



'EDUCATION TRAINING AND DEVELOPMENT' POLICY

Prepared for

CEDERBERG MUNICIPALITY

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1. EXECUTIVE SUMMARY

The Cederberg Municipality is committed to the Skills Development of its employees and councilors, in line with organisational requirements, as a strategic priority. This draft policy framework is based on an understanding that employees and councilors have the right to reasonable access to education, training and development' within the broader service delivery strategies and priorities of Council.

The aim of this policy framework is therefore, to ensure that:

- Provision and Management of education, training and development in Cederberg Municipality promotes the achievement of organisational goals and objectives as expressed in the IDP, according to the priorities determined by Council, for these objectives.
- Employees and Councilors have access to quality education, training and development opportunities
- Cederberg Municipality complies with national legislation, guidelines and criteria.

2. GENERAL PRINCIPLES

- Providers must be accredited in terms of relevant legislation, where applicable.
- Procurement procedures and the selection of training providers will be in terms of Cederberg Municipality Procurement Policy, and with due consideration for quality control.
- Training that is undertaken will support the principle of capacity building.
- Whenever possible, the training will lead to the acquisition of credits for learners in terms of the National Qualification Framework.
- Training will be provided on an in-sourced or out-sourced basis, depending on the internal capacity available and the specific training need.
- Beneficiaries of Education Training & Development must be aligned to the Municipality's Employment Equity Initiatives.

3. SCOPE

The terms "education, training & development" cover various forms of learning that take place at diverse sites as well as at specialist and academic institutions. The content of learning covers technical and non-technical fields, capacity building as well as general employee training (such as Occupational Health and Safety, Life skills and Adult Basic Education and Training (ABET)).

To whom does this Policy apply?

This Policy applies to **all employees of the CEDERBERG MUNICIPALITY**. It 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.

It may also apply to **people who are not employees**, but who are participating in some way in education, training and development programmes at the CEDERBERG MUNICIPALITY e.g. bursars or learnership trainees, or as people involved in CEDERBERG MUNICIPALITY community development projects.

To what does this Policy apply?

This Policy applies to **all accredited and non-accredited capacity-building, education and training supported by and/or provided by the CEDERBERG MUNICIPALITY**. This includes both in-house' delivery, as well as provision which take place at other learning sites. It includes full-time and part-time training delivered through, e.g. on-the-job training; courses; learners hips and skills programmes; seminars and conferences; study at formal learning institutions; and other education, training and development interventions.

4. NATIONAL POLICY AND STRATEGY CONTEXT

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

- The Occupational Health and Safety Act, 85 of 1993;
- The South African Qualifications Authority Act, 58 of 1995 (This lays the foundation for the National Qualifications Framework (NQF));
- The Labour Relations Act, 65 of 1995;

- The Constitution of the RSA, 108 of 1996;
- The Basic Conditions of Employment Act, 75 of 1997;
- The White Paper on Local Government, March 1998;
- The Employment Equity Act, 55 of 1998;
- The Skills Development Act, 97 of 1998;
- The Skills Development Levies Act, 9 of 1999;
- The Municipal Systems Act, 1999;
- The Demarcation Act, 1999;
- The Promotion of Equality and Prevention of Unfair Discrimination Bill, 57 of 1999.

These laws underpin and inform Cederberg Municipality's Education, Training and Development Policy Framework. The local policy context will include the Conditions of Service of Employees, as well as the Procurement Policy, and Performance Administrative Justice Act of 2000.

5. IMPLEMENTATION OF EDUCATION, TRAINING AND DEVELOPMENT STRATEGIES

The Skills Development Act (No 97 of 1998) requires employers to inter alia:

- use the workplace as an active learning environment;
- provide employees with the opportunities to acquire new skills;
- provide opportunities for new entrants to the labour' market to gain skills and work experience;
- Comply with Employment Equity initiatives

5.1 WORKPLACE SKILLS PLAN LEARNERSHIPS AND SKILLS PROGRAMMES

Skills programmes and Learnerships contribute to these aims by combining structured learning with structured work experience, which can enable the learner to obtain an NQF-registered qualification. They are the main ways in which the Workplace Skills Development Plan will be implemented.

Skills programmes are smaller units of learning which are credit-bearing and may build credits towards a qualification. These programmes must support key performance areas | outcomes of the municipality; and

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

The **CEDERBERG MUNICIPALITY** is committed to *skills programmes and learnerships* which:

- are diverse (i.e. cover a lot of different fields);
- are provided on the basis of organisational needs;
- involve partnerships and co-operation between various workplace contexts to provide learners with the necessary work experience;
- may be undertaken in any occupational field, not only traditionally technical trades;
- integrate education and skills training and will provide a work, based route to a qualification or build credits towards a qualification;
- based upon Employment Equity initiatives;
- provide a basis for lifelong learning; and
- implement the Workplace Skills Plan.

CEDERBERG MUNICIPALITY may, (financial resources permitting):

- provide study assistance to permanent employees according to organizational needs, capacity and priorities;
- provide study assistance to members of the local community within its financial capacity as part of the social responsibility and with a view to making provision for future needs of the organisation.

5.2 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 of prior learning. During this assessment they have to show that they meet the learning outcomes in the learning standards for a particular qualification through demonstrating what they know and are able to do. It is possible to obtain a whole qualification, or part of a qualification, through RPL.

RPL assessments are subject to:

- operational requirements;
- organisational needs;
- the availability of financial and human resources; and
- operational constraints.

The CEDERBERG MUNICIPALITY is committed to:

- advocating RPL as an accessible and developmental tool for building the organisation and its employees, and recognising the rights of employees to participate on a purely voluntary basis;
- establishing and implementing an RPL system which outlines the purposes, methodologies, contexts, procedures and resources of an RPL function;
- provide renewed impetus to employee motivation towards lifelong learning; and
- conducting a skills audit of its employees.

5.3. ASSESSMENT AND QUALITY ASSURANCE

As the new organising mechanism for all education, training and development in South Africa, the National qualifications Framework (NQF) will ensure that standards and qualifications have the same value nationally. This is because the standards and qualifications have been set nationally with the participation of all stakeholders in the various fields of learning.

The CEDERBERG MUNICIPALITY is committed to:

- ensuring employees are trained by (where possible), accredited service providers, and that units of learning are registered with the NQF;
establishing and implementing a corporate internal quality assurance system - which includes a system of learner assessment and a record of learning (data base) for all employees - in terms of national Education and Training Quality Assurance (ETQA) guidelines.

6. BUDGETS

The following principles will apply to the structuring of the training budget:

- The Training budget of the CEDERBERG MUNICIPALITY will be determined by the legislative requirements as well as the strategic priorities of the organisation as reflected in the business plans of the Service Delivery Units (Departments) and the Workplace Skills Plan;
- The training budgets will be developed (against operational outputs which will inform the workplace skills plan), and controlled by the respective Service Delivery' Units (Departments);
- Human Resources will monitor the Departments spend against the implementation of the workplace skills plans;
- Human Resources will be responsible for reporting (Corporately) to the LGWSET A and the Local Labour Forum (LLF) on the implementation of the workplace skills plan (income levy disbursements, and expenditure -levy payments and training provision);
- Human Resources will be responsible for provision of corporate initiatives such as Councilor training;
- Income from Levy Grants will be Centralised and may be used to offset future monthly levy expenditure

The budget will have the following components:

- provision for the skills development levy - centralised (HR Corporate);
- a provision for the income from levy grants - centralised (HR Corporate);
- provision (and control) for the implementation of the workplace skills plan for each of the of Service Delivery Units (Departments) - decentralised (Departments).

The following general principles also apply:

- the Heads of the Service Delivery Units (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;
- the Human Resources plays a facilitatory, guiding and supportive role to the Service Delivery Units (Departments);
- the principles of cost effectiveness while ensuring quality in training provision; and
- training budgets must not be based upon levy disbursements received from LG SETA but upon operational needs and staff development.

7. PROCUREMENT

Procurement will be in terms of Cederberg Municipality's Procurement Policy and the ETQA guidelines for the accreditation of providers.

8. ROLE PLAYERS: ROLES AND RESPONSIBILITIES

8.1 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:

- ensuring compliance with relevant legislation and national strategies, as well as consultation with the unions with regards to the implementation thereof;
- approving (with due consultation) the education, training and development policy, the Workplace Skills Plans, and the implementation thereof; and
- providing the required resources as well as the infrastructure for delivery in order to meet strategic objectives, implementation plans and priorities for education, training and development.

8.2 Local Labour Forum (LLF) - Cederberg

The role of the Local Labour Forum (LLF) Committee is that of a consultative forum for the organisation, primarily responsible for:

- interpreting and translating national and local education, training and development issues with a view to informing strategy and policy in the Cederberg Municipality;
- determining the strategic direction of education, training and development in alignment with the corporate IDP, vision, mission and Strategy of Cederberg Municipality;

The role of the Training Committee, which is a sub committee of the LLF, is that of assisting with the:

- development of the Workplace Skills Plans in accordance with legislative, regulatory and organisational priority requirements;
- implementation of education, training and development strategies, interventions and Initiatives at a corporate level; and monitoring and evaluating the implementation of the Workplace Skills Plans.

8.3 LINE MANAGERS

The education, training and development of staff is a key performance area for Line Management. Their role is proactive, developmental and monitoring.

Line Management is primarily responsible and accountable for:

- ensuring that employees are educated, developed and trained to do their work
- competently by continually monitoring performance and identifying developmental needs;
- coaching, counseling and mentoring staff on an on-going basis;
- liaising with the Education, Training and Development Function (HR) to address the identified developmental needs;
- facilitating and actively supporting the Education and Training by providing time off for and transport to and from approved learning interventions;
- facilitating and actively supporting the transfer of skills to the workplace (Le. The implementation of the newly acquired or enhanced skills and knowledge);
- implementing corporate and service delivery unit decisions around ETD issues and the Workplace Skills Plan; and
- familiarising themselves with the relevant legislation in order to ensure compliance.

8.4 EMPLOYEES

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

Their responsibilities include:

- liaising with Line Management regarding their competency and performance in order to identify developmental needs;
- making use of education, training and developmental opportunities in a responsible manner; and
- transferring the newly acquired or enhanced skills, knowledge and attitudes into the workplace, thus improving performance.

8.5 TRADE UNIONS

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

Their responsibility includes:

- informing, encouraging and motivating their members to participate in appropriate education, training and development interventions;
- actively engaging in the consultative LLF and processes regarding skills development;
- familiarising themselves with the relevant legislation in order to ensure compliance.

8.6 HUMAN RESOURCES Practitioners

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

They are primarily responsible for:

- strategic, facilitative, consultative and co-ordinatory role with regards to all education, training and development interventions in order to facilitate learning throughout the organisation;
- advising and providing guidance to all role players with regards to education, training and development initiatives of a corporate or a functional specific nature;
- co-ordinate and facilitate the development and implementation of the workplace skills plan; monitoring, evaluating and assessing all learning interventions;
- monitoring and reporting on budgets and expenditure relating to education, training and development;
- establishing and maintaining the Pay Day - data base with all relevant information of the education, training and development of any particular staff member;
- providing the infrastructure, systems, procedures and policies to ensure compliance with legislative requirements and corporate education, training and development initiatives; and
- ensure that all education, training and development activities and initiatives are aligned with the overall integrated Human Resources strategy for Cederberg Municipality.

NOTE: The successful implementation of the Integrated HR strategy is dependant on the definition of the overlaps and linkages of HR functions such as Organisational Development, Performance Management and IDP / Corporate Strategy Effective and Efficient procedures and processes must be developed to ensure an integrated approach.

8.7 EXTERNAL ETD PROVIDERS

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

The External Providers are responsible for:

- ensuring that they comply with the conditions / requirements as set out in the contracts with Cederberg Municipality; and
- conduct continuous integrative assessments where appropriate.

8.8 Human Resources Manager / Corporate Services Director

The HR manager role is to essentially ensure compliance as per legislative requirements and to act as a link to the LGWSETA.

The responsibilities include the following:

- preparing and submitting the consolidated workplace skills plan to the LG SETA;
- ensuring the implementation of the Workplace Skills Plan;
- reporting on the implementation of the Workplace Skills Plan to LG SETA, LLF / Council;
- ensuring the effective management and co-ordination of the arrangements related to the skills development levy and levy grants;
- act as convener of the Cederberg's Local Labour Forum on education, training and development related matters;
- facilitate communication between Council and the LGWSET A.

9. RIGHTS AND OBLIGATIONS

9.1 COUNCIL

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

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 organisational objectives, priorities and financial constraints.

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

9.3 UNIONS

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

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

10. DISPUTE 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 Cederberg Municipality's Dispute Resolution procedure.

11. TRAINING MATERIAL AND LICENSING

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

12. CONCLUSION

Cederberg Municipality is committed to ensuring a competent work force. It is in this spirit that the aforementioned policy framework document has been developed.

13. GLOSSARY

Accreditation - a process through which an organisation's capability to perform or deliver training and / or assessment is recognised and approved to fulfill the intended outcomes. The system is designed to ensure that judgments are made against clearly stated criteria set out in national standards and specific training outcomes.

Assessment - the process of gathering sufficient information for evaluating what learners know and can do. This may take place through a number of methods, for example, portfolios, simulations, workplace assessments or written and oral examinations.

Service Delivery Unit - business function or Department e.g. Finance

Designated Groups - refers to black people (African, Coloured and Indian), women and people with disabilities, in terms of the Employment Equity Act.

Education, Training & Development - the term used to describe the practices which directly and Development or indirectly promote or support learning. Teaching or designing learning materials or programmes, or managing learning institutions or programmes are all examples of such practices.

Learnership - a combination of structured learning and work experience which may lead to a registered qualification. Described as a more flexible and modern form of apprenticeship. Learners are offered in learning areas beyond the traditional trades.

Learning programme - consists of courses or units of learning (learning materials combined with a methodology including an assessment plan), by which learners can achieve agreed upon learning outcomes.

Lifelong learning - a continuous process which stimulates and empowers individuals to acquire and apply the knowledge, skills and attitudes required to confidently and creatively respond and rise to the challenges of changing social, political and economic environment.

Mentor - a knowledgeable and experienced employee who is responsible for providing support, advice and counsel to other employees.

National Qualifications Framework (NQF) - a framework which consists of 8 hierarchical levels, including ABET, for the registration of national standards and qualifications in the education and training system.

Recognition of Prior Learning (RPL) - an assessment process to give recognition and accreditation to people for skills and knowledge that they already have. The process, recognises that there are different ways of learning and that knowledge and skills can be gained in different ways.

South African Qualification Authority (SAQA) - responsible, for overseeing the development and implementation of the National Qualification Framework. The South African Qualifications Authority (SAQA) came into being through the promulgation of the SAQA Act (RSA, 1995).

Sector Education and Training Authority (SETA) - a body established under the Skills development Act (RSA, 1998) in terms of section 9(1). Its main purpose is to contribute to the improvement of skills in South-Africa through achieving a more favourable balance between demand and supply. In addition, SETA will monitor education and training in sector, and therefore will fulfill all the functions of ETQA's.

Workplace Skills Plan (WSP) - a Skills Development Plan must be developed for each workplace within the requirements of the Skills Development Act. It should bring a strategic focus to learning and training by linking the needs of the organisation to labour market opportunities.

14. ACRONYMS

ABET	Adult Basic Education and Training
EEA	Employment Equity Act

ETD	Education, Training and Development
ETQA's	Education and Training Quality Assurers
IDP	Integrated Development Plan
NQF	National Qualification Framework
NSB	National Standards Body
OBET	Outcomes-based Education and Training
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
LGSETA	Local Government Sector Education and Training Authority Standard Generating Body
SGB	Standard Generating Body