



agriculture, environmental affairs,
rural development and land reform

Department:
agriculture, environmental affairs,
rural development and land reform .
NORTHERN CAPE PROVINCE
REPUBLIC OF SOUTH AFRICA

Training and Development Policy



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1. PREAMBLE

The department of Agriculture, Environmental Affairs Rural Development and Land Reform (DAEARLD) places great emphasis on the value of its human resource. The Training Policy serves to reaffirm the value and importance of human resources in the execution of departmental functions.

All training and education initiatives must be given priority by the need to support service delivery, work performance and career development of employees in the DAEARLD. This policy must be read with the Public Service Regulations of 1 July 2001 as amended, in terms of which all employees should have ongoing and equitable access to training.

Training and development initiatives within the department strive to bring about planned change that involve all employees to ensure that we achieve effectiveness and efficiency.

2. LEGISLATIVE FRAMEWORK

- Skills Development Act, 1998
- Skills Development Levies, 1999
- South Africa Qualification Authority Act, 1995
- White Paper on Public Service Training and Education
- Public Service Regulations ,2001, as amended
- Human Resource Development Strategy.
- Public Services Act, 1994
- The Public Service Internship Programme guide, 2006
- Public Finance Management Act (PFMA)



3. ACRONYMS AND GLOSARY

3.1. Acronyms

Acronym	Definition
ABET	Adult Basic Education and Training
DPSA	Department of Public Service and Administration
DTC	Departmental Training Committee
HRD	Human Resource Development
SAQA	The South African qualification Authority
NQF	National Qualification Framework
SDF	Skills Development Facilitator
WSP	Workplace Skills Plan

3.2. Glossary

Term	Definition
Adult Based Education and Training	focuses on the improvement of the levels of literacy, numeracy and life skills in primarily previously disadvantaged individuals. Based on the National Qualifications Framework an individual can function on level 1-5, depending on the competence demonstrated
Accreditation	The periodical certification of a person, a body or an institution as having the capacity to fulfil a particular function in the quality assurance system set up by the South African Qualifications Authority Act, of 1995 and in terms of the Education and Training Quality Assurance body.
Affirmative Action	Means a set of strategies and programs applied objectively with a proactive and conscious effort to redress racial and gender imbalances, and create a workplace

	that is more demographically representative of the South Africa population at all levels within an organization.
Competence:	: A collective term used to describe the required knowledge, skills and attitude that will demonstrate satisfactory performance.
Contract	Shall means a legal agreement between an intern/ trainee and the department and between the academic institution and the department
Employee	<p>According to the Labour Relations Act, an employee means the following: -</p> <ul style="list-style-type: none"> • Any person excluding an independent contractor, who works for another person, or for the state and who receive, or is entitled to receive any remuneration. • Any other person who in any manner assist in carrying on or conducting the business of the employer.
Examination fee	Amount payable to be allowed to write examination
Experiential training	Shall mean "traditional" experiential training (students with compulsory experiential training), "voluntary" experiential training (school leaver's student without compulsory experiential training) and internship (unemployed graduates.)
Experiential period	Shall be Eighteen (18) months
Fast-Tracking	Refer to the process of accelerating and development of an appointee, without, formal skills and experience but displaying potential, with a view to get him/her to level where he/she can perform optimally.

Historically Disadvantaged group/persons	Means those group /persons identified as having been unfairly discriminated against on the basis of past (apartheid) legislation, policies, prejudice and stereotypes
Induction	Is the process of introducing the new entrant/ employee into the organization
Intervention	An activity/ programme engaged in with an individual employee or group of employees, to address training and development needs.
Institution	Refers to a registered body in terms of the relevant prescripts and which is recognized by the Department of Education.
Mentee:	Refer to a person (protégé) who is being mentored (coached) to assimilate and share the skill and knowledge of the mentor.
Mentor	Refer to an experience person who acts a coach, counselor and a 'friend' and also provide guidance and advice to a mentee
Mentorship Programme	Refers to the process of sharing and transmitting knowledge, skills and experience from selected mentor to a mentee, for the purpose of Learnership and development of mentee.
New Entrant/ Employee	Newly appointed employee of the department be it permanent or on contract
Re- Orientation Programme	Is the process of introduction new and current staff with the information they need to perform their job in a changing and transformation context or environment.
South African qualification Authority	is the statutory body that determined the National Qualification Framework



4. AIMS OF THE POLICY.

The Training Policy aims to:

- To provide specific guidelines with respect to Training and Development practices and procedures for the employees in the Department
- Strategically link the National Qualifications Framework and South African Qualifications Authority Act, 1995 to our Education, Training and Development practices and procedures; and
- Align practices and procedures with the Skills Development Act of 1998, Skills Development Levies Act of 1999
- To provide guidelines for Adult Basic Education and Training (ABET).
- Provide guidance to the training whilst emphasizing the need for a training environment that is conducive to life-long learning.
- Provide clear guidelines, norms, standards and a framework for training, development and education of the employee.
- To provide guidelines for the implementation and management of an Internship and Work Integrated Learning programme in the Department.
- Create a skill base necessary for the achievement of the Department's objectives and succession planning.

5. SCOPE OF APPLICATION

This policy is applicable to all permanent or fixed contract employees of the department regardless of position or rank.

6. POLICY OBJECTIVES

- 6.1. To establish guidelines for assistance to all employees in the development of knowledge, skills and attitudes required to perform their functions, now and in the future to the standard required for the achievement of the Department.
- 6.2. To provide the guiding principles for Education, Training and Development initiatives.

- 6.3. To provide an internship and work integrated learning programme designed to address its needs and desires.
- 6.4. To provide information on funding arrangements for Education, Training and Development.
- 6.5. To describe the roles and responsibilities of various departmental stakeholders involved in Education, Training and Development.
- 6.6. To describe the types of eligible training providers.
- 6.7. To recommend the ways of monitoring and evaluation of Education, Training and Development.

7. PRINCIPLES

- 7.1. All training opportunities attended by participants should be needs driven and link Strategically to broader Human Resource Development Strategy.
- 7.2. Training must be relevant to the individual's job and clearly outlined in their Performance Development Plans (PDP).
- 7.3. Training must support performance improvement that will add value to services and it must be seen as a sound investment in the development of the Public Service and the economy as a whole.
- 7.4. There must be return on investment.
- 7.5. No employee shall be discriminated upon on any grounds as prescribed in the bill of Rights, Employment Equity Act, Labour Relation Act, Skill Development Act, for example race, gender, disability, language, age, sexual preference.)

8. THE TRAINING PROCESS

8.1 The White Paper on Public Services Training and Education highlights the need for an integrated approach towards all human resource system implemented in the Public Services.

8.2. This Policy supports the integration of training, education and development as a single concept. For the purpose of ensuring a shared understanding towards training and development, the following description are given:-

- **Education:** The development of sound reasoning processes to enhance one's ability to understand and interpret knowledge.
- **Training:** The learning experience that seeks a relatively permanent change in an individual that will improve his/her ability to perform in the job.
- **Development:** Is aimed at employees serving in managerial and supervisory positions or those prepared for these positions. It is also aimed at addressing the needs of the youth for empowerment, education and job creation through a multi-pronged approach that creates job placements and internship schemes and sets aside 60% of employment and empowerment in infrastructure and other projects for youth and promote youth employment.

To ensure that training interventions achieve the desired results, it is crucial that there is a procedural approach. The recognised training cycle that training processed should follow, in short consists of:

i. Implementing a training policy

The policy provides the framework within training interventions that will be executed in the Department. The overall purpose of the training policy is to provide guidance, opportunities, and training facilities as well as ensuring financial support to empower the employees through training and development intervention.

ii. Including training responsibilities on each employee's work plan

The value and importance of training is encompassed in the strategic goals of the Department. It is therefore expected that each directorate address training and development needs relevant to their functional area, as well as generic training needs. A supervisor who has subordinates reporting to him/her, must ensure that sufficient attention is given to the training and development needs of their staff members.

Training responsibilities must be indicated on the annual work plans of all employees. Due to the fact that training responsibilities will be included on all work plans/ performance agreement, sufficient detail must be given that is relevant and responsibility of the individual concerned.

iii. Conducting needs assessments

To ensure that applicable and appropriate training programmes are entered into, the reasons for requesting training must be investigated. Without knowing exactly what must be addressed, corrected or improved, the possibility of not achieving the desired is a likelihood.

A needs-analysis must be conducted to:-

- define the needs;
- determine the performance gaps;
- analyse the gaps caused by either: -
 - a lack of knowledge or skills,
 - demotivated employees, or
 - organisational factors (structure, ineffective communication, or management problem);
- Indicate the training need to be addressed; and
- Evaluate the impact of the intervention.

iv. Development annual training plan

Training needs of individual directorates must be addressed continuously. Cross cutting training needs within the department may be communicated to the division: HRD. Those written requests to the training component must be submitted at least three months prior to the training taking place to ensure that its implementation caters for department training priorities.

v. Ensuring the provision of adequate resources

The training needs should be identified and included in directorate's work plans and budgets during the latter part of year. The purpose of this arrangement being to enable the planning of the following year's training programme for each directorate and to enable coordination of cross-cutting department training priorities by the division: HRD.

vi. Implementing training plans

The training plans and programmes/ interventions of each directorate will be revised quarterly by the relevant directorate, the directorates training coordinator and if required, the training components.

vii. Monitoring and evaluating the impact of training initiatives

The evaluation of training intervention must address two aspects:

- **The effectiveness of the training:** to determine whether the training presented was appropriate and applicable to the employee's work situation; and
- **The efficiency of the intervention:** to establish that the correct methodology was applied.

The monitoring function must be executed during various stages and all roles players will be involved. The Skills development practitioner will mostly be involved during and after the training has taken place, and the manager or supervisor will identify the initial training need to evaluate the progress or improvement of the training intervention.

Various methods will be utilized to evaluate the effectiveness and efficiency of the intervention; they include questionnaires, interviews, reports, and observation.

Each participant must submit back to office report upon return from training intervention indicating clearly how the newly acquired skills and knowledge will be implemented in the work place as well as time frame.

9. CONDITIONS OF APPOINTMENT OF PERSONS INTO DEVELOPMENTAL PROGRAMMES

- 9.1. A 24-month non-renewable contract is applicable for all internships, work integrated learners is eighteen months and learnerships will depend on the program.
- 9.2. Departmental bursary holders who are graduates will automatically be part of the internship programme and contracted as per 9.1 above.
- 9.3. Interns who are non-bursary holders and unemployed will be recruited through an advert placed in print and/or electronic media specifying the number of interns needed, fields of agriculture and the associated stipend for such interns. Subject to 9.1 above.
- 9.4. The Human Resource Development in consultation with Human Resource Management and relevant technical units, will facilitate the shortlisting and interview processes as per government policy on recruitment for interns mentioned in 9.3 above.
- 9.5. All other relevant government policies such as Employment equity shall apply in the recruitment process.
- 9.6. Should a vacancy open in the approved structure of the department for which an intern could qualify for permanent employment, no automatic absorption but recruitment processes will apply.
- 9.7. All vacant posts in the approved organizational structure will be advertised as per normal recruitment policies of government and any contracted intern may apply for such a vacancy.

- 9.8. The code of conduct applicable to the public service as well as applicable professional standards for a particular field will apply to interns. This equally applies to policies governing confidentiality and non-disclosure of sensitive information.
- 9.9. A contract between the academic institution and the department is a pre-requisite for the Work Integrated Learner. This contract will set out roles and responsibilities.
- 9.10. Upon completion of the programme when a student graduates, the department has no obligation to employ such a graduate.
- 9.11. The employer reserves the right to terminate any contract if the performance or the discipline of the incumbent contravenes such contract.

10. Other Conditions of Employment

- 10.1. Interns or work integrated learners are not allowed to drive a government vehicle unless there is an express permission by the Head of Department.
- 10.2. Indemnity forms should be signed by the intern and Work Integrated Learner if they should be transported in any government vehicle.
- 10.3. If within the 24-month non-renewable contract period an intern or WIL would like to terminate the contract, he or she must do so in writing and a 30-day notice period would apply.
- 10.4. The policy governing the leave of absence will apply for interns, work integrated learners and Student Animal Health Technicians based on the contract period and work considerations. Maternity leave of 30 days with full pay will apply and if the intern chooses to utilise her full 4 months of maternity leave, the remaining 3 months shall be deemed leave without pay. The maternity leave period does not extend the applicable 12-month non-renewable period.
- 10.5. The Department shall not be liable for stipends of interns placed by other institutions.



11. STRUCTURES AND ROLE PLAYERS

With reference to the involvement of various role player's responsibilities the following should be noted:

11.1. Head Of Department (HOD)

The Head of the Department shall ensure:

- That the training and development needs of the department are identified and training plans are completed to address identified priorities;
- Shall support and ensure that the Departmental Training Committee (DTC) is appointed and trained accordingly;
- May grant financial assistance for studies and training interventions such as short courses, congresses, symposia, seminars, conferences, workshops, lectures and study tours; may:-
 - Allocate funding to general education (grade3 to grade9) and further education (grade 10 to 12) and training only to serving employees.
 - the employee bursary policy will be used as the guide to monitor and implement the bursary scheme
- Shall include in the managers performance agreements, their accountability for the training and development needs of their staff and the attainment of those needs.

11.2. Managers and Supervisors

Executive Managers, Senior Managers, Managers and Supervisors as line management of the department shall:-

- Determine training and development of employees;
- Coordinate and implement the relevant components of the Workplace Skills Plan (together with the budgets);
- Encourage the training of employees from the designated groups according to the Employment Equity Act;
- Identify candidates for succession planning and developing their individual development plans;



- Encourage and assist staff with the development of their personal development programs
- Provide opportunities to transfer skills into the workplace;
- Monitor and evaluate the impact of training in their components
- Ensure that contractual agreements are adhered to.

11.3. Skills Development Facilitator

The Skills Development Facilitator shall as outlined in the Skills Development Act, National Skills Development Strategy and all other related Education and Training Policies:-

- Conduct a needs analysis which will include needs from Adult Basic Education and Training (ABET), job competencies, life skills, education and further development of employees;
- Coordinate and assisting line managers in the implementation of the relevant components of the Workplace Skills Plan and corresponding training budgets;
- Design, developing and presenting selected courses;
- Evaluate training initiatives;
- Assist heads of program and sub-program in the consolidation of Departmental Workplace Skills Plan reports on functional, specialized and generic training programs;
- Maintain a database on training records;
- Preparing and/or consolidating reports;
- Assist individual employees and supervisors in the formulation of personal plans;
- Develop consolidated progress and evaluation reports on the implementation of the Workplace Skills Plan as well as on the utilization of the training budget;
- Ensure maintenance of national standards on all education, training and development initiatives.

11.4. Employees

- Employees must ensure that their own career-pathing is linked to departmental training needs.
- The employee will recognize her/his role in self-development through continued training and development;
- Employees must accept the responsibility to utilize all measures and channels available to the address their training and development needs.

11.5. Division: Human Resource Development (HRD)

The HRD sub-directorate shall be responsible for the overall coordination and facilitation of Education, Training and Development for participants within the Department. Amongst other things, the Sub-Directorate shall:

- Administration of an annual program for training opportunities;
- Maintain a database for training activities;
- Ensure linkage between training and PDP
- Report on Department's progress on sending people for training programs;
- Expose training opportunities to stakeholders;
- Expose opportunities/network.

11.6. Departmental Training Committee

- A Training Committee shall be established in accordance with the Skills Development Act. This committee shall consist of **one** (1) representative from each Chief Directorate, trade union (observer status), Human Resources and Development officials.
- The committee shall meet quarterly. Formal meeting procedures shall be observed for all meetings. Standing agenda items shall be:

Functions of the DTC

The Committee will advise the Department in respect of the following:

- Ensure that training opportunities are streamline and effectively utilized.
- Ensure that training takes place on an effective and efficient basis.
- Ensure that priority skills need of directorates are reflected in the WSP.



- Ensure that such opportunities are coordinated to further the vision and mission of the department.
- Establish and maintain a sound partnership with all stakeholders through an effective communication strategy
- Ensure transparency, representative and gender sensitivity in the selection of candidates.
- Ensure that the process of the developing and implementing the WSP is all inclusive and democratic.
- Ensure that employees are assisted to develop their own development plan/ career pathing.
- Monitoring and evaluating implementation of sector skills plan.
- Approval and authorization of applications from employees.

11.7. Training Providers

The training providers shall:-

- Provide short- and long-term training programs and eligible candidates either in the form of scholarship or fellowship.
- Provide accreditation and certification of the course offered.

12. FINANCIAL ASSISTANCE

12.1 Funding for Skills Development Training

- Governments Departments are exempted from paying the Skills Development Levy but may be expected to contribute to the administrative and exceptional costs of SETAs in which they participate.
- Administrative and exceptional cost will be limited to 30 percent (20 percent for administration and 10 percent for exceptional costs) of the levy payable, which is one percent (1) of total remuneration.
- Section 30 of the Skills Development Levies Act stipulates that each public Service employer in the National and Provincial spheres of government must at least budget 1 percent of its payroll for the training and education for its employees.



12.2. Funding for External and International Training

- In the case of International training, which is sponsored by external bodies, the department will consider giving the study leave with full pay and no other additional costs will be paid.
- Where applicable, the Department may consider payment of inconvenience allowance based on the latest circular on local trips as stipulated by the National Treasury in terms of Section 5(3) of the Public Service Act, 1994 on Subsistence and Traveling procedures.
- Most of the scholarship covers the cost of tuition, full accommodation, and return air tickets, pocket money and medical treatment in case of an emergency.
- In the case of International meetings, workshops, symposium, seminars and exchange programs, where the official(s) has been nominated/appointed by the Department to attend, the Department shall pay full international subsistence allowance in terms of the latest circular on international trips as stipulated by
- National Treasury. Donor funding will be sought where scholarship are not available. In the case where training is not fully funded by the donor/sponsor, the Department may sponsor to the maximum of 50%.

12.3. Management of Donations

The Chief Financial Officer will be responsible for the management of donations in terms of Treasury Regulation 21.2.1. The Manager: HRD must submit the necessary requests timeously.

13. STUDY LEAVE

13.1. Studies initiated by an official

In terms of Department of Public Service (DPSA) the Leave Policy of 2001, special leave with full pay may be granted to an official who is attending an external or international study program. A contractual agreement will be linked to the special leave policy.

13.2. Studies initiated by the employer

In cases where the employer has initiated an external/international study, the employee will not be required to utilize his/her leave.

14. CONTRACTUAL AGREEMENT

Participants for Education, Training and Development must complete the contract prior to departure to ensure that they plough back in the department after completion of their programs.

The contract bellow shall apply to the employees of the department.

Employees who receives intensive external training are required to comply with the policies and regulations governing intensive external training that have been stipulated by the Department.

15. PROPOSED CONDITION FOR GRANTING OF APPROVAL OF TRAINING DEVELOPMENT AND INTERNATIONAL TRAINING PROGRAMS.

The following conditions shall apply:

- That the applicant may not leave the Public Service until the required period from the date the program is completed or otherwise would be expected to refund the department all the cost incurred for the training program.
- That the applicant shall sign an agreement form to serve as a requirement for
 - Ministerial approval for international training program.
- That the proposed agreement form takes the following format (See Annexure A)
- Should the learner not complete the course requirements, she/he will be required to refund the course fee to the Department.
- Feedback mechanism to be established for cascading information and skills to other officers.

16. APPROVAL

The policy is effective from 01...../FEBRUARY...../2022
Approved by the Head of Department



HEAD OF DEPARTMENT

AGRICULTURE ENVIRONMENTAL AFFAIRS, RURAL DEVELOPMENT AND LAND REFORM



ANNEXURE A

AGREEMENT FORM

1. (a) whereas I, the undersigned..... (Full name) (Hereinafter called the officer.) born on
..... an officer employed in the service of the state in the Directorate:....., am
desirous of participating in the external training programme/undertaking the study programme on
.....on (Name of the course)
2. Therefore I undertake: -
 - (a) To commence the course of study tour with effect from the..... (Duration of the programme/tour)
 - (b) After I have completed the course, I shall serve the Department for the same period of time that I spent on the training program/study tour.
 - (c) To repay immediately the course incurred for my external/international training Programme to the Department, if I fail to comply with the provisions contained in the clause 2(b) or if I leave the public service before the expiry of the contract period.
3. I accept that: -
 - (a) As far as my absence due to leave from my normal duties during the contract period is concerned, only vacation leave on pay, sick leave with fully or partly on pay and special sick leave which may be granted as a result of an injury on duty, shall be counted as service for completing the contract period.
 - (b) If I leave, or am discharged from, the Public Service any money due to me by the state, including
any pension money, may be withheld or set off against any money due to the state in terms of undertaking.
 - (c) Irrespective of the amount involved in terms of this undertaking any action, which may arise from this undertaking, may be instituted in a Magistrate's court in South Africa, which may otherwise have jurisdiction.

- (d) If my obligation in terms of this undertaking cannot be fulfilled owing to my death or if such obligation cannot, in the discretion of the Department, be fulfilled owing to the fact that I have become incapacitated by any mental or physical disability, any liability for the refund of any money which may be due in terms of this undertaking shall lapse. This concession shall be applicable where the provisions for clause 2(c) have not taken effect. This undertaking shall absolve me from any obligation in terms of any other undertaking(s)/agreement(s), which I have entered/may entered into with the state. Period of compulsory service resulting from and in terms of more than one undertaking/agreement, shall be served consecutively and in the order in which such undertaking(s)/agreement(s) were/are entered to.
- (e) This undertaking may be amended only with the written approval of the Department.

4. I elect as my ***domocilium citandi et executand*** and for the purpose of any notice or for the service of any legal process arising out of this undertaking, the following address in South Africa:

.....

SIGNATURE OF EMPLOYEE

Continuation. Foreign/External Training and Development Agreement

WITNESSES

(a)Directorate.....
 Date.....

(b)Directorate.....
 Date.....

5. Name (in full) of the Employer (Senior Manager)

.....

Signature: Date:

WITNESSES:

(a).....Directorate.....
Date.....

(b)..... Directorate.....
Date.....

6. Name (in full) of the Official approving the application

.....

Signature:..... Date:

SENIOR MANAGER: HUMAN RESOURCE MANAGER

WITNESSES:

(a).....Directorate.....
Date.....

(b).....

Directorate.....Date.....

Continuation. Foreign/External Training and Development Agreement

7. Name (in full) of the Head of the Department: Agriculture, Land Reform and Rural Development

.....

Signature:Date:

8. Name in full of the Executing Authority: Department of Agriculture, Land Reform and Rural Development

.....

.....

Signature:Date: