



File Name	Education, Training and Development Policy
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1. PREAMBLE

Cape Winelands District Municipality is committed to embarking on a process of education, training and development for employees and in meeting the legislative requirements of the Skills Development Act, 1998 (Act No. 97 of 1998) and the Municipal Staff Regulations as per the Municipal Systems Act, 2000 (Act No. 32 of 2000) and other relevant legislation. Promotion of employees on development programmes shall be subject to Council's relevant policy and procedure on recruitment and selection.

2. VISION

2.1 Cape Winelands District Municipality will aim to develop and implement relevant policies and procedures in order to ensure fair, equitable, effective and transparent human resource management practices.

2.2 It will also aim to develop and build capacity of employees to perform their tasks in an effective, economic and accountable manner.

3. DEFINITIONS

In this policy unless the context otherwise indicates –

“**ABET/AET**” means Adult (Basic) Education and Training.

“**Accreditation**” means the quality assurance process to ensure the quality of education and training within South Africa.

“**Apprenticeship**” means a type of Learnership that culminates in an occupational award registered by the Department of Higher Education and Training as a Trade.

“**Competency**” means the skills, knowledge, experience and qualifications that are required to perform a job effectively.

“Consultation” means engagement in a meaningful joint consensus seeking process, however the parties do not have to reach consensus. The onus to consult is not only on the employer and it is expected of the employee to engage the employer actively in the joint consensus seeking process. Thus, consultation means to discuss and take cognisance of different views, it does not mean to "negotiate" which implies bargaining in order to reach an agreement. In other words, whilst it often happens that consultation leads to agreement, an employer is not prevented from continuing with the completion of a Workplace Skills Plan in the event that it does not concur/accept the representations put forward by employees. Having heard these representations, the employer is entitled to proceed with what it reasonably perceives to be the most appropriate course of action.

“Council” means the Cape Winelands District Municipality as an employer.

“Councillor” means a member of the Municipal Council of the Cape Winelands District Municipality.

“Credits” means the values accredited to unit standards.

“CWDM” means the Cape Winelands District Municipality.

“Employee” shall mean a person in the employment of the Cape Winelands District Municipality.

“Employer” means Councillors representing the Employer Component on the Training Committee.

“ETQA” means Education and Training Quality Assurance; bodies that ensure quality assurance within education and training within South Africa.

“Heads of Department” mean a person appointed by the Municipal Council as the Municipal Manager for the Municipality in terms of section 57 of the Local Government: Municipal Systems Act, 2000 (Act No. 32 of 2000) and all appointees in terms of section 56 of the Local Government: Municipal Systems Act, 2000 (Act No. 32 of 2000).

“**IDP**” means the Integrated Development Plan.

“**IMATU**” means the Independent Municipal and Allied Trade Union (Labour Stakeholder on the Training Committee).

“**Labour**” means the Independent Municipal and Allied Trade Union (IMATU) and the South African Municipal Workers Union (SAMWU).

“**Learnership**” means a route to an occupational/professional NQF qualification with a strong emphasis on workplace experience.

“**Learning Institutions**” means accredited private/public institutes (e.g.: FET Colleges and Institutes for Higher Learning, i.e. Universities or Universities of Technology).

“**LGSETA**” means the Local Government Sector Education and Training Authority established in terms of section 9 of the Skills Development Act, 1998 (Act No. 97 of 1998).

“**Line Management/Supervisor**” means a person who directly manages other employees and is responsible for the administrative and functional management of employees.

“**MOA**” means a Memorandum of Agreement.

“**MOU**” means a Memorandum of Understanding.

“**NQF**” means the National Qualifications Framework: the national framework that quality assures all qualifications in South Africa.

“**OHS**” means Occupational Health and Safety.

“**ONA**” means Organisational Needs Analysis.

“**PDP**” means a Personal Development Plan.

“**POE**” means Portfolio of Evidence.

“**Provincial SDF Forums**” means provincially-based platforms for discussion, consultation and coordination regarding education, training and development.

“**QCTO/SETA**” means Quality Council for trades and Occupations/a Sector Education and Training Authority.

“**Regional SDF Forums**” means regionally-based platforms for discussion, consultation and coordination regarding Education, Training and Development.

“**SAMWU**” means the South African Municipal Workers Union (Labour Stakeholder on the Training Committee).

“**SDF**” means the Skills Development Facilitator.

“**SDBIP**” means Service Delivery Business Implementation Plan.

“**Seminar/Conference**” means occupational information sessions that is usually sector specific.

“**Senior Manager**” means the Municipal Manager or Acting Municipal Manager, appointed in terms of section 57 of the Municipal Systems Act and a Senior Manager or Acting Senior Manager directly accountable to the Municipal Manager appointed in terms of section 56 of the Municipal Systems Act.

“**Short Courses**” means skills programmes that may OR may not be accredited.

“**Skills Audit**” means the process of measuring whether a staff member has the necessary background, skills, knowledge and competencies to perform effectively within a particular post.

“**Skills Programme**” means the same as a Learnership, however, it does not lead to a full qualification.

“**SLA**” means a Service Level Agreement.

“**SSP**” means Sector Skills Plan.

“**Staff Establishment**” means the approved jobs and number of posts created for the normal and regular requirements of the municipality, also referred to as the organisational structure or organogram.

“**Staff or Staff Member**” for the purpose of these regulations means an employee of the municipality, but excludes senior managers.

“**Structured Learning Programme**” refers to a short or long credit or non-credit training programme that may include learnership, apprenticeship or a tertiary level programme at under- graduate or post-graduate level.

“**Supervisor**” means a staff member’s line manager.

“**TC**” means the Training Committee; the organization’s consultative forum for issues pertaining to Education, Training and Skills Development.

“**Unit Standards**” means the primary building blocks of qualifications, Learnerships and Apprenticeships.

“**Working Days**” means days upon which a staff member ordinarily works.

“**WSP**” means the Workplace Skills Plan.

4. OBJECTIVES

4.1 Skills development must –

- 4.1.1 Support the achievement of the Municipality’s goals set out in the Integrated Development Plan by providing critical skills that ensure the delivery of quality services.
 - 4.1.2 Promote the development and retention of competent municipal staff, including the development of technical, professional and specialist staff who have the required qualifications and skills.
 - 4.1.3 Support the employment equity objectives of the Municipality.
 - 4.1.4 Be based on high quality provision and effective workplace learning and development practices, including coaching, mentoring, on-the-job learning and opportunities for the practical application of skills in the workplace.
 - 4.1.5 Seek to continuously improve its results and the returns on learning investments, by defining measures of success, conducting regular evaluations and improving the impact of learning, training and development.
 - 4.1.6 Be designed to support and reinforce other capacity-building programmes in the Municipality.
- 4.2 Staff members must take responsibility for their own development and career growth.

4.3 The Municipality must support its staff members by –

- 4.3.1 Clarifying the skills required for jobs, identifying relevant skills needs and developing opportunities to satisfy the skills needs.
- 4.3.2 Identifying new skills and knowledge required by staff to support their career growth and progression.
- 4.3.3 Creating learning opportunities which will allow their staff to develop the skills and expertise to enable them to compete effectively for placement in new or vacant posts.
- 4.3.4 Ensuring that skills development is a KPA in senior managers and supervisors performance agreements. This is aimed at promoting career development through consultations with staff members.

4.4 The skills development process involves planning, skills assessment, implementation and review.

5. GUIDING PRINCIPLES

- 5.1 Training will be provided on an in-sourced or out-sourced basis, depending on the internal capacity available and the specific training need.
- 5.2 Training providers must be accredited in terms of a relevant **QCTO/SETA**, relevant legislation and government approved institution, where applicable.
- 5.3 Tender procedures and the selection of training providers will be in terms of the Cape Winelands District Municipality Municipal Supply Chain Management policy, and with due consideration for quality control.
- 5.4 Training that is undertaken will support the principle of capacity building.

- 5.5 Whenever possible, training will lead to the acquisition of credits for Learners in terms of the National Qualification Framework.

6. POLICY APPLICATION

- 6.1 This policy applies to all employees of the Cape Winelands District Municipality.
- 6.2 Some sections of this policy may also apply to councillors, who may be able to access opportunities for education, training and development which are in line with their roles and responsibilities.
- 6.3 Some sections also apply to people who are not employees, but who are participating in some way in education, training and development programmes at the Cape Winelands District Municipality e.g. as bursars or Learnership trainees, or as people involved in Cape Winelands District Municipality community development projects.
- 6.4 This policy applies to all accredited and non-accredited capacity-building, education and training supported by and/or provided by the Cape Winelands District 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. –
- 6.4.1 On-the-job training.
 - 6.4.2 **Structured Learning Programmes.**
 - 6.4.3 Seminars and conferences.
 - 6.4.4 Study at formal learning institutions.
 - 6.4.5 Other education, training and development interventions.
 - 6.4.6 Internships.

6.5 This training programmes applies to the following training methods –

6.5.1 Classroom-Led Training.

6.5.2 Online Training.

6.5.3 Distance Learning/E-Learning.

6.5.4 Blended Mode (Combination of Classroom-Led and E-Learning).

7. LEGISLATIVE MANDATE

There are a number of national laws and policies which impact on how an organisation approaches education, training and development. The legislation includes, but is not limited to:

7.1 Occupational Health and Safety Amendment Act, 1993 (Act No. 85 of 1993).

7.2 South African Qualifications Authority Act, 1995 (Act No. 58 of 1995).

7.3 Labour Relations Act, 1995 (Act No. 66 of 1995).

7.4 Constitution of the Republic of South Africa, 1996.

7.5 Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997).

7.6 Employment Equity Act, 1998 (Act No. 55 of 1998).

7.7 Skills Development Act, 1998 (Act No. 97 of 1998).

7.8 Skills Development Levies Act, 1999 (Act No. 9 of 1999).

- 7.9 Local Government: Municipal Systems Act, 2000 (Act No. 32 of 2000).
- 7.10 National Qualifications Authority Act, 1995 (Act No. 58 of 1995).
- 7.11 National Qualifications Framework Act, 2008 (Act No. 67 of 2008).

8. EDUCATION, TRAINING AND DEVELOPMENT STRATEGIES

- 8.1 Use the workplace as an active learning environment.
- 8.2 Provide employees with the opportunities to acquire new skills.
- 8.3 Provide opportunities for new entrants to the labour market to gain skills and work experience.
- 8.4 Employ persons who find it difficult to be employed.

9. ASSESSMENT AND QUALITY ASSURANCE

- 9.1 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.
- 9.2 This is because the standards and qualifications have been set nationally with the participation of all stakeholders in various fields of learning.
- 9.3 The Cape Winelands District Municipality is committed to –
 - 9.3.1 Ensuring specialist employees are trained and registered in outcomes-based assessment.

- 9.3.2 Establishing and implementing a corporate internal quality assurance system which includes a system of Learner assessment and a record of learning for all employees in terms of national Education and Training Quality Assurance (ETQA) guidelines.
- 9.3.3 Identifying which learning standards and qualifications it will register as a provider of learning.

10. SKILLS DEVELOPMENT PLANNING

10.1 Alignment to strategic planning cycles

- 10.1.1 The determination of municipal skills needs, priorities and budgets **must** be developed once every five years at the commencement of the Integrated Development Planning process and may be reviewed annually thereafter.
- 10.1.2 Aligned to the strategic planning cycles associated with the:
- (a) Integrated Development Plan.
 - (b) Municipal budget.
 - (c) Human resource planning.
 - (d) Performance management cycle.

10.2 Determination of skills needs

Skills needs in municipalities must be determined by conducting:

- 10.2.1 Skills needs analysis, in which the municipality must identify skills needs at municipal and department levels based on critical roles, job categories and associated competencies.
- 10.2.2 A staff skills audit, which must identify skills needs for each staff member based on specific competency needs associated with current roles and future career aspirations.

10.2 Skills needs analysis

- 10.3.1 Every municipality must conduct a skills needs analysis that analyses the municipality's skills needs and assesses the skills constraints on service delivery in the municipality as a whole and in each department or function.
- 10.3.2 The skills needs analysis must identify the priority skills needs, which if effectively developed, will have a marked impact on the municipality's performance.
- 10.3.3 The process of identifying the skills needs must:
 - (a) Be guided by the critical and scarce skills lists for the sector published by the Minister for Higher Education and Training and the Local Government: Competency Framework for Occupational Streams as contained in Annexure A of the Local Government: Municipal Staff Regulations (Regulation No. 890 promulgated in Government Gazette No. 45181 of 20 September 2021).

- (b) Take into account the related institutional capacity needs and workplace skills plan of the municipality; and

10.3.4 Cover all major roles in the municipality, including:

- (a) Management and leadership.
- (b) Technical, specialist, professional and administrative roles.
- (c) Specified priority skills needs.

10.3.5 The skills needs analysis **must** be based on:

- (a) A strategic evaluation of skills needs that have constrained the service delivery and performance of the Municipality and each of its departments or functions in the current year a review of community feedback information and an assessment as to whether a lack of skills has contributed to the shortcomings in respect of service delivery.
- (b) A review of the effectiveness of the implementation of previous priority skills development programmes and interventions.
- (c) An analysis of individual staff member personal development plans to identify common skills needs across job categories.

10.4 Staff Skills Audit

10.4.1 The Municipality **must** conduct a skills analysis using programmes or systems determined by the Minister to ascertain the skills needs of staff members in respect of their current roles.

10.4.2 Skills audit may comprise:

- (a) Biographical audits, which includes information on the educational qualifications and experience of the staff member.
- (b) Perception based assessments.
- (c) Evidence-based assessments, including assessments using psychometric instruments.
- (d) Skills audit must be conducted once every five (5) years within twenty-four (24) months from the election of the new Council of the Municipality.

10.5 Recognition of prior learning assessment

10.5.1 Recognition of prior learning assessment determines a staff member's skills and knowledge acquired through formal or informal training conducted by industry or educational institutions, work experience and on-the-job training.

10.5.2 Recognition of prior learning assessment must be conducted:

- (a) By service providers that are accredited by the relevant Education and Training Quality Assurance Body.

- (b) In line with the provisions of the National Qualifications.
- (c) Framework established in terms of the National Qualifications Framework Act, 2008 (Act No 67 of 2008).

10.6 Personal development plans

10.6.1 Every staff member **must** have a personal development plan that sets out the strategies to:

- (a) Address the staff member's development needs and specific skills to be developed for their current roles arising from the skills audit, as well as the learning interventions required to build these skills.
- (b) Develop new skills and provide exposure to new areas of work, which are aligned to the municipality's strategic objectives.
- (c) The personal development plan **must** take into account the skills audit and the requirements of the performance management system.

10.6.2 A staff member may only undergo training that is:

- (a) Contained in personal development plan.
- (b) Approved by the Municipal Manager or his/her delegatee.

10.7 Workplace Skills Plan

10.7.1 The municipality **must**, develop a workplace skills plan arising from the outcomes of institutional skills needs analysis and the individual skills audits.

- 10.7.2 The workplace skills plan **must** include:
- (a) The priority skills needs for the municipality and each department or function.
 - (b) The associated interventions that the municipality intends conducting.
 - (c) An aggregation of the learning and development initiatives from staff personal development plans.
- 10.7.3 The workplace skills plan **must** be included in the Municipality's Integrated Development Plan.
- 10.7.4 The Municipality **must** submit a completed Workplace Skills Plan to the LGSETA on 30 April of each year.

