BERGRIVIER MUNICIPALITY

TRAINING & DEVELOPMENT POLICY

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1. PREAMBLE

Bergrivier Municipality is committed to the structured and systematic training and development of all its employees on an ongoing basis. This will enable them to perform their duties effectively and efficiently. Training and development programs will also be provided to enable employees to acquire skills, knowledge and other attributes and develop their potential to meet the municipality's future human resource needs.

Employees will be accommodated in the training process in accordance with priorities established by way of a structured analysis of training needs per Directorate.

2. DEFINITIONS

In this policy, unless the context indicates otherwise: -

"Director"	means an employee of Bergrivier Municipality who, in terms of a Council resolution or an Act, is directly responsible to the Municipal Manager for the administration of a directorate of the Municipality, or is acting in such capacity;
***"Employee" (*as per clause 200A (1) of the Labour Relations Act, 1995)**	means a person who works for, or renders a service to the Municipality regardless of the form of her/his employment contract, and in respect of which any factor enumerated in section 200A (1) of the Labour Relations Act applies
"Employer"	means Bergrivier Municipality, a local government established in terms of the Local Government: Municipal Structures Act, 1998 (Act 117 of 1998) as amended;
"Establishment"	means the permanent establishment (organogram)
"Institution"	a recognised university or university of technology or college or technikon

"Line Manager"	means the person with direct authority and/or responsibility over subordinates in their respective departments, divisions and sections
"Municipal Manager"	means the person appointed as such in terms of Section 54A of the Local Government: Municipal Systems Act (Act 32 of 2000) and includes a person acting in his/her stead;
"Municipality"	means the Bergrivier Municipality (WC013), a local municipality established in terms of section 12 of the Municipal Structures Act, 1998 (Act 117 of 1998), as amended
"Local Government: Municipal Staff Regulations"	means Regulation no. 890 promulgated in Government Gazette 45181 dated 20 September 2021.
"Local Government: Guidelines for the Implementation of the Municipal Staff Regulations"	means Regulation no. 891 promulgated in Government Gazette 45181 dated 20 September 2021.
"Permanent Employee"	means an employee, excluding a contract employee and/or a temporary employee, occupying a post on the fixed approved establishment of the Council in a permanent capacity, whether full-time or part-time, and includes interns and a person appointed in such post for a probationary period
"SALGBC"	means the South African Local Government Bargaining Council
"Scarce Skills"	means those skills that were identified as critical and of which a shortage is experienced and which is required for key projects and/or positions
"Skills and Knowledge"	means the ability to perform required tasks and the theoretical and practical understanding of a particular job and its relationship with other jobs

"Supervisor"	means a staff member with staff within his/her span of control, for whom s/he is directly responsible and to whom such staff member (s) are directly accountable

All terminology not defined under clause 2 of this policy shall bear the same meaning as in the applicable legislation.

3. SCOPE AND APPLICATION

The terms "education, training and development" are diverse and cover various forms of learning that take place at diverse sites, as well as at a specialist and academic institutions.

This policy shall apply to all employees and councilors of Bergrivier Municipality.

4. OBJECTIVES

The objective of the policy is to regulate the education, training and development of all employees of Bergrivier Municipality within its financial muscle and available resources. Skills development must-

4.1 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;

4.2 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;

4.3 support the employment equity objectives of a municipality;

4.4 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;

4.5 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; and

4.6 be designed to support and reinforce other capacity-building programmes in municipalities.

5. LEGAL FRAMEWORK

The following are amongst other national laws and policies which impact on how an organization approaches education, training and development:

- Labour Relations Act, 1995 (Act 66 of 1995);
- Occupational Health and Safety Act, 1993 (Act 85 of 1993);
- Municipal Finance Management Act, 2003 (Act 56 of 2003);
- Municipal Systems Act, 2000 (Act 32 of 2000);
- Skills Development Act, 1998 (Act 97 of 1998);
- Skills Development Levies Act, 1999 (Act 9 of 1999)
- South African Qualifications Authority Act, 1995 (Act 58 of 1995);
- Employment Equity Act, 1998 (Act 55 of 1998);
- SALGBC Main Collective Agreement as concluded on the 01 May 2007; and
- Collective Agreement on Conditions of Service for the Western Cape Division of the SALGBC, as concluded on 1 June 2009.
- Local Government: Municipal Staff Regulations No 890 promulgated in Government Gazette 45181 dated 20 September 2021.
- Local Government: Guidelines for the Implementation of the Municipal Staff Regulations No 891 promulgated in Government Gazette 45181 dated 20 September 2021.

