



**HUMAN RESOURCE DEVELOPMENT**

Steve Vukile Tshwete Complex, Zone 6 Zwelitsha, 5608, Private Bag X0032, Bhisho, 5605 REPUBLIC OF SOUTH AFRICA:

Enquiries: L. Sidiya. Tel: 040 608 4753 . Fax :040 608 4690. Email: [lukhanyo.sidiya@ecdodoe.gov.za](mailto:lukhanyo.sidiya@ecdodoe.gov.za)

Website: [www.ecdodoe.gov.za](http://www.ecdodoe.gov.za)

**TO:**

- ALL SENIOR MANAGERS**
- ALL OFFICE BASED EMPLOYEES**
- ALL OFFICE BASED EDUCATORS**
- ALL SCHOOL BASED EDUCATORS**
- ALL SCHOOL BASED ADMIN STAFF**
- ALL LABOUR UNIONS**

**FROM:** **ACTING DIRECTOR HUMAN RESOURCE DEVELOPMENT**

**SUBJECT:** **GUIDELINES IN THE IMPLEMENTATION AND MANAGEMENT OF TRAINING IN THE EASTERN CAPE DEPARTMENT EDUCATION**

**DATE:** **17 MAY 2022**

**1. PURPOSE**

- 1.1. The purpose of the circular is to outline controls and procedures for management of training in the Eastern Cape Department of Education for all permanent employees.

**2. BACKGROUND**

- 2.1. The Eastern Cape Department of Education is committed in embarking on a process of education, training, and development for all its employees and meeting the legislative requirements of the Skills Development Act and other relevant legislations.
- 2.2. Promotion of employees on development programmes shall be subject to approved Workplace Skills Plan and Teacher Development Prospectus. These documents will detail all training interventions that the department will employ in each financial year.

**GUIDELINES IN THE IMPLEMENTATION AND MANAGEMENT OF TRAINING IN THE EASTERN CAPE DEPARTMENT EDUCATION**

### 3. STATEMENT OF INTENT

3.1. The Eastern Cape Department of Education and its employees are fully committed to educating, training and developing all employees within the financial muscle and resources available, and this will be done by:

- Development of training and skills development strategy in line with the stipulations of Skills Development Act as amended and other relevant legislations.
- Introducing fair and reasonable objective principles for education, training and development of employees in the Department.
- Providing guidelines for training and development of employees in the employment summary.
- Conduct thorough Skills Audit and identify gaps existing and devise strategies in terms of the broader vision of the Department.
- Allocate significant training resources, within the means of Budget in line with the DPSA circular 1 of 2013.
- Putting up comprehensive education, training and development programmes that focus on literacy, numeracy, technical competencies and management and development programmes.

### 4. DEFINITIONS

- 4.1. **“Accreditation”** means a process through which an department’s capability to perform or deliver training and / or assessment is recognised and approved to fulfil the intended outcomes.
- 4.2. **“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 examinations,
- 4.3. **“Career pathway”** means a plan you need in order to progress through the learning bands on a chosen career path,
- 4.4. **“Designated groups”** means to refer to black people (African, Whites Coloured and Indian), women and people with disabilities, in terms of Employment Equity Act,

### GUIDELINES IN THE IMPLEMENTATION AND MANAGEMENT OF TRAINING IN THE EASTERN CAPE DEPARTMENT EDUCATION



- 4.5. **“Education”**, training and development” means practices which directly 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,
- 4.6. **“In-house”** means programmes that are presented to employees of the Department by internal service providers,
- 4.7. **“Learnership”** means a combination of structured learning and work experience which may lead to a registered qualification

## 5. VISION

- 5.1. The Eastern Cape Department of Education aims to develop and implement relevant policies and procedures in order to ensure fair, equitable, effective and transparent human resource development practices. Build capacity of all employees in order for them to perform their tasks in an effective, economic and accountable manner.

