AMAHLATHI LOCAL MUNICIPALITY

TRAINING AND DEVELOPMENT POLICY

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Speaker

NAME OF POLICY – TRAINING AND DEVELOPMENT POLICY	
Policy Number	
Policy Name	Training and Development Policy
Policy Status	
Version	
Date of Approval	29 May 2026
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Purpose	The Council is fully committed to the structured and systematic training and development of all employees on an ongoing basis to enable them to perform their duties effectively and efficiently.
Aims and Objectives	To help individual staff to acquire knowledge and skills which will allow them to carry out their current duties with maximum effectiveness. To promote staff development in the Municipality for productivity and growth. To assist new entrants into employment.
Policy Custodian	
Related Policies and Legislation	Constitution of RSA 108 of 1996 Skills Development Act, Act 97 of 1998 Skills Development Levies Act, Act 9 of 1999 Basic Conditions of Employment Act, Act 75 of 1997
Approving Authority	
Applicability	

Policy Benchmark and References	
Stakeholders Consulted	

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TRAINING AND DEVELOPMENT POLICY FOR EMPLOYEES

1. PREAMBLE

The Council is fully committed to the structured and systematic training and development of all its employees on an ongoing basis to enable them to perform their duties effectively and efficiently. This will also be provided to enable employees to acquire the skills, knowledge and related qualifications and to develop their potential to meet its future human resources needs.

Amahlathi Municipality will continue to support staff development that involves all staff equally as partners in achieving the goals of the Council. The purpose of staff development is thus to enable staff, individually and collectively, to enhance their capability and competence for the benefit of the broader public, for members of the Amahlathi Council and for themselves. Therefore in pursuance with the provisions of relevant legislation, Council abides by the Municipal Systems Act No.32 of 2000, section 68 (1) which provides that; a municipality must develop its human resource capacity to a level that enables it to perform its functions and exercise its powers in an economical, effective and accountable way, and for this purpose must comply with the Skills Development Act No.81 of 1998, and the Skills Development Levies Act No.28 of 1999.

2. DEFINITIONS

"accreditation" means a process through which an organisation's capability to perform or deliver training and / or assessment is recognised and approved to fulfil the intended outcomes.

"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.

"career pathway" means a plan you need in order to progress through the learning bands on a chosen career path.

"designated groups" means to refer to black people (African, Coloured and Indian), women and people with disabilities, in terms of Employment Equity Act.

"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,

"learnership" means a combination of structured learning and work experience which may lead to a registered qualification.

3. LEGAL FRAMEWORK

There are several national laws and policies which impact on how an organisation approaches education, training and development. The legislation includes:

- Constitution of RSA, 108 of 1996
- Skills Development Act, Act 97 of 1998
- Skills Development Levies Act, 9 of 1999
- South African Qualifications Authority Act, 58 of 1995 (this lays the foundation for the National Qualifications Framework (NQF)
- National Qualifications Framework Act, 67 of 2008
- Occupational Health and Safety Act, 85 of 1993
- Labour Relations Act, 65 of 1995
- Basic Conditions of Employment Act, 75 of 1997
- White Paper on Local Government, March 1998
- Employment Equity Act, Act 55 of 1998
- Municipal Systems Act, 32 of 2000
- Promotion of Equality and Prevention of Unfair Discrimination Bill, 57 of 1999

These laws underpin and inform the 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.

4. AIMS / OBJECTIVES OF STAFF DEVELOPMENT

The Amahlathi Council embraces the notion that public services need to be provided in a more suitable, cost-effective and effective way, and that a greater spirit of professionalism should fill the public sector. The new system of local government requires an efficient, effective and transparent local public administration that conforms to constitutional principles. Central to the achievement of these objectives is the pursuit of equity. The Employment Equity Act No.5 of 1998 and the Skills Development Act No 97 of 1998 recognise that as a result of the apartheid and other discriminatory laws and practices, there are disparities in employment, occupation and income within the national labour market; and that those disparities create such pronounced disadvantages for certain categories of people that they cannot be redressed simply by repealing discriminatory laws, hence the Council aims with developing its employees is:

