



Province of the
EASTERN CAPE
COOPERATIVE GOVERNANCE
& TRADITIONAL AFFAIRS

TRAINING AND DEVELOPMENT

2024

SERVING OUR COMMUNITIES BETTER



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SIGN OFF

I. Head of Department

This Policy on Training and Development has been recommended by Mr V. Mlokothe in my capacity as Acting 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	Mr V. Mlokothe: Acting Head of Department
Date	29/07/2024

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	Mr Z. Williams: Honourable MEC
Date	05/08/2024

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

The purpose of this policy is: -

- 2.1 To establish a clear vision and framework to guide the implementation of Training and Development in the department.
- 2.2 To ensure access to training and development opportunities for employees of the department of Cooperative Governance and Traditional Affairs.
- 2.3 To address the developmental needs of the staff.
- 2.4 To align the policy with the National Frameworks provided in the relevant policies, to embrace the specific needs and demands of Cooperative Governance and Traditional Affairs.
- 2.5 To align it with the Directive on Human Resource Management and Development for Public Service Professionalization issued on 16 February 2024.

3. STRATEGIC LINK

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

- 3.1 Strategically linked to broader processes of transformation, institutional development and human resource development.
- 3.2 Strategically linked to among others, NQF and SAQA, Skills Development Act, Skills Development Levies Act 1999, White Paper on Public Service Training and Education Framework, NSDS III, HRD Strategy Vision 2030, HRM&D Directive of 1st April 2024, Implementation of Youth Developmental Programme, HRD Funding Model.
- 3.3 Effectively organized, coordinated and accredited in ways which promote quality, accountability and cost effectiveness.

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- 3.4 Flexible and decentralized with National as well as Provincial norms and standards.
- 3.5 Based on broad and popular participation and involvement of all relevant stakeholders.
- 3.6 Capable of promoting uniform outcomes through a multiplicity of accredited providers.
- 3.7 Linked to the departmental Strategic Plan for facilitation of organizational development through individual and team development.
- 3.8 A responsive, accessible and needs driven workforce that is committed to empowerment.

4. DEFINITIONS

<i>Word/Term</i>	<i>Definition (with examples if required)</i>
ABET	Adult Basic Education & Training
WABET	Workplace Adult 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.
PP	Pivotal Plan
NSG	National School of Government
QCTO	Quality Council for Trades and Occupations.

5. APPLICATION AND SCOPE

The policy will be applicable to all employees of the Department of Cooperative Governance and Traditional Affairs, Un-employed graduates who join the department as interns and experiential learners 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
- 6.8 Employment Equity Act 55 of 1998
- 6.9 White Paper on Human Resource Management in Public Service, 1997
- 6.10 HRD Strategy Vision 2030
- 6.11 Strategic Plan of the Department
- 6.12 SAQA Act No 58 of 1995
- 6.13 National Qualifications Framework Act 67 of 2008
- 6.14 National Development Plan vision 2030
- 6.15 Traditional Leadership and Governance Framework Act 41 of 2003
- 6.16 NSDS III
- 6.17 HRM&D Directive of 1st April 2024
- 6.18 Directive on Youth Developmental Programmes

7. POLICY PRINCIPLES

The policy is to reflect principles, goals and ideals contained in the vision and core values of the department: -

- 7.1 Needs driven PDPs.
- 7.2 Access and entitlement
- 7.3 Competency based approach outcomes rather than inputs competencies for occupational levels to build both individual and organizational capacity.
- 7.4 Career pathing
- 7.5 Department is a learning Organization.
- 7.6 Equity in Employment
- 7.7 Lifelong learning
- 7.8 Equity and Empowerment
- 7.9 Quality Training
- 7.10 Consultation and Participation
- 7.11 Monitoring and Evaluation

8. POLICY STATEMENT

The current policy of the Department of Cooperative Governance and Traditional Affairs is to redress 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

The objective of this policy is to provide guidance to Management and Employees as well as Labor Unions to ensure that the policy framework is implemented.

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The policy ensures: -

- 9.1 A coherent coordinated approach to training and development.
- 9.2 That training and education is accessible to all, irrespective of race, age, gender, levels / occupations and disability.
- 9.3 The promotion of high-quality skills development and training through the use of accredited training service providers, institutions of Higher Learning in accordance with SAQA, QCTO, NSG and NQF.
- 9.4 A need, performance outcomes and competency-based training.
- 9.5 On the job training is provided.
- 9.6 Sustainable source of funding and efficient funding mechanism for training provision.
- 9.7 Development of employees according to their PDPs, training needs received, Training Needs Assessment, Skills Audit Conducted, competency assessment conducted for development, compulsory and mandatory programmes and performance feedback through the system of managing performance.