## 6. GUIDING PRINCIPLES

- 6.1. Training will be provided on an in-sourced or out-sourced basis, depending on the internal capacity available and the specific training need.
- 6.2. Providers must be accredited with relevant SETA's, legislation and government approved institution, where applicable.
- 6.3. Tendering procedures and the selection of training providers will be in terms of the Procurement Policy, and with due consideration for quality control.
- 6.4. Training that is undertaken will support the principle of capacity building.
- 6.5. Whenever possible, the training will lead to the acquisition of credits for employees in terms of the National Qualification Framework.
- 6.6. Training will be provided based on need, first come first serve and within Departments budgetary constraints.
- 6.7. All accredited skills development training is to be coordinated through HRD through an approved WSP.
- 6.8. All content gap trainings to be coordinated through teacher development through an approved teacher development prospectus.

## GUIDELINES IN THE IMPLEMENTATION AND MANAGEMENT OF TRAINING IN THE EASTERN CAPE DEPARTMENT EDUCATION



## **7. SCOPE**

- 7.1. 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).

## **8. CIRCULAR APPLICATION**

- 8.1. This Circular applies to all permanent employees of the Eastern Cape Department of Education. Some sections of this policy may also apply to unemployed, who may be able to access opportunities for education, training and development which are in line with Provincial Needs.
- 8.2. Some sections of the circular may also apply to people who are not employees, but who are participating in education, training and development programmes at the Eastern Cape Department of Education e.g. bursary holders or learnerships trainees, or as people involved in Eastern Cape Department of Education community development projects.
- 8.3. To all accredited and non-accredited capacity-building, education and training providers supported by Eastern Cape Department of Education. This includes both in-house delivery, as well as provision which take place at other learning sites, subjected to approval by designated authority. It includes full-time and part-time training delivered through, e.g. –
- On-the-job training
  - Short Courses and Skills programmes
  - Learnerships, Artisans, Apprenticeships
  - Seminars and Conferences
  - Study at formal learning institutions, and
  - Other education, training and development interventions.
  - Content Gap





## **9. LEGISLATIVE MANDATE**

9.1. The Department education, training and development guidelines derives its legislative mandate from the following legislation:

- Occupational Health and Safety Act, 85 of 1993
- South African Qualifications Authority Act, 58 of 1995 (this lays the foundation for the National Qualifications Framework (NQF))
- Labour Relations Act, 65 of 1995
- Constitution of the RSA, 108 of 1996
- Basic Conditions of Employment Act, 75 of 1997
- Promotion of Equality and Prevention of Unfair Discrimination Bill, 57 of 1999
- Employment Equity Act, 55 of 1998
- Skills Development Act, 97 of 1998
- Skills Development Levies Act, 9 of 1999
- Public Service Act
- Appointment of Educators ACT
- National Development Plan vision 2030
- National Skills Development Strategy III

9.2. These legislative prescripts underpin and inform the Eastern Cape Department of Education, Management of Training and Development. The management of training context will include the Conditions of Service of Employees, as well as the Procurement Policy.

## **10. EDUCATION, TRAINING AND DEVELOPMENT STRATEGIES**

- 10.1. Use the workplace as an active learning environment
- 10.2. Provide employees with the opportunities to acquire new skills
- 10.3. Provide opportunities for new entrants to the labour market to gain skills and work experience
- 10.4. Employ persons who find it difficult to be employed
- 10.5. Learnerships and Skills Development Programmes

## **GUIDELINES IN THE IMPLEMENTATION AND MANAGEMENT OF TRAINING IN THE EASTERN CAPE DEPARTMENT EDUCATION**



- 10.6. Skills programmes are smaller units of learning which are credit-bearing and may build credits towards a qualification.
- 10.7. 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.
- 10.8. The Eastern Cape Department of Education is committed to learnerships and skills programme which:
- are diverse (i.e. cover a lot of different fields)
  - are provided on the basis of Departmental and Provincial 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
  - provide a basis for lifelong learning
  - implement the Skills Development Plan

## **11. CAREER STREAMING**

- 11.1. Career streams are vocational pathways along which an employee can move, to promote their own development and the department's capacity.
- 11.2. Streams must be developed within the strategic priorities of Provincial 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 department.