11. BUDGETS

- 11.1 The following principles will apply to the structuring of the education, training and development budget –
- 11.1.1 The training budget of the Cape Winelands District Municipality will be determined by the legislative requirements as well as the strategic priorities of the organisation as reflected in the IDP of the departments, and the Workplace Skills Plan.
 - 11.1.2 The training budget of the Cape Winelands District Municipality will be centrally located within the Division: Human Resources to ensure coordination of learning activities for the purpose of reporting to the LGSETA the implementation of the Workplace Skills Plan.

11.1.3 The following departmental training budgets will be effectively managed by the relevant Head of Department in consultation with the Manager: Training and Performance Management, however reporting on these budgets will be via the central Training Unit on a monthly basis:

- (a) Office of the Municipal Manager.
- (b) Technical Services.
- (c) Financial and Strategic Support Services.
- (d) Community Development and Planning Services.
- (e) **Fire Services.**

11.2 The following general principles also apply –

11.2.1 The Heads of the Department are responsible and accountable for the education, training and development of their employees and must therefore ensure that sufficient financial provision has been made.

11.2.2 The Municipal Manager may from time-to-time determine compulsory training based on the operational requirements of the organisation within budgetary constraints.

11.2.3 The Manager: Training and Performance Management / Primary Skills Development Facilitator will play a facilitating, guiding and supportive role to departments.

11.2.4 The principles of cost effectiveness while ensuring quality in training provision.

- 11.2.5 The Municipality **must** establish a skills development budget that provides funding for training and development identified in the Workplace Skills Plan.
- 11.2.6 Funding for training and development of staff will derive from:
- (a) The Municipality's own training budget.
 - (b) The skills development levies as prescribed in terms of Skills Development Levies Act, 1999 (Act No. 9 of 1999).
 - (c) Discretionary and mandatory grants received from LGSETA.
 - (d) Provincial and national government capacity building grants.
- 11.2.7 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 the QCTO/SETA. The training budget must therefore accommodate non-grantable training provision.

12. PROCUREMENT

Procurement will be in terms of Council's Procurement Policy and the QCTO/SETA guidelines for the accreditation of providers.

13. IMPLEMENTING SKILLS DEVELOPMENT

The Municipality **must** focus on developing priority skills through –

- 13.1 Structured learning programmes, which may include learnerships, apprenticeships, technicians-in-training programmes and graduates-in-training programmes.

- 13.2 Structured on-the-job learning and development, which may include –
 - 13.2.1 Professional coaching of staff members by an external or internal expert coach, where such capacity exists.
 - 13.2.2 Coaching of staff by supervisors, including guiding a staff member to develop new skills.
 - 13.2.3 Mentoring staff to acquire technical, professional or specialist skills, which may include structured mentorship programmes.
- 13.3 The creation of work exposure opportunities that may accelerate learning and or skills development, including –
 - 13.3.1 Allocating staff members to a specific project.
 - 13.3.2 Seconding a staff member to another department or work area to increase the staff member’s exposure to other work processes and systems.
 - 13.3.3 Increasing the responsibilities allocated to a staff member.
 - 13.3.4 Rotating staff through the full range of activities of a particular process or department.
 - 13.3.5 Work shadowing, where a staff member is given the opportunity to observe a more senior professional or manager at work, enabling the staff member to understand more complex and challenging roles in a structured and secure manner.
 - 13.3.6 Professional development programmes.

14. STAKEHOLDERS: ROLES AND RESPONSIBILITIES

14.1 The Municipality **must** ensure the effective management of the quality of learning delivery, especially that which is provided by the external training providers.

14.2 The Municipality should prioritise the appointment of staff mentors who are experts in their fields to support structured skills transfers in order to achieve the required specialist and technical skills in respect of priority roles.

14.3 Council

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

14.3.2 The Council is responsible for:

- (a) Ensuring compliance with relevant legislation and national strategies, as well as consultation with the unions with regard to the implementation thereof.
- (b) Approving (with due consultation) the Education, Training and Development Policy, the annual Workplace Skills Plan, and the implementation thereof.
- (c) Evaluating and assessing results and/or progress.
- (d) 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.

