic services in rural communities.

<b>Sign</b>  HOD	
<b>Designation</b>	<b>Head of Department (G. Gumbi-Masilela)</b>
<b>Date</b>  26/3/18	

**SIGN OFF****2. Executive Authority**

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

I therefore trust that this Training and Development Policy for Traditional Leaders and Members will assist in capacitating and developing Traditional Leaders and Members of traditional leadership institution, to ensure that traditional leadership plays an important role changing the living conditions of people in rural areas within the Province.

<b>Signed</b>	
<b>Designation</b>	<b>MEC: Honourable Fikile Xasa</b>  <b>Department of Cooperative Governance and Traditional Affairs</b>
<b>Date</b>	29/03/2015

## TABLE OF CONTENTS

NO	CONTENTS	PAGE/S
1.	Preamble	6
2.	Definitions and Acronyms	6-8
3.	Legislative and Regulatory Framework	8
4.	Purpose of the policy	9
5.	Guiding principles	8-11
6.	Scope of applicability	12
7.	Partnerships	12
8.	Objectives of the policy	12-14
9.	Types of training and development	14-16
10.	ABER OR WABET Programmes	16
11.	Roles and responsibilities	16-21
12.	Evaluation and impact assessment	21
13.	Outsourcing of training and development initiatives	21-22
14.	General policy provisions	22
15.	Monitoring and Evaluation	22
16.	Communication of the policy	22
17.	Dispute resolution mechanism	22
18.	Approval of the policy	23
19.	Administration of the policy	23
20.	Effective date of the policy	23
21.	Procedure for implementing the policy	23
22.	Review of the policy	23

## 1. PREAMBLE

**WHEREAS** the Department is mindful of the government's commitment of establishing a democratic, representative and accountable form of governance throughout the country including the traditional leadership institutions;

**AND WHEREAS** the institution of traditional leadership is faced with enormous challenges in relation to training and capacity needs of traditional leaders and members of traditional leadership institutions, to enable them to respond to the growing need and demand of basic services within the traditional communities;

**AND WHEREAS** the Department of Cooperative Governance and Traditional Affairs has embarked on a journey towards ensuring that the initiatives and commitments of developing the institution of traditional leadership as contained in the strategic documents of the Department, such as ensuring that the Institution is successfully incorporated into the broader socio-economic and democratic governance system of South Africa are met;

**AND WHEREAS** it is the Department's endeavor to ensure that traditional leaders and members of traditional leadership institutions are capacitated enough and capable to effectively contribute towards creating a conducive environment to accelerate and sustain the delivery of services particularly within the rural communities; and

**THEREFORE**, a Training and Development Policy for Traditional Leaders and Members of traditional leadership institutions is hereby determined and adopted as follows;

## 2. DEFINITIONS

In this policy, unless the context indicates otherwise—

TERM	DEFINITION
"Department"	means the Department of Cooperative Governance and Traditional Affairs.
"Capacity Building"	means a directorate or section within the Department which is

<b>Directorate</b>	responsible for capacitating and development of traditional leaders and members of traditional leadership institutions.
<b>“Institution”</b>	means any institution of traditional leadership established in terms of applicable legislation customary law and any other law impacting on traditional leadership.
<b>“member”</b>	means an elected or selected member of a traditional council, local house or provincial house of traditional leaders
<b>“regional head”</b>	means an assistant director responsible for regional offices of Traditional Affairs (Department).
<b>“traditional community”</b>	means a traditional community recognized as such in terms of section 2 of Traditional Leadership and Governance Framework Act, (Act, No. 41 of 2003) as amended.
<b>“traditional council”</b>	means a traditional Council established in terms of section 6 of the Eastern Cape Traditional Leadership and Governance Act, 2017, (Act No. 1 of 2017).
<b>“traditional leader”</b>	means any person who in terms of customary law of the traditional community concerned, holds a traditional leadership position, and is recognized as such in terms of section 11 of Traditional Leadership and Governance Act, (Act, No. 41 of 2003), as amended.
<b>“traditional leadership”</b>	means the institutions or structures established in terms of customary law or customs, or customary systems or procedures of governance, recognized, utilized or practiced by traditional communities.
<b>“training”</b>	refers to a systematic and planned process to change the knowledge, skills and attitudes of traditional leaders and that of members of traditional leadership institutions.