## **12. UNDERTAKING BY THE DEPARTMENT**

- 12.1. Eastern Cape Department of Education will:
- Ensure that education, training and development provision is within identified career streams

### **GUIDELINES IN THE IMPLEMENTATION AND MANAGEMENT OF TRAINING IN THE EASTERN CAPE DEPARTMENT EDUCATION**



- Assist employees to decide on the career paths they could follow through the Learner Support Programme.
- Provide study assistance to permanent employees according to departmental needs, capacity and priorities
- Provide study assistance to members of the Provincial community within its financial capacity as part of the social responsibility and with a view to making provision for future needs of the department.
- Ensuring specialist employees are trained and registered in outcomes-based assessment
- 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.
- Identifying which learning standards and qualifications it will register as a provider of learning.

### **13. ASSESSMENT AND QUALITY ASSURANCE**

- 13.1. As the new organizing 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.
- 13.2. This is because the standards and qualifications have been set nationally with the participation of all stakeholders in various fields of learning.

### **14. RECOGNITION OF PRIOR LEARNING (RPL)**

- 14.1. 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.
- 14.2. 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.



14.3. RPL assessments are subject to:

- Operational requirements
- Departmental needs
- The availability of financial and human resources
- Operational constraints

## **15. THE EASTERN CAPE DEPARTMENT OF EDUCATION RPL COMMITMENT**

- Advocating RPL as an accessible and developmental tool for building the department and its employees, and recognising the rights of employees to participate on a purely voluntary basis
- Establishing and implementing an RPL system starting with a policy which outlines the purposes, methodologies, contexts, procedures and resources of and RPL function
- Implementing a Departmental wide system of RPL to redress the past career limitations of employees
- Provide renewed impetus to employee motivation towards lifelong learning

## **16. BUDGETS**

16.1. The following principles will apply to the structuring of the Education, Training and Development budget:

- The training budget of Eastern Cape Department of Education will be determined by the legislative requirements as well as the strategic priorities of the department as reflected in the business plans of the departments, and the Workplace Skills Plan.
- HRD Circular 1 of 2013 determines the training budget for the Department which is 1% skills levy
- The training budget of the Eastern Cape Department of Education will be centrally and decentralised and budgeted to effectively manage training financial allocation and to facilitate reporting to the DEXCO and the ETDPSSETA.





### **17. THE FOLLOWING GENERAL PRINCIPLES ALSO APPLY:**

- 17.1. The Heads (i.e SMS members) of the 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.
- 17.2. The Eastern Cape Department of Education may from time to time determine compulsory training(s) based on operational requirements of the department within budgetary constraints.
- 17.3. Chief Directors, Directors, Supervisors must ensure that individual section training plans are in place and signed within two months from the beginning of the financial year.
- 17.4. Skills Development Facilitator facilitates and guides the department on any training and development and supportive role to the departments.
- 17.5. The principles of cost effectiveness while ensuring quality in training provision.
- 17.6. 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 ETDP-SETA. The training budget must therefore accommodate non-grantable training provision.
- 17.7. All training that is provided internally must be accurately costed for comparative purposes.

### **18. PROCUREMENT**

- 18.1. Procurement will be in terms of Departmental Procurement Policy and the ETQA guidelines for the accreditation of providers.