10. TYPES OF TRAINING AND DEVELOPMENT

10.1 LEARNING/SKILLS PROGRAMMES

Learning/Skills programmes are occupationally, and performance - based programmes offered by accredited training providers which upon completion constitute credit towards a qualification registered on the NQF. The duration of this programme shall not be in excess of six (6) months. 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 must choose three or less training interventions per financial year.
- 10.1.6 Each training intervention must not exceed R25 000.00 (twenty-five thousand rand) per year.
- 10.1.7 If it is more than R25 000.00 (twenty-five thousand rand), it must be catered for in the bursary scheme of the Department.

10.2 RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of Prior Learning is a lifelong learning programme whereby employees are recognized for their skills, expertise, competencies, knowledge and experience. The assessor utilizes its resources and experience in assessing the competency of the candidate.

10.3 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 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.

10.4 SHORT COURSES INCLUDING TRANSVERSAL TRAINING

These are training interventions that are not NQF aligned. The duration can be one day and not to exceed ten (10) days. On completion of the course, the candidate/employee is entitled to receive a certificate for attendance. Modes of training can be through e-learning or face to face (classroom fashion).

10.5 LEADERSHIP DEVELOPMENT PROGRAMMES

These are unit-based programmes that are normally utilised to equip managers including emerging managers with leadership and management skills. The programme is designed to equip managers with relevant knowledge needed to professionalize the Public Service.

10.6 ARTISAN DEVELOPMENT PROGRAMME

The programme is designed to address the critical shortage of Artisan Skills in the Country such as Plumbing, Carpentry, Boiler Maker etc. The mode of training is in two folds, viz: theory and practical. The duration of training is governed by the rules and regulations of that particular trade the candidate has chosen. On completion of the training, the candidate has to do a trade test for him/her to be found competent. This is also one of the Youth Developmental Programmes.

11. MANAGEMENT OF TRAINING

Implementation of the WSP should be managed on the following bases:

- 11.1 Planning: After the submission of the WSP to the SETAs, the SDF has to develop a training plan that will guide the organization on how the WSP will be implemented.
- 11.2 Organizing: This relates to the resources pertaining to the implementation of the WSP.
- 11.3 Leading: Entails influencing and directing behavior of individuals and groups in such a way that they work willingly to pursue the objectives and goals of the organization.
- 11.4 Controlling: This is to monitor that the available resources are used effectively as well as the attendance of officials and learners.

12. 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.

12.1 Head of Department

The responsibilities of the Head of Department are prescribed in the NSDS 111, Skills Development Act, Skills Development Levies Act. They are as follows:

- 12.1.1 To create a conducive environment for the development and implementation of the WSP
- 12.1.2 To ensure the functioning of the SDC.
- 12.1.3 To ensure that the SDF is appointed and trained accordingly.
- 12.1.4 To support the SDF.
- 12.1.5 To ensure that the development is budgeted for in accordance with the Skills Development Levies Act and according to the new funding model of 2013.
- 12.1.6 To sign and approve the WSP before submission to the SETAs and
- 12.1.7 To ensure that the ATR/PR on the implementation of the WSP is submitted.

12.2 Line Managers

- 12.2.1 To provide necessary support to the SDF.
- 12.2.2 To make sure that their employees submit their training needs when required to do so.
- 12.2.3 To ensure that the WSP is aligned to Departmental Strategic Plan and the employment equity plan.
- 12.2.4 Release officials when required to attend trainings and
- 12.2.5 Provide on -going support to the employees attending trainings.
- 12.2.6 It is upon the Line Managers to provide for expenses like accommodation, transport out of the Directorate's budget for selected employees to attend training.

12.3 Skills Development Committee (SDC)

- 12.3.1 To ensure that priority skills need of the Department are reflected in the WSP/PP.
- 12.3.2 Support the Directorate for Human Resources Utilization & Capacity Building.
- 12.3.3 Assist the SDF to ensure that Learnerships and PIVOTAL programmes are aligned to individual career pathing.
- 12.3.4 Report back to individual constituencies.
- 12.3.5 Ensure that the process of developing and implementing the WSP/PP is all inclusive and democratic.
- 12.3.6 Ensure that employees are assisted to develop individual development plans.