## ACRONYMS

DDG	Deputy Director-General
ETQA	Education & Training Quality Assurance
HOD	Head of Department
NQF	National Qualifications Framework



NSDS	National Skills Development Strategy
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
WABET	Workplace Education Basic Training
WSP	Workplace Skills Plan

### **3. LEGISLATIVE AND REGULATORY FRAMEWORK**

The policy and undertaking to train and develop traditional leaders and members of traditional leadership institutions is derived from legal requirements and in specific the following Acts and Regulatory Frameworks.

- 3.1. Constitution of the Republic of South Africa
- 3.2. Traditional Leadership and Governance Framework Act, 2003 (Act No. 41 of 2003) as amended
- 3.3. Traditional Leadership and Governance Act, 2017 (Act No. 1 of 2017)
- 3.4. Skills Development Act, 1998 (Act No. 96 of 1998)
- 3.5. Skills Development Levies Act 1999
- 3.6. White Paper on Public Service Capacity Building and Education
- 3.7. New Public Service Regulations
- 3.8. National Plan of Higher Education
- 3.9. Employment Equity Act 1998
- 3.10. White Paper on Transformation
- 3.11. HRD Strategy Framework of South Africa
- 3.12. Strategic Plan of the Department
- 3.13. SAQA Act of 1995
- 3.14. National Qualifications Act
- 3.15. National Development Plan



#### **4. PURPOSE OF THE POLICY**

The purpose of this policy is among others to–

- 4.1. Develop human resource competence and literacy within the traditional leadership.
- 4.2. Ensure that all traditional leaders and members of traditional leadership institutions are adequately equipped to meet the requirements of their positions and that of the Institution they represent.
- 4.3. Establish a clear vision and framework to guide the implementation of training and development of traditional leaders and members of traditional leadership institutions in the Department.
- 4.4. Ensure access to training and development opportunities to traditional leaders and members of traditional leadership institutions.
- 4.5. Address the developmental needs of traditional leaders and members of traditional leadership institutions.
- 4.6. Promote high quality skills development and training through the use of accredited service providers in accordance with SAQA and the NQF.

#### **5. GUIDING PRINCIPLES**

The following training and development principles are identified and are geared to ensure that these principles reflect, goals, objectives and ideals contained in the vision and core values of the department–

##### **5.1. Need for coordination**

In order for the training and development programme to be effectively implemented and to achieve the desired impact, the initiatives of the various role players need to be properly coordinated in order to ensure synergy and coherence. In addition, linked to the policy, is the development of a coordination model that is critical to minimize duplication of efforts and resources by various organs of government or stakeholders. The need for coordination stems from a realization that training and development is essentially a multi-stakeholder process where different players are involved in different interventions.

## 5.2. Needs orientated or driven

It is important to ensure that all training and development programmes are aligned to the needs based on position requirements, the tasks to be performed, and based on the performance gaps of the incumbent.

## 5.3. Access and entitlement:

The extent of support by the Department to the training and development of traditional leaders and members of traditional leadership institutions shall depend on a number of factors including but not limited to the following–

- (a) All traditional leaders, however the priority shall be given to the newly appointed traditional leaders;
- (b) The relevance of the development need to the institution of traditional leadership and the strategic objective of the Department;
- (c) Availability of funds in the training and development budget (Capacity Building Directorate); and
- (d) The amount of development support which is reasonable for an individual traditional leader or member to undertake in a given period.

## 5.4. Outcome based orientated

More emphasis should be put on the outcome of the training programme; i.e what a traditional leader or member becomes and understand. The main objective of training must be the development of analytical thinking, Improved attitudes, understanding and mastering skills. Focus should therefore be on the expected results at the end of a learning process.

## 5.5. Competency based approach or orientated

For the purpose of this policy, competency based approach shall be based on the identification of operational training and development needs of traditional leaders and members of traditional leadership institutions emanating from the strategic plan and the objectives of the Department.

### **5.6. Career Path Planning and Development**

Career path must be structured in a manner which will make sure that the need to train and develop traditional leaders and members are geared towards the fulfilment of time-framed objectives of the individual traditional leader and member of traditional leadership institution as well as that of the Department.

### **5.7. Learning Institution or Organization and Lifelong Learning**

To address the needs of the clients (traditional leaders and members), the Department (Capacity Building Directorate), need to continuously identify and adapt to the changing needs of traditional leadership institutions. This is not only vital for the institutions of traditional leadership, but is also equally important for lifelong learning and continuous development of individual traditional leaders and members within the institutions.

### **5.8. Equity in training and development**

Training initiatives within the institutions of traditional leadership should be aligned with the broader plans and programmes aimed at promoting equity and empowerment of the previously disadvantaged groups (including traditional leaders and members of traditional leadership institutions). Women shall be given preference; however, priority shall be given to Headman or Headwoman in terms of the National Framework on Tools of Trade.

### **5.9. Quality Training**

Capacity Building interventions (programme outcomes and facilitators) must subscribe to the relevant authorities e.g Education Training Quality Assurance (ETQA), Sector Education and Training Authority (SETA), or South African Qualifications Authority (SAQA).

### **5.10. Consultation and Participation**

Selection, identification and nomination of traditional leaders and members to attend training courses, workshops, conferences or seminars shall be done and conducted by officials within traditional leadership Capacity Building Directorate in consultation with the Regional Heads.

## **8. OBJECTIVES OF THE POLICY**

In the main, the training and development policy seeks to promote training and development as part of a broader strategy for capacitating traditional leaders and members of traditional leadership institutions by among others–

- 8.1. Equipping all traditional leaders and members of traditional leadership institutions with the necessary knowledge, skills and competencies to perform their work effectively, in pursuit of the vision, mission and mandate of the Department and that of traditional leadership institutions.
- 8.2. Ensuring that traditional leaders and members of traditional leadership institutions constitute part of the calibre of leadership that is able to effectively respond to the needs of the communities, rural communities in particular.
- 8.3. Enabling traditional leaders and members of traditional leadership institutions to deal effectively and pro-actively with changes and challenges within the institution.
- 8.4. Assisting traditional leaders and members of traditional leadership institutions in developing a better understanding of the needs of the communities that they are serving and that of the institution, as well as the capability to respond to these needs.
- 8.5. Creating an enabling environment for the training and development of present and future incumbents (traditional leaders and members of traditional leadership institutions), taking into consideration the issues of gender and disability.
- 8.6. Promoting high quality skills development and training through the use of the accredited service providers in accordance with SAQA and NQF.

- 8.7. Providing equitable access and participation in properly structured training and assessment processes to ensure that every traditional leader and member's work performance is maximized and that his or her potential is fully developed.
- 8.8. Encouraging traditional leaders and members of traditional leadership institutions to develop their full potential by participating in developmental programmes, such as Induction or orientation, In-service capacity building, skills programmes, and formal training.

## **9. TYPES OF TRAINING AND DEVELOPMENT**

There are many different types of activities that contribute to an individual's personal development. However, the Department shall consider the following interventions as far as training and development for Traditional Leaders and members of traditional leadership institutions are concerned

### **9.1. Induction**

- 9.1.1. It is important to familiarize the newly appointed traditional leaders and selected or elected members of traditional leadership institution, to the new working environment in a formal and structured manner.
- 9.1.2. An effective Induction process is important for settling newly appointed traditional leaders and members into the Institution and that of the Department.
- 9.1.3. The Department is legally obliged to conduct induction to newly appointed traditional leaders and elected members of traditional leadership institutions on their expected roles and responsibilities to ensure accountability and compliance with applicable legislation.
- 9.1.4. All newly appointed traditional leaders must be inducted at least 12 months after being recognised as such in accordance with the Eastern Cape Traditional Leadership and Governance Act, 2017.

9.1.5. It will be the responsibility of the Institutional Support Services Directorate to regularly provide; Capacity Building Directorate with reliable and accurate information with regards to the total number of newly appointed traditional leaders to ensure proper and effective planning of the induction workshops.

9.1.6. Orientation in case of selected or elected members of traditional leadership institutions must be done at least within six (6) months after being selected or elected as members of such institutions.

## 9.2. Skills programmes

Skills programmes are occupational and performance based programmes offered by accredited training providers which upon completion constitute credits` towards a qualification registered on the NQF. Skills programmes in general have short term duration (i.e. less than one month). By definition a skill programme tends to be a short course (one day, one week, one month), consisting of either one or more unit standards, which when added together can eventually lead to a qualification. Skills programmes must be part included in the Traditional Council Operational Plan in line with strategic objectives of the Department. These will assist to among others–

- (a) Enhance the performance of traditional leaders and that of members of traditional leadership institutions.
- (b) Provide access to learning opportunities towards nationally recognized outcomes.
- (c) Provide occupationally directed and focused learning.

## 9.3. Workshop; Conferences and Seminars

9.3.1. The Department (Capacity Building) will conduct workshops to traditional leaders and members on key focus areas as identified by the training committee.

9.3.2. The Department (Capacity Building) may enter into partnership with external service providers or stakeholders for the purpose of conducting workshops to traditional leaders and members.

9.3.3. The Department (Capacity Building) may in consultation with the training committee, facilitate attendance of conferences and seminars by traditional leaders and members.

## **10. ABET OR WABET PROGRAMMES**

10.1. The Constitution makes Basic Education and Training (ABET) a human rights issue which must be implemented.

10.2. For the purpose of this policy, ABET programmes must be designed to provide traditional leaders, particularly those who cannot read, nor write with the necessary literacy, numeracy and life skills.

10.3. The programme must further provide traditional leaders with opportunity to further their education in order to acquire the FET band of the NQF levels where possible.

## **11. ROLES AND RESPONSIBILITIES**

Every member of the Department and that of traditional leadership Institution has a role to play in the training and development either, as an individual or as part of collective structure that governs training and development.

### **11.1. Deputy Director-General (Traditional Affairs)**

The DDG Traditional Affairs as the head of the branch have but not limited to the following–

- (a) Accounting for all training that takes place within the branch, including the training and development of traditional leaders and members of traditional leadership institutions.



- (b) Creating a favourable climate, conducive enough for the training and development of traditional leaders and members of traditional leadership institutions.
- (c) Ensuring that sufficient budget is available for training and developing traditional leaders and members of traditional leadership institutions on the identified training needs.
- (d) Approving the allocation of any roll over funds to be utilized for bursary funding for traditional leaders and members of traditional leadership Institutions.
- (e) Recommending to the HOD and MEC respectively about international training opportunities, where necessary for traditional leaders and members of traditional leadership institutions to attend.

## 11.2. Regional Heads

11.2.1. All Assistant Directors, responsible for regional office of Traditional Affairs Branch (Regional Heads) must–

- (a) Create advocacy and awareness about study opportunities to traditional leaders.
- (b) Conduct skills audit in their respective areas of jurisdiction.
- (c) Identify training and development needs (skills gaps) through the assessment or interviews and work on closing those gaps as well as other data collection means.
- (d) Take an active role in the training and development of traditional leaders and monitor progress as well as performance and provide feedback whenever required to do so.
- (e) Identify, In consultation with the relevant Local House, traditional leaders and members of Traditional Councils as requested by the training committee to attend training or workshops.
- (f) Orientate, coach and mentor newly appointed traditional leaders and elected or selected members of traditional councils, on policies and applicable legislation impacting on traditional leadership institutions.