### **19. STAKEHOLDERS: ROLES AND RESPONSIBILITIES**

#### **19.1. Line Managers**

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



- Ensuring that employees are educated, developed and trained to do their work competently by continually monitoring performance and identifying developmental needs.
- Coaching, counselling and mentoring staff on an on-going basis.
- Liaising with the Skills Development Facilitator (HRM) to address the identified developmental needs.
- Facilitating and actively supporting the transfer of skills to the workplace (i.e. the implementation of the newly acquired or enhanced skills and knowledge).
- Monitoring and evaluating the acquisition of and the subsequent transfer of skills, knowledge and attitudes (competencies) in the workplace and taking the necessary action.
- Familiarizing themselves with the relevant legislation in order to ensure compliance.

#### **19.2. 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.
- 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.
- Transferring the newly acquired or enhanced skills, knowledge and attitudes into the workplace, thus improving performance.

#### **19.3. Labour**

- The recognized collective employees' departments are acknowledged as stakeholders in the processes 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.



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

#### **19.4. Human Resources Development**

- The Human Resources Department plays a supportive and integrative role with regards to education, training and development
- Providing the infrastructure, systems, procedures and policies to ensure compliance with legislative requirements and corporate education, training and development initiatives.
- Ensuring that all education, training and development activities and initiatives are aligned with the overall integrated Human Resource Management strategy for the department.

#### **19.5. Skills Development Unit**

- The skills development unit within Human Resources plays a strategic, facilitative, consultative and co-ordinatory role with regards to all education, training and development interventions in order to facilitate learning throughout the department.
- Facilitating, implementing, monitoring, evaluating and assessing all learning interventions as set out in the policy framework.
- Advising and providing guidance to all role players with regards to education, training and development initiatives of a corporate or a functional specific nature.
- Ensuring in the development and implementation of the workplace skills plan.
- Establishing and maintaining a data base with all relevant information of the education, training and development of any particular staff member.



- Custodian of the Training and Development Policies.
- Monitoring and reporting on budgets and expenditure relating to education, training and development.
- Liaising and co-operating closely with all relevant parties

#### **19.6. Provincial Skills development committee**

- The role of the Skills Development Committee is that of a consultative forum for the department.
- Interpreting and translating national and local education, training and development issues with a view to informing strategy and policy in the department
- Determining the strategic direction of education, training and development in alignment with the corporate vision, mission and values of the department.
- Developing the Skills Development Plans in accordance with legislative, regulatory and departmental priority requirements.
- Ensuring the uniformity of the implementation of education, training and development strategies, interventions and initiatives at a corporate level.
- Monitoring and evaluating the implementation of the Skills Development Plans.

#### **19.7. External Education, Training and Development Providers**

- In order to ensure the effective implementation of the Workplace Skills Plan external ETD providers may be utilized.
- Ensuring that they comply with the conditions/requirements as set out in the contract with Department Conduct continuous integrative assessments where appropriate.

#### **19.8. Skills Development Facilitator**

- The roles of the skills development facilitator are to ensure compliance as per legislative requirements and to act as a link





between the Department and ETDP-SETA as well as any other departments

- Establishing consultative structures.
- Preparing and submitting the Workplace Skills Plan.
- Ensuring the implementation of the Workplace Skills Plan.
- Reporting on the implementation of the Workplace Skills Plan.
- Ensuring the effective management and co-ordination of the arrangements related to the skills development levy and levy grants.
- Acting as convener of The Department Training Committee.
- Facilitate communication between the Department and ETDP-SETA.

## **20. RIGHTS AND OBLIGATIONS**

### **20.1. Management**

- The Department has the right to determine education, training and development opportunities in accordance with departmental 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

### **20.2. Employees**

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

### **20.3. Labour**

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

## **GUIDELINES IN THE IMPLEMENTATION AND MANAGEMENT OF TRAINING IN THE EASTERN CAPE DEPARTMENT EDUCATION**



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

## **21. DISPUTE RESOLUTION MECHANISMS**

21.1. All disputes/disciplinary enquiries regarding education, training and development which cannot be resolved between the parties concerned will be dealt with in accordance with Departmental dispute resolution procedure.

Yours in quality education

L. SIDIYA  
ACTING DIRECTOR - HRD