- (e) Ensuring that the Workplace Skills Plan is aligned to the Cape Winelands District Municipality's IDP objectives.
- (f) Ensuring sufficient budget provision is made to implement these IDP objectives.

14.4 Line Managers/Supervisors

14.4.1 Education, training and development **must** form a Key Performance Indicator within all line managers/supervisors Performance Agreement. Their role is proactive, developmental and monitoring.

14.4.2 Line management is primarily responsible and accountable for:

- (a) Supervisors **must** ensure the development of employees through re-allocation, rotation and secondment of staff members across functions within the municipality with due regard to service delivery requirements, where applicable.
- (b) Supervisors **must** be encouraged to gain coaching skills, and should actively coach and support the development of staff members who report to them.
- (c) Purposely ensuring that employees are educated, developed and trained to do their work competently by continually monitoring performance and identifying developmental needs.
- (d) Coaching, counselling and mentoring staff on an on-going basis.

- (e) Liaising with the Manager: Training and Performance Management to address the identified developmental needs.
- (f) Facilitating and actively supporting the transfer of skills to the workplace (i.e. the implementation of newly acquired or enhanced skills and knowledge).
- (g) Monitoring and evaluating the acquisition of and the subsequent transfer of skills, knowledge and attitudes (competencies) in the workplace and taking the necessary action.
- (h) Familiarising themselves with the relevant legislation in order to ensure compliance.
- (i) Releasing of employees to attend approved learning courses.
- (j) Monitor and report to the Training Committee via the Skills Development Facilitator regarding the Return-on-Investment on all training costs incurred.
- (k) Ensure that departmental training needs are identified and aligned to the Cape Winelands District Municipality's IDP and relevant SDBIP's.
- (l) Ensure the annual timeous submission of departmental training needs to the Sub-Division: Training and Development for inclusion in the WSP.
- (m) Ensure that the departmental training needs identified in paragraph (l) are a product of consultation with employees.

- (n) Ensure the implementation of training in alignment with the approved Workplace Skills Plan.
- (o) Via proper procurement processes, develop and align departmental subsistence and traveling budgets to ensure implementation of training needs identified.
- (p) Avert a maximum of 15% deviation from the approved Workplace Skills Plan.

15. REVIEWING SKILLS DEVELOPMENT

15.1 In evaluating skills development quality and impact the Municipality **must** –

15.1.1 Conduct regular evaluations of the workplace skills plan and personal development plans as well as their implementation.

15.1.2 Adjust its learning programmes to improve its effectiveness, including the impact on reducing the skills constraint on service delivery.

15.2 The Municipality **must** ensure that –

15.2.1 Every supervisor annually report on progress on implementing staff personal development plans and the other programmes contained in the Workplace Skills Plan.

15.2.2 The effect of implementing personal development plans for staff is evaluated.

15.2.3 Evaluations, using standard benchmarks determined by the Minister, respond to priority learning programmes and contribute to the development of skills which result in improved performance and service delivery.

15.3 Regular skills development reports and evaluation results are –

15.3.1 Integrated into the wider capacity building initiatives within the Municipality.

15.3.2 Reported to the relevant provincial and national capacity building structures.

16. RIGHTS AND OBLIGATIONS

16.1 Council

16.1.1 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.

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

16.1.3 Recover all expenses incurred, as a result of fruitless and/or wasteful expenditure.

16.2 Employees

- 16.2.1 Each employee has the right to be educated, trained and developed in accordance with organisational objectives, priorities and financial constraints.
- 16.2.2 The employee is also entitled to gain access to information pertaining to career development, as well as his/her competency profile.
- 16.2.3 Employees are obliged to attend learning interventions, to actively participate in the learning and to transfer their learning into the workplace.

16.3 Labour

- 16.3.1 Labour has the right to consult with employees and management, and to be consulted on education, training and development issues.
- 16.3.2 They are obliged to communicate with their members regarding all education, training and development issues.

17. 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 Council's dispute resolution procedure.

18. COMMITMENT TO TRAINING AND DEVELOPMENT ACTIVITIES AND OPPORTUNITIES

- 18.1 The Municipality may agree to pay the full amount for, or part of, a staff member's learning programme and for reasonable travel and accommodation expenses on receipt of official proof of the structured learning programme as per the municipal training policy.
- 18.2 The Municipality which agrees to pay for a learning programme must require the staff member to work for the Municipality for a reasonable period after the completion of the programme, failing which the staff member must pay back the costs, or part of the costs, associated with the programme.
- 18.3 The Cape Winelands District Municipality is committed to removing barriers to the education, training and development of staff and will champion employee involvement in such activities. In return, employees and/or Councillors are expected to respect the commitment made by the Cape Winelands District Municipality to their development and to behave responsibly when participating in training and development opportunities.
- 18.4 Training and development is costly to the institution, not only in terms of the time and resources invested in the actual intervention but also the time invested by employees participating in such programmes.
- 18.5 All employees/Councillors who participate in training and development interventions are subsidized by the Cape Winelands District Municipality for the cost of their participation. In the event of employees and/or councillors not fulfilling their obligations in terms of a specific course or programme, the value of the opportunity will be repayable by the employee/Councillor to the Cape Winelands District Municipality.

- 18.6 Individual employees and/or Councillors may from time-to-time make poor decisions regarding their involvement in training and development e.g. they may apply or be nominated for a course which is too difficult in terms of their current career development or exposure. Whilst the line manager and the Division: Human Resources strive to avoid this through its screening processes, this danger always exists. Individuals should not be prejudiced for making poor decisions as this may stunt their willingness to take risks concerning their development.
- 18.7 Therefore, a distinction will be made between those who fail to meet the requirements of a training and development programme due to negligence and those who are striving to meet the requirements but who fall short due to factors other than personal negligence and indifference. The latter will not be required to refund the cost of the development opportunity. Pre-course assessments will be utilized where possible to limit these scenarios.
- 18.8 Employees/Councillors who are not meeting course requirements will be counselled and advised by the Sub-Division: Training and Development on the implications of continuing to not meet course requirements.
- 18.8.1 Reasons for non-compliance will be assessed.
- 18.8.2 Where feasible and appropriate, the Sub-Division: Training and Development will attempt to help individuals resolve any work related difficulties.
- 18.9 Reasons for employees being removed from a course will include:
- 18.9.1 Failure to adhere to the requirements of the programme despite being fully aware of these requirements e.g. not attending required sessions, not submitting assignments, not starting the course after making a commitment to participate in the course and failing to inform the facilitator of this timeously.

- 18.9.2 Failure to communicate difficulties in meeting programme requirements with the relevant line manager and/or the Sub-Division: Training and Development.
- 18.11 Councillors and/or officials who confirmed their attendance for scheduled training and seminars and fulfil the prerequisites for the intended courses, will be held liable for costs incurred due to the following reasons:
- 18.11.1 Non-attendance of training course without a valid reason.
- 18.11.2 Non-attendance of the full training course without a valid reason.
- 18.11.3 Non-compliance with regard to the assessment criteria of the training course, i.e.:
- (a) Non-submission of assignments.
 - (b) Non-submission of Portfolios of Evidence.
 - (c) Non-completion the training course without a valid reason (drop outs).
 - (d) Non-attendance and/or non-completion of formative and summative examinations/tests.

- 18.12 In the event, where due to operational requirements, the identified candidate can NOT attend the training course –
- 18.12.1 The relevant line manager/Speaker/Executive Mayor must timeously (two weeks before commencement of training course) submit a written motivation to the Sub-Division: Training and Development.
 - 18.12.2 Emergency Personnel are excluded from paragraph 18.12.1 above, however proof of the emergency must be submitted to the Sub-Division: Training and Development within two (2) working days after attending to the relevant emergency situation.
 - 18.12.3 The relevant line manager/Speaker/Executive Mayor must, where possible replace the identified Learner(s) with alternative suitable Learners.
 - 18.12.4 In the case where all of the above have been complied with, the Sub-Division: Training and Development in conjunction with the line manager/Speaker/Executive Mayor and the service provider may negotiate for the rescheduling of the intended training course.
- 18.13 In the event where the service provider cancel/terminate/postpone the training course, the Learner(s) will NOT be held liable for any incurred costs.
- 18.14 The Manager: Training and Performance Management will investigate all alleged contravening of this Policy and will make recommendations to the Head of Human Resources in this regard.
- 18.15 Cases for investigation will be done on an ad hoc basis, taking into consideration all merits and context for non-compliance.

19. COMMITTEE STRUCTURES AND LEARNING RESOURCES AND CONSULTATION

19.1 Committee Structures

The overarching Training Committee (the Cape Winelands District Municipality Training Committee) comprises of representation from the employer, labour and the Skills Development Facilitator.

19.2 Conditions of payment

19.2.1 The Municipality may agree to pay the full amount for, or part of, a staff member's learning programme and for reasonable travel and accommodation expenses on receipt of official proof of the structured learning programme as per the Education, Training and Development policy of the Municipality.

19.2.2 If the Municipality agrees to pay for a learning programme the staff member must be required to work for the Municipality for a reasonable period after the completion of the programme, failing which the staff member must pay back the costs, or part of the costs, associated with the programme.

19.2.3 If a staff member fails to attend or fails a learning programme, the municipality must recover the costs associated with the programme after complying with section 34 of the Basic Conditions of Employment Act.

19.2 Consultation

19.2.4 In order to give effect to Clause 5(2)(f) of Regulation 35940 of the Skills Development Act, 1998 (Act No. 97 of 1998), the following procedures for consultation with stakeholders are advised.

- 19.2.5 Although, training is a line management function, when determining departmental training needs for inclusion into the Workplace Skills Plan, line managers shall consult with employees regarding their training needs.
- 19.2.6 Departments are advised to nominate a person(s) to coordinate the training function within departments.
- 19.2.7 Departments are advised to establish Departmental Training Steering Committees to for consultation and coordination of the training function.
- 19.2.8 Departmental Training Coordinators will act as the Chairperson of these Departmental Training Steering Committees and will be responsible for the functioning of these Departmental Training Steering Committees.
- 19.2.9 Composition of these committees is to be representative of all role-players and stakeholders, at the discretion of the relevant Head of Department.
- 19.2.10 Stakeholders (unions) must nominate Union Representatives to ensure their members interests at these meetings.
- 19.2.11 The purpose of these Departmental Training Steering Committees will be to discuss, identify, monitor, evaluate and make recommendations to the Head of Department on all training related matters pertaining to the training function within that directorate/department.
- 19.2.12 Departmental Training Steering Committee meetings will be held at least once a quarter and reports will be submitted to the Training Committee for consideration.

- 19.2.13 Heads of Department and/or Departmental Training Coordinators will present these reports to the Training Committee.
- 19.2.14 The capacitation and development of employees benefit both the employee and the organisation, thus all effort should be made to reach consensus between stakeholders.
- 19.2.15 Should consensus not be reached between parties, the Dispute Resolution Mechanism referred to in paragraph 17 will be followed.

20. AFFECTED POLICIES

This Education, Training and Development policy of the Cape Winelands District Municipality is aligned and supported by the following internal policies:

- 20.1 Fire and Rescue Training Centre policy.
- 20.2 Employee Driving License Assistance policy.
- 20.3 Employee Study Aid and Leave policy.
- 20.4 Individual Performance Management policy.
- 20.5 Internship policy.
- 20.6 Mentoring and Coaching policy.
- 20.7 Recruitment and Selection policy.
- 20.8 Student Assistance policy.
- 20.9 Succession Planning and Career Pathing policy.

21. AMENDMENTS

The Council may from time -to-time amend this policy and introduce any measure(s) to ensure efficient, economic and effective management of Council resources.

22. EFFECTIVE DATE

The Education, Training & Development Policy will become effective upon approval thereof by the Council of the Cape Winelands District Municipality.