- (g) Sign contracts of commitment to attend a training course or workshop with nominated individual traditional leader or member.
- (h) Keep records of all training and development activities of traditional leaders and members from their respective kingdoms or regions.

11.2.2. Where practically possible and in consultation with the relevant kingship or queenship, the Regional Head concerned may facilitate orientation session for all newly appointed Traditional Leaders to be conducted by members of the relevant king or queen's council.

11.2.3. In areas where there is no kingship or queenship, the Regional Head concerned may, in consultation with senior traditional leaders facilitate orientation session for newly appointed Traditional Leaders to be conducted by identified senior traditional leaders.

### 11.3. **Traditional Leaders and Members**

The process of training and developing traditional leaders and members can be effective, only when each individual traditional leader or member takes full responsibility for his or her own development, including but not limited to the following–

- (a) Playing an active role in the identification of the development needs;
- (b) Commit to attend training programme, workshop for the whole duration of such training and workshop.
- (d) Undertaking agreed development activities and apply them within the areas of work to determine the outcome.
- (e) Transfer of skills gained and obtained through training to other traditional leaders and members of his or her Traditional Council, traditional community and that of a region or kingdom.
- (f) Commit to inform the respective Regional Head (Regional Offices) in case of emergency, before and during training course or workshop.

- (g) Requesting any additional and relevant information about training or development and other matters connected therewith (e.g claiming of daily and travelling allowances).

#### 11.4. Capacity Building Directorate

Traditional Leadership Capacity Building Directorate is responsible and accountable for any capacitation and develop of Traditional Leaders and members and as such must perform the following functions–

- (a) Conduct a skills programme in house, tailor made training programmes, which may be aimed at acquisition of a particular knowledge and skills. This may not lead to any formal qualification under NQF, but is a valuable tool for the acquisition of identified skills e.g. training on legislation.
- (b) Facilitate the development of training materials and coordinate informal skills programmes in collaboration with relevant stakeholders in line with the outcomes of the skills audit and the report of the assessment of the state of governance within the Institution of Traditional Leadership.
- (c) Advocacy for allocation of enough budget or funds for training, bursaries and development of traditional leaders and members.
- (d) Manage budget or funds allocated for training and development.
- (e) Ensure effective implementation of the training and development policy.
- (f) Facilitate and coordinate training and development programmes and any relevant activities with all role players and service providers.
- (g) Monitor training including in-service training.
- (h) Develop an annual integrated training plan for traditional leaders and members of traditional leadership institutions.
- (i) Conduct skills audit for traditional leaders and members.
- (j) Consult and advise managers regarding their responsibility for training and development of traditional leaders and members.
- (k) Arrange and make preparations for all training courses and workshops.
- (l) Monitoring and quality assurance of training programmes.

- (m) Compile reports in all training interventions provided by the Department or by any other body or institution to traditional leaders and members.
- (o) Conduct impact assessment to determine the effect of any training course, workshop or seminar provided to traditional leaders and members.
- (p) Any other similar matters regarding training and development opportunities relevant to traditional leaders and members.

### 11.5. Capacity Building Training Committee

11.5.1. A training committee is to be established, to regulate and consult on all matters regarding training and development for traditional leaders and members.

11.5.2. The training committee shall consider and report on all training and development related matters and meet on a quarterly basis or wherever a need arises. The training committee must perform the following functions–

- (a) Determination and regular revision of the execution of the training and development policy.
- (b) Determine the training and development priorities.
- (c) Assist in identifying training needs for traditional leaders and members.
- (d) Discuss and recommend utilization of the training budget including the disbursement of training and development funds.
- (e) Assist and recommend on the development of the WSP.
- (f) Develop terms of references for any training offered by service providers.
- (g) Evaluation of training and development programmes.
- (h) Monitor the implementation of the policy and bring to the attention of the top management of the branch (Traditional Affairs) any issues which hinder the effective implementation of the purpose of this policy.

11.5.3. The members of capacity building training committee must comprise of–

- (a) Senior managers responsible for the following directorates (within Traditional Affairs Branch) –
  - (i) Capacity Building;
  - (ii) Institutional Support Services;

- (iii) Rural Development Facilitation;
  - (iv) Regional Coordination; and
  - (v) House Administration
- (b) X2 members from the Provincial House of Traditional Leaders;
  - (c) X4 members representing Local House Traditional Leaders, as identified by the senior manager responsible for Local Houses; and
  - (d) Assistant Director within Capacity Building Directorate

11.5.4. The training committee shall be chaired by the senior manager responsible Capacity Building (within Traditional Affairs Branch).

11.5.6. All members of the training committee must be appointed by the Head of Department.

11.5.6. The chairperson of the training committee may in consultation with other members, co-opt some Regional Heads as members of the training committee as and when the need arises.

11.5.6. The term of a training committee is three years.

## **12. EVALUATION OR IMPACT ASSESSMENT**

12.1. Training and development activities must be evaluated to determine amongst others, their impact and effectiveness from both a departmental point of view and personal perspective of a traditional leader or member.

12.2. As part of the planning, Capacity Building Training Committee must review the value of any training and development initiatives undertaken by the Department, to inform future training intervention and planning.

## **13. OUTSOURCING OF TRAINING OR DEVELOPMENT INITIATIVES**

Outsourcing of training programmes shall only be considered under but not limited to the following conditions–

13.1. Non-availability of required skills by officials within Capacity Building Directorate.

13.2. Cost effectiveness and economics of scale;

13.3. Outsourcing must be done in line with Department procurement processes to ensure adherence to applicable legislation and conformity to national norms and standards.

#### **14. GENERAL POLICY PROVISION**

The training and development of traditional leaders and members at all levels and position forms an integral part of their performance and as such any training and development initiative for traditional leaders and members must be designed to ensure, a need-focused training intervention which will assist traditional leaders and members, in displaying a spirit of commitment and dedication in the performance of their legislative and customary mandate.

#### **15. MONITORING AND EVALUATION**

The monitoring and evaluation of this policy shall rest jointly with the senior manager (Capacity Building), manager responsible for training and development of members of the House and assistant manager responsible for regional offices of Traditional Affairs (Department).

#### **16. COMMUNICATION OF THE POLICY**

The training policy shall be communicated to all stakeholders by means of awareness sessions, workshops and circulars to be circulated to all relevant stakeholders (traditional leaders and members), and employees of the Department (Traditional Affairs).

#### **17. DISPUTE RESOLUTION MECHANISM**

Any dispute arising from the implementation of this policy, shall be dealt with as per the Public Service Commission Act, 1997 (Act, No. 46 1997), and rules and procedure for dealing with grievances of employees in the Public Service.

## **18. APPROVAL OF THE POLICY**

This policy shall be approved by the Executive Authority on the recommendation of the Head of Department in accordance with the updated departmental delegations.

## **19. ADMINISTRATION OF THE POLICY**

The responsibility and accountability of effective implementation and compliance with the contents of the policy rests with the HOD and ultimately the Executive Authority.

## **20. EFFECTIVE DATE OF THE POLICY**

This policy shall become effective from the date it is signed by the Executive Authority (MEC) responsible for Cooperative Governance and Traditional Affairs in the Province.

## **21. PROCEDURE FOR THE IMPLEMENTATION OF THE POLICY**

There is no specific separate procedure for the implementation of this policy, as the policy shall be incorporated into the daily activities of the management of all affected directorates and programmes. It is therefore critical that all affected officials must familiarise themselves with the contents of this policy.

## **22. REVIEW OF THE POLICY**

This policy will be reviewed in three years from the date of its approval by the Executive Authority or when the need arises.