- To help individual staff acquire knowledge and skills which will allow them to carry out their current duties with maximum effectiveness;
- To help individuals to be innovative and creative and to deal positively and productively with the demands placed on then by transformation, organisational change and development.
- To help individuals develop skills and/or gain qualifications, which will contribute to the development of their work and equip them for future career;
- To help individuals to develop skills and expertise, to contribute to the development of the Municipality as well as their own professional and career development;
- To assist individuals to gain appropriate nationally recognised vocational and educational qualifications;
- To promote staff development in the municipality for productivity and growth;
- To provide training for everyone – black and white, women and men, rural and urban, young and old.
- To assist new entrants into employment;
- To achieve the objectives of the Employment Equity Act and Skills Development Act.

5. POLICY CONTENT

5.1 Training and Development

(a) The types of training courses and the development thereof will be determined by the municipality. Employees are encouraged to become involved in their personal development, to manage their own careers by indicating their training needs to their supervisors. The municipality recognises that its human assets are its most vital resource and is therefore committed to ensuring that all employees receive appropriate education and training;

- To enable to meet the requirements of their present jobs.
- To cater for personal development and the attainment of national qualifications.
- To enable them to make the most of their potential to performance.

(b) The skills development and training policy is guided by the following principles:

- Employees and Managers should develop and maintain their education, training and development on an on-going basis through proper professional training.
- Every individual is in the first instance responsible for his /her own continuous development.

- The municipality is therefore not necessarily responsible for providing or conducting all training. Various training providers are available for utilisation e.g. College, Universities and external consultants.

5.2. Bursaries

- Employees must submit their bursary requests for LGSETA or any Seta/ stakeholder funding.
- Bursary requests must be submitted in March annually to HRD in preparation for the funding year.
- It is the employee's responsibility to make the bursary submissions for funding with or without the assistance of HRD.
- Employees that are not awarded funding will be responsible for paying for their studies.
- In an instance where an employee has paid for his/her studies and a subsequent funding is received by the municipality on behalf of the employee, such monies shall be refunded to the employee.
- Should an employee fail a year of study under Seta funding, they will forfeit the funding for the rest of their academic year/s.

5.3. Learnerships/ Skills Programmes/ Short Courses

Learnerships, Skills Programmes and Short Courses shall be governed in accordance with the terms and conditions of the Funding Seta/ Stakeholder. All programmes must be accredited.

(a) Portfolio of Evidence (POE)

- POE submission where required is compulsory.
- Should an employee fail to submit their POE when required, under a Seta/ stakeholder funding, they will be liable for the payment of the programme as it is "fruitless expenditure". The programme costs will be deducted from his/ her salary.

(b) Absenteeism

- Non-attendance of programmes shall be treated in the same manner as work non-attendance. The employee shall be regarded as Absent Without Official Leave (AWOL).
- Should there be a work emergency preventing an employee from attending the programme, the HOD of the employee's department must write a request stating the reasons as to why the employee cannot attend the programme.

- The HOD's request must be submitted to the Director Corporate Services with a proposed alternative for the employee to meet the attendance requirements of the programme and knowledge acquisition requirements.

5.4. Professional Body Registration

- All employees whose positions require Professional Body Registrations are required to make submissions of their registrations by the end of March annually to HRD.
- Submissions are required in preparation for the LGSETA or any other Seta/ stakeholder funding.
- Should an employee not submit their registrations on the given deadline, the municipality will not be liable for their registration payments. There is no internal budget (municipal budget) for Professional Body Registrations.
- Employees that are registered under Professional Bodies must attend all continuous Professional Development Courses and Trainings.

5.5. Personal Development Plans (PDP)

- Submissions of PDP's is compulsory to all employees and must be submitted to HRD every end of July annually in preparation for the WSP/ATR submission.
- Priority will be given to On-the-Job Coaching and Mentoring to ensure an employee is assisted for attainment of performance targets in his/her Performance Agreement.

The implementation of PDP's of employees shall be implemented with the following initiatives:

- On the job coaching and mentoring
- Internal/ external subject matter, presentations and trainings
- Internal/ external online trainings or webinar
- Annual/ Quarterly Conferencing/ Best Practices Programmes like the ICT Indaba's.