12.4 Skills Development Facilitator (SDF)

The responsibilities of the SDF are prescribed in the NSDS 111, Skills Development Act, Skills Development Levies Act. They are as follows:

- 12.4.1 Assist the employer and employees in the development of a WSP/PP which complies with guidelines provided by SETA.
- 12.4.2 Submit the WSP/PP to the relevant SETA.
- 12.4.3 Advise the employer on the implementation of the WSP/PP.
- 12.4.4 Assist the employer with drafting an ATR/PR against the approved WSP/PP and which complies with the requirements of SETA; and
- 12.4.5 Serve as contact person between the employer and the relevant SETA.

12.5 Employees

- 12.5.1 To submit training needs when required.
- 12.5.2 To avail themselves whenever required to attend training.
- 12.5.3 Participate in all skills development activities in the workplace.

12.6 Human Resource Utilization and Capacity Building HRU & CB is responsible for the following:

- 12.6.1 Develop an annual integrated WSP for the Department.
- 12.6.2 To coordinate training and development programmes and activities with all role players and service providers.
- 12.6.3 To monitor training including in-service training.
- 12.6.4 To consult and advise managers regarding their responsibility for training and development.
- 12.6.5 Monitoring and quality assurance of training programmes.
- 12.6.6 Ensure that at least all of the Discretionary Grant is spent on skills development when received.

13. TERMS AND CONDITIONS

The Department is liable to pay for the expenses incurred for all training and development interventions. In the event the candidate fails to honor and comply with the requirements for the training and development interventions, including nonattendance for training purposes, then the candidate shall be liable to pay all expenses incurred as a result of that failure or none compliance.

14. 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 Organizational Transformation and Planning and SDC.

15. COMMUNICATION / EDUCATION OF THE TRAINING POLICY

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

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16. 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.

17. 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

18. REVIEW OF THE POLICY

The policy shall be reviewed at least once in five years from the date of approval and when there are material changes in the enabling legislation

19. VERSION CONTROL & CHANGE HISTORY


Version Control	Date Effective	Approved By	Amendment
Start from	YYMMDD (the date the policy takes effect)	Contact person – full name & title.	Include any superseded procedures and what the amendment is to the document.
2010	19 March 2010	Hon. S. Gqobana.	
2012	29 March 2012	Hon M. Qoboshiyabe	On recognition of prior learning, HRU&CB will liaise and make use of provision of SETA, SAQA and DPSA

			Policy review changed from one to every second year and where there are materialistic changes in enabling legislation
2017	10 May 2017	Hon F.D. Xasa	<p>APPLICATION AND SCOPE</p> <p>5.1.5 Learners</p> <p>OBJECTIVES</p> <p>Development of employees according to their PDP's, training needs and performance feedback through the system of managing performance</p> <p>10. TYPES OF TRAINING AND EDUCATION</p> <p>To provide occupationally directed and focused learning</p> <p>Each employee has to choose three or less training interventions per financial year</p> <p>Each training intervention must not exceed R19 900 (nineteen thousand nine hundred rand) per year.</p> <p>TO INCREASE PRODUCTIVITY ABET/WABET MANAGEMENT OF TRAINING ROLES AND RESPONSIBILITES</p>

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2024		Hon Z. Williams	<p>DEFINITIONS</p> <p>LEGISLATIVE FRAMEWORK</p> <p>Directive on Youth Development Programmes</p> <p>TYPES OF TRAINING AND DEVELOPMENT</p> <p>Leadership/Skills Programs</p> <p>Each training intervention must not exceed R25 000.00 (twenty-five thousand rand) per year.</p> <p>If it is more than R25 000.00 (twenty-five thousand rand), it must be catered for in the bursary scheme of the Department.</p> <p>Recognition of prior Learning</p> <p>ABET/WABET</p> <p>Short Courses including Transversal Training</p> <p>Leadership Development Programme</p> <p>Artisan Development Programme</p> <p>MANAGEMENT OF TRAINING</p> <p>ROLES AND RESPONSIBILITIES</p>
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			<p>REVIEW OF THE POLICY</p> <p>The policy shall be reviewed at least once in five years from the date of approval and when there are material changes in the enabling legislation</p>
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