6. TRAINING AND DEVELOPMENT

6.1 PRINCIPLES OF TRAINING AND DEVELOPMENT

6.1.1 Training and development must-

6.1.1.1 be needs-based;

6.1.1.2 be systematic;

6.1.1.3 be cost-effective;

6.1.1.4 be developmental in approach;

6.1.1.5 consist of externally developed and presented, as well as in-house, training and development programmes;

6.1.1.6 enable employees to meet the requirements of their present jobs and to equip them for future opportunities;

6.1.1.7 deliver results that are measurable against pre-determined outcomes;

6.1.1.8 recognise that learning routine tasks and obtaining primary knowledge to perform better, should be done in the work environment; and

6.1.1.9 appreciate the primary role of supervisors in the identification of training needs and teaching employees to perform their allocated jobs better.

6.1.2 All training and development initiatives must be properly planned, programmed and administered and their results reviewed in order to determine-

6.1.2.1 how training methodologies and programme content can be improved;

6.1.2.2 to what extent a particular programme has supplied the needs of the individual learners who completed it and the Municipality;

6.1.2.3 how maximum benefit can be obtained from resources

devoted to training and development;

6.1.2.4 how procurement and development of training programmes can be improved; and

6.1.2.5 what impact completion of a programme had on the performance of a learner.

6.1.3 The determination of municipal skills needs, priorities and budgets must be—

6.1.3.1 developed once every five years at the commencement of the Integrated Development Planning process and may be reviewed annually thereafter; and

6.1.3.2 aligned to the strategic planning cycles associated with the-

6.1.3.2.1 integrated development plan;

6.1.3.2.2 municipal budget;

6.1.3.2.3 human resource planning; and

6.1.3.2.4 performance management cycle.

7. SKILLS PLANNING

Skills planning cover short-, medium- and long-term plans relating to the acquisition and nurturing of skills.

7.1 Skills Audit

7.1.1 Purpose

The purpose of a staff skills audit within a municipality is to determine the gaps associated with every staff member's current and future skills needs in the municipality.

7.1.2 Performing a Staff Skills Audit

7.1.2.1 A skills analysis must be conducted using programmes or systems determined by the Minister to ascertain the skills needs of staff

members in respect of their current roles.

7.1.2.2 Skills audit may comprise-

7.1.2.2.1 biographical audits, which includes information on the educational qualifications and experience of the staff member;

7.1.2.2.2 perception based assessments; and

7.1.2.2.3 evidence based assessments, including assessments using psychometric instruments.

7.1.2.3 A skills audit must be conducted once every five-years within 24 months from the election of the new council of a municipality.

7.1.2.4 After a formal skills audit has been done, the information must be captured on the relevant system. The skills audit for new entrants in the organization will be done during their induction process and captured on the relevant system.

7.2 Skills needs

7.2.1 Determination of skills needs

7.2.1.1 Skills needs must be determined by conducting—

7.2.1.1.1 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; and

7.2.1.1.2 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.

7.2.2 Skills Needs Analysis

7.2.2.1 A skills needs analysis must be conducted to analyse 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.

7.2.2.2 The skills needs analysis must identify the priority skills needs, which if effectively developed, will have a marked impact on the municipality's performance.

7.2.2.3 The process of identifying the skills needs must-

7.2.2.3.1 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 Municipal Staff Regulations.

7.2.2.3.2 take into account the related institutional capacity needs and workplace skills plan of the municipality; and

7.2.2.3.3 cover all major roles in the municipality, including-

(i) management and leadership;
(ii) technical, specialist, professional and administrative roles; and
(iii) specified priority skills needs.

7.2.2.4 The skills need analysis must be based on—

7.2.2.4.1 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;

7.2.2.4.2 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;

7.2.2.4.3 a review of the effectiveness of the implementation of previous priority skills development programmes and interventions; and

7.2.2.4.4 an analysis of individual staff member personal development plans to identify common skills needs across job categories.