6. TRAINING AND DEVELOPMENT STRATEGY

6.1 This policy is a strategic framework designed to serve as a guide and shall be executed and administered in all departments in the Amahlathi Local Municipality.

6.2 Training and development plans and programmes for all job levels shall support the Council's strategies, action plans, human resources planning process, as well as any other present and future training and development needs.

6.3 All training and development initiatives shall be properly planned, programmed and recorded, and the results reviewed to determine how training methods can be improved and how maximum benefit can be obtained from resources devoted to training and development. Inter alia, this includes a systematic and cost-effective training and development approach, consisting of externally developed and presented, as well as in-house training and development programmes.

6.4 In respect of all training and development activities, the following shall apply:-

6.4.1 A structured approach to determine training and development needs; cost-effective procurement and/or development of training courses or programmes based on needs and evaluated in terms of criteria laid down from time to time;

6.4.2 Attendance and/or presentation of training programmes according to a training planning schedule;

6.4.3 The evaluation of training in terms of trainee reaction, learning, practical application, and results achieved;

6.4.4 Annual reporting on training interventions.

6.4.5 Similarly, a continuous programme of Councillor training shall be planned and implemented whenever it is deemed expedient.

6.4.6 The Section of Human Resources shall provide advice and assistance on training activities, and it will be responsible for administrative and operative co-ordination of the training process and programmes.

6.4.7 Departmental training schedule based on the assessment of individual and Council training needs will be drawn up annually to take full account of the human resources needs of various departments and shall include budgetary provisions.

6.4.8 Training and development shall commence with the initial appointment of new employees and continue as long as the employee is employed in the Council. Existing employees shall be drawn into the training process in accordance with priorities established by way of a structured analysis of training needs.

6.4.9 All training must be work- related and the results measurable against pre-determined objectives. These results, where possible, are to be expressed in cost benefits.

6.4.10 Workplace Skills Plan to be submitted to the Local Government Sector Education and Training Authority (LGSETA) annually in terms of the Skills Development Act of 1998 will be based on the training programme that is designed for the respective financial year.

7. TRAIINING AND EMPLOYMENT EQUITY COMMITTEE

A training committee is a selected group of people from within the organisation or workplace that help to create, write and implement the Workplace Skills Plan for that organisation.

7.1 Training Committee is a Legislative requirement

Any organisation or workplace that has more than 50 employees is obliged to form a training committee. The committee should be constituted in line with the occupational categories and levels of Employment Equity Act to ensure representation of all employees within the company.

7.3 Why is Training Committee necessary?

A Workplace Skills Plan will carry no credibility or organisational/workplace commitment unless it has been formed with the input and contributions of all those who will be affected by it. There needs to be closer partnership between Management and Employees hence there is Training Committee.

7.4 Who constitutes a Training Committee?

- A Trade Union Representative (shop steward) per union structure,
- Representatives from of all Directorates,
- Councillors (Speaker, Portfolio Head and other Councillors)

A committee must consist of a maximum of 20 members and minimum of 10.

7.5 The roles and Responsibilities of Training Committee

The committee will amongst other things;

i. Identify strategic training objectives of the municipality;

ii. Make recommendations on the training needs of the employees;
iii. Help develop the Workplace Skills Plan in line with SETA requirements;
iv. Consult with employees in the workplace on training needs;
v. Ensure that feedback is given to employees in the workplace on skills development;
vi. Meet regularly to track progress of training, identify problem areas and propose solutions;
vii. With regards to capacity building, the Training Committee shall assist with co-ordinating and ensuring an integrated approach to effective and goal orientated training and development interventions in the Council. The Committee shall also foster equal access to training and development opportunities to staff and Councillors.
viii. The Portfolio Head of Human Resources Department or Speaker of the Councillor shall act as a chairperson of the committee and may delegate those powers when the need arises.

8. Manner of Operation

The Amahlathi Municipality is committed to the principle that staff development is an integral part of the working life of each member of staff. The Council acknowledges the fact that neither the maintenance of current performance nor the achievement of significant change will be possible without staff that is both committed to the municipality's objectives and with the necessary skills to achieve them.

In accordance with the Council's mission statement of maintaining, developing and implementation of essential services through the optimization of resources at its disposal, and its values of people development, teamwork and respect the following principles must be adhered to:

(a) **Open Communication** – Directors and Supervisors must adopt an open-door policy in terms of staff learning and transfer of skills.

(b) **Teamwork** – Teamwork must be encouraged to promote the pooling and sharing of ideas. Learning is more effective in teams, as a result individual development is facilitated and enhanced.

(c) **Empowerment** – Traditional management's approach is based on the conceptualisation of work contents and operations. Employees, on the other hand, would execute those work operations. A certain level of conceptualisation must be accorded to employees to facilitate the process of learning for employees as well

(d) **Leadership** –Management must also show commitment in the training of employees for training to be successful. Training without management commitment results in waste of resources.

(e) **Innovation and Change** – Innovation and change leads to better organisational learning and growth. For learning to be effective, an organisation culture of thriving through innovation and change must be adopted.

(f) **Shared Vision approach** – Management's vision for the future of Council needs to be filled and be shared with all employees.

(g) **System Approach** – Flexibility should be encouraged in all Directorates. Cross learning must be encouraged to enable employees to learn and perform various functions in their directorates.

(h) **People centred approach** – Organisation needs and employees needs must be integrated. This enables the employees to identify with organisational goals.

(i) Learning Opportunities – must be extended to include all levels of the organisation's workforce.

9. Training and Development Considerations

In line with the National Skills Development Strategy, Skills Development Act, Council, before choosing and deciding for a training programme and/or a learnership should focus on the following aspects;

- What are the municipal objectives?
- What must be done to achieve these objectives?
- What are the key job categories and departments needed to do these tasks?
- Does the municipality have these people? If so, do they have necessary skills? If not, what skills do they need?
- What is the gap between the skill, knowledge and behaviour needed and that which organisation currently has?
- Is training the best way to bridge this gap? If so, what exactly do we need to be skills people in?
- What is the most effective way of doing this training?
- How will the municipality know that the training has been effective?

10. MONITORING AND EVALUATION

The policy must be monitored and evaluated from time to time to test if the rationale for which it was created remains relevant. There is no hard and fast rule as to when the policy should be evaluated.

11. REVIEWING A POLICY

Amahlathi Local Municipality Policies are subject to review, as and when necessary. As the review date approaches it is important to plan the process. To some extent it can help to see this as a shortened version of the full development process because it is important to ask if many of the same fit for the purpose. Inevitably, the demands of the organisation can change over a year, and it is important to consider whether the policy needs to be amended to reflect these changes. It is also essential to galvanise views from across the municipality about the success of the policy, what has worked and what hasn't and consider where there may be gaps and identify any newly emerging needs or issues.

It may be necessary to plan a communications exercise or the intranet to generate discussion and feedback. For practice related policies it will be essential to create some dialogue with relevant stakeholders to gain their views.

If because of the review, essential aspects of the policy are changed it will again be important to run a similar communications exercise as occurred in the initial implementation of the policy, this will need to be used to highlight any key changes.

12. DEVIATION CLAUSE

A deviation clause in the Policy offers an escape route in the event of unforeseen circumstances such as danger to life, emergency situations or an instruction from National / Provincial Government and District Municipality. It creates flexibility and enables performance outside the otherwise rigid confines of the policy. Approval

enables performance outside the otherwise rigid confines of the policy. Approval for deviation must however be approved by the Municipal Manager or Council as the case may be.

13. DISPUTE RESOLUTION

Any dispute arising out of the implementation of policy shall be referred to the South African Local Government Bargaining Council (SALGBC) or any other structure established for that purpose in terms of the Labour Relations Act

14. ADOPTION AND APPROVAL OF THE POLICY BY COUNCIL

This policy is adopted and approved by Amahlathi Local Municipality Council for implementation

Effective from (Date)_____

Approved by Resolution Number ___ on this the _day of _____20_____

Signed this the _____ day of _____ 20_____.

DR. Z. SHASHA
MUNICIPAL MANAGER

DATE

CLLR N. MLAHLEKI
SPEAKER

DATE