

FETAKGOMO LOCAL MUNICIPALITY



EDUCATION, TRAINING AND DEVELOPMENT POLICY

Council Resolution Number : C15/09

Date of Council Meeting : 29TH JUNE 2009

Municipal Manager (Signature) : *[Signature]*

Date : 29TH JUNE 2009

Mayor (Signature) : *[Signature]*

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EDUCATION, TRAINING AND DEVELOPMENT POLICY: FETAKGOMO MUNICIPALITY

1. Definition

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

- I. **“accreditation”** means a process through which an organization's capacity to perform or deliver training and/ or assessment is recognized and approved to fulfill the intended outcome;
- II. **“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 examination;
- III. **“career pathway”** means a plan you need in order to progress through the learning bands on a chosen career path;
- IV. **“designated groups”** refers to black people (Africans, Coloureds and Indians), women and people with disabilities in terms of the Employment Equity Act;
- V. **“education, training and development”** means practices which directly or indirectly promote or support learning. Teaching or designing learning material or programmes, or managing learning institutions or programmes are all examples of such practices;
- VI. **“in-house”** means programmes that are presented to employees of Fetakgomo Municipality by internal service providers;
- VII. **“learnership”** means a combination of structured learning and work experience which may lead to a registered qualification.

2. Preamble

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

3. Statement of intent

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

- I. Development of training and skills development strategy in line with the stipulations of the Skills Development Act and as amended and other relevant legislation;

- training and development of employees in the employ of Council;
- III. Provide guidelines for training and development of employees in the employment of Council;
 - IV. Conduct thorough skills audit and identify gaps existing and devise strategies in terms of the broader vision of the Council;
 - V. Allocate significant training resources, within the means of Council;
 - VI. Putting up comprehensive education, training and development programme that focus on literacy, numeracy, technical competencies and management and development programmes.

4. Vision

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

5. Guiding Principles

- I. Training will be provided on an in-sourced or out-sourced basis, depending on the internal capacity available and the specific training needs;
- II. Providers must be accredited in terms of accredited SETA, relevant legislation and government approved institutions, where applicable;
- III. Procurement procedures and selection of training providers will be in terms of the Supply chain Management policy of the Municipality and with due consideration for quality control;
- IV. Training that is undertaken will support the principle of capacity building;
- V. Wherever possible , the training will lead to the acquisition of credits for learners in terms of the National Qualification Framework;
- VI. Training will be provided based on the need, first come first serve and within the Municipality's budgetary constraints.

6. Scope

The terms "education, training and development" covers various forms of learning that takes place at diverse sites as well as at specialized institutions. The content of learning covers technical and non – technical fields, capacity building as well as general employee training (such as Occupational Health and safety, Life Skills and Adult Basic Education and Training (ABET).

7. Policy application

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

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

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

- I. On the job training;
- II. Courses;
- III. Learnerships and skills programmes;
- IV. Seminars and conferences;
- V. Study at formal learning institutions, and
- VI. Other education, training and development interventions

8. Legislative mandate

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

- I. Occupational Health and Safety Act, 85 of 1995;
- II. South African Qualification Authority Act, 58 of 1995 (this lays the foundation for the National Qualification Framework);
- III. Labour Relations Act, 65 of 1995;
- IV. Constitution of the RSA, 1996;
- V. Basic Conditions of Employment Act, 75 of 1997;
- VI. White paper on Local Government, March 1998;
- VII. Employment Equity Act, 55 of 1998;
- VIII. Skills Development Act, 97 of 1998;
- IX. Municipal Systems Act, 32 of 2000;
- X. Demarcation Act, 1999

These laws underpin and inform the Municipality's education, Training and development Policy. The local policy context will include the conditions of employment, as well as the Supply Chain Management Policy.

9. Education, Training and Development Strategies

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

10. Learnerships and Skills Development Programme

Learnership and skills programmes contribute to the above mentioned strategies by combining structured learning with structured work experience to obtain an NQF- registered qualification. They are the main ways in which the Workplace Skills Development Plan will be implemented

Learnerships replace and extend traditional apprenticeships to non-trade learning areas and result in a whole qualification registered by SAQA and related to an occupation.

Skills programmes are smaller units of learning which are credit bearing and may build credits towards a qualification

The learnership contract governs the relationship between the employer, the employee/ learner and the accredited provider. Contracts must be registered with the Sector Education and Training Authority (SETA) before learnerships commences.

The Municipality is committed to learnerships and skills programme which;

- I. Are diverse (i.e. cover a lot of different fields);
- II. Are provided on the basis of organizational needs;
- III. Involve partnerships and co-operation between various workplace context to provide learners with necessary experience;
- IV. May be undertaken in any occupational field, not only traditionally technical trades;
- V. Integrates education and skills training and will provide a work based route to a qualification or build credits towards a qualification;
- VI. Provide a basis for lifelong learning; and
- VII. Implement the Skills Development Plan.

11. Career Streaming

Career streams are vocational pathways along which an employee can move, to promote their own development and the organisation's capacity.

Streams must be developed within the strategic priorities of local government and within its responsibilities for service delivery. Career streams do not necessarily provide “promotion” (upwards), but rather a number of different ways of moving within the organization.

The Municipality will:

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

12. Assessment and Quality Assurance

As the new organizing mechanisms for all education, training and development in South Africa, the 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.

13. The Municipality is committed to:

- I. Ensure specialist employees are trained and registered in outcome – based assessment;
- II. Establishing and implementing a corporate internal quality assurance system - which includes a system of learner assessment and record of learning for all employees in terms of national Education and Training Quality Assurance (ETQ) guidelines; and
- III. Identify which learning standards and qualifications it will register as a provider of learning.

14. Recognition of Prior Learning (RPL)

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

RPL assessments are subject to:

- I. Operational requirements;
- II. Organizational needs;

- III. The availability of financial and human resources; and
- IV. Operational constraints

The Municipality is committed to:

- I. Advocating RPL as an accessible and developmental tool for building the organization and its employees, and recognizing the rights of employees to participate on a purely voluntary basis ;
- II. Establishing and implementing an RPL system starting with a policy which outlines the purpose , methodologies, context, procedures and resources of an RPL function;
- III. Implementing a Municipal – wide system of RPL to redress the past career limitations of employees; and
- IV. Provide renewed impetus to employee motivation towards lifelong learning.

15. Budgets

The following principles will apply to the structuring of the education, training and development budget:

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

16. The following general principles also applies:

- I. The Heads of 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;
- II. The Municipal Manager may from time to time determine compulsory training(s) based on operational requirements of the organization within the municipality's budgetary constraints;
- III. Heads of Departments must ensure that individual training plans are in place and signed within two months from the beginning of the financial year;
- IV. The Human Resources Development officer/skills development facilitator plays a facilitator, guiding and supportive role to the departments;
- V. The principles of cost effectiveness while ensuring quality in training provision;
- VI. 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 SETA. The training budget must therefore accommodate non – grantable training provisions; and
- VII. All training that is provided internally must be accurately priced for comparative purposes.

17. Procurement

Procurement will be in terms of the Municipality's Supply Chain Management Policy and ETQA guidelines for the accreditation of service providers.

18. Stakeholders: Roles and Responsibilities

Council

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

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

Line Managers

The education, training and development of staff are the key performance areas for line management. Their role is proactive, developmental and monitoring.

Line management is primarily responsible and accountable and accountable for:

- I. Ensuring that employees are educated, trained and developed to do their work competently by continually monitoring performance and identifying developmental needs;
- II. Coaching, counseling and mentoring staff on an on – going basis;
- III. Liaising with HR manager to address the identified developmental needs;
- IV. Facilitating and actively supporting the transfer of skills to the workplace (i.e. the implementation of newly acquired or enhanced skills and knowledge);
- V. Monitoring and evaluating the acquisition of and the subsequent transfer of skills, knowledge and attitudes (competencies) in the workplace and taking the necessary action; and

- VI. Familiarizing themselves with the relevant legislation in order to ensure compliance.

Employees

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

Their responsibilities include:

- I. Liaison with line management regarding their competencies and performance in order to identify developmental needs;
- II. Making use of education, training and developmental opportunities in a responsible manner; and
- III. Transferring the newly acquired or enhanced skills, knowledge and attitudes into the workplace.

Labour

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

Their responsibilities include;

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

Human Resource Section

The human resource section plays a supportive and integrative role with regards to education, training and development

The human resource section is primarily responsible for:

- I. Providing the infrastructure, systems, procedures and policies to ensure compliance with legislative and corporate education, training and development;

- ii. Ensuring that all education, training and development activities and initiatives are aligned with the overall Integrated Human Resource Management Strategy for the organization;
- III. Facilitating, implementing , monitoring, evaluating and assessing all learning interventions as set out in the policy framework;
- IV. Advising and providing guidelines to all role players with regards education, training and development initiatives of a corporate or a functional specific nature;
- V. Ensuring in the development and implementation of the workplace skills plan;
- VI. Establishing and maintaining a data base with all relevant information of education, training and development of any particular staff member;
- VII. Custodian of the Training and Development Policies;
- VIII. Monitoring and reporting on budgets and expenditure relating to education, training and development; and
- IX. Liaising and co –operating closely with all relevant parties

Municipal Training Committee

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

- I. Interpreting and translating national and local education, training and development issues with a view to informing strategy and policy of the institution;
- II. Determining the strategic direction of education, training and development in alignment with the corporate vision, mission and values of the organization;
- III. Developing the skills development plans in accordance with legislative, regulatory and organizational priority requirements;
- IV. Ensuring the uniformity of the implementation of education, training and development strategies , interventions and initiatives at a corporate level; and
- V. Monitoring and evaluating the implementation of the skills development plan

External education, training and development providers

In order to ensure the effective implementation of the Workplace Skills Development Plan, external education, training and development service providers may also be utilized.

External service providers are responsible for:

- I. Ensuring that they comply with the conditions/requirements as set out in the contract with the Municipality; and
- II. Conduct continuous integrated assessments where possible.

Skills Development Facilitator

The roles of the SDF are to ensure compliance as per legislative requirements and act as a link to the LGWSETA.

The responsibilities include the following:

- I. Establishing consultative structures;
- II. Preparing and submitting the WSP;
- III. Ensuring the implementation of the WSP;
- IV. Reporting on the implementation of the WSP;
- V. Ensuring the effective management and co-ordination of the arrangements related to the skills development levy and levy grants;
- VI. Acting as convener of the Training Committee; and
- VII. Facilitate communication between Council and the LGWSETA.

19. Rights and obligations

Council

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

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

Employees

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

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

Labour

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

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

20. 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 the Council's dispute resolution procedures

21. Committee structure and learning resources

Committee structure

The overarching Training Committee comprise of representatives from employer, labour and SDF

Training material and licensing

Copyright agreements with external training service providers will be respected

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

Human resources

A centralized budget for education, training and development is recommended in order to ensure co-ordination of all learning activities for the purpose of reporting to the LGWSETA the implementation of the skills Development Plan.