7.3 Types of skills development programmes

7.3.1 The municipality shall focus on developing priority skills through—

7.3.1.1 structured learning programmes, which may include learnerships, apprenticeships, technicians-in-training programmes and graduates-in-training programmes;

7.3.1.2 structured on-the-job learning and development, which may include-

7.3.1.2.1 professional coaching of staff members by an external or internal expert coach, where such capacity exists;

7.3.1.2.2 coaching of staff by supervisors, including guiding a staff member to develop new skills;

7.3.1.2.3 mentoring staff to acquire technical, professional or specialist skills, which may include structured mentorship programmes;

7.3.1.2.4 the creation of work exposure opportunities that may accelerate learning and or skills development, including-

7.3.1.2.4.1 allocating staff members to a specific project;

7.3.1.2.4.2 seconding a staff member to another department or work area to increase the staff member's exposure to other work processes and systems;

7.3.1.2.4.3 increasing the responsibilities allocated to a staff member;

7.3.1.2.4.4 rotating staff through the full range of activities of a particular process or department; and

7.3.1.2.4.5 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.

7.3.1.3 professional development programmes.

7.4 Study assistance

Study assistance where applicable shall be granted to eligible employees according to the Employee Bursary and Study Assistance Policy and subject to approved budget.

7.5 Research

Employees and councilors shall obtain approval from the Municipal Manager prior to undertake any research project within the municipality. The research report shall be submitted to the council upon completion of the research.

The researcher shall not use the information gathered against the municipality and must only be used for academic purposes.

7.6 Recognition of prior learning

7.6.1 A recognition of prior learning assessment determines an employee's skills and knowledge acquired through formal or informal training conducted by industry or educational institutions, work experience and on-the-job training.

7.6.2 Recognition of prior learning assessment must be conducted—

7.6.2.1 by service providers that are accredited by the relevant Education and Training Quality Assurance Body; and

7.6.2.2 in line with the provisions of the National Qualifications Framework established in terms of the National Qualifications Framework Act, 2008 (Act No. 67 of 2008).

7.7 Personal Development Plans (PDP)

7.7.1 Every employee must have a personal development plan that sets out the strategies to-

7.7.1.1 address the employee'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; and

7.7.1.2 develop new skills and provide exposure to new areas of work, which are aligned to the municipality's strategic objectives.

7.7.2 The personal development plan must consider the skills audit and the requirements of the performance management system.

7.7.3 An employee may only undergo training that is –

7.7.3.1 contained in personal development plan; or

7.7.3.2 approved by the municipal manager or his or her delegate.

8. SKILLS DEVELOPMENT ADMINISTRATION

8.1 Budgetary Allocations

8.1.1 The municipality shall establish a skills development budget that provides funding for priority skills needs identified in the workplace skills plan (WSP).

8.1.2 The approved training budget must be allocated and be managed through the Office of the Skills Development Facilitator and be utilized for such purposes only.

8.1.4 Funding for training and development of employees will derive from-

8.1.4.1 the municipality's own training budget;

8.1.4.2 the skills development levies as prescribed in terms of Skills Development Levies Act, 9 (Act No 9 of 1999);

8.1.4.3 discretionary and mandatory grants received from LGSETA; and

8.1.4.4 provincial and national government capacity building grants.

8.2 Training Service Providers

Training Service Providers shall be appointed in accordance with Supply Chain Management Policy and Procedures, and in line with Skills development legislation.

In order to manage quality assurance, Bergrivier Municipality will utilized accredited service providers to conduct training that are unit standard aligned in a form of skills programs, learnerships, etc. A process to screen and asses the organization’s capacity to perform or deliver training will be conducted and proof of accreditation will be supplied by the prospective service provider.

8.3 Attendance of Training

Employees will be released in terms of the identified program to attend classes during working hours and will be expected to submit portfolios of evidence for assessment and certification reasons to obtain a qualification. The learner will do whatever is required to complete and pass the course and will attend diligently.

In the case of an employee’s non-attendance of a course without prior acceptable arrangements or reason, an investigation shall be lodged to determine the circumstances for non-attendance and appropriate actions shall be taken.

Disciplinary measures shall be taken against employees who absent themselves without prior acceptable arrangement/ reason. This shall be done by the Manager to whom the employee reports. Failing which, this shall be interpreted as dereliction of one's lawful and reasonable duty.

It shall be the responsibility of the respective departments to release the employees to attend the courses they have been nominated and/ or applied and registered for.

Attendance registers of the training attended shall be submitted to the Human Resource Officer: Training and Development upon return from the training or by the service provider.

8.4 Travelling And Accommodation

Transport to attend learning and development interventions could be provided to employees who are not on a transport scheme. Where transport cannot be provided, employees will be allowed to travel with their own transport and will be remunerated according to the Travel and Subsistence Policy and Procedures for officials. These exclude students who attend interventions funded through study assistance scheme.

Accommodation shall be provided according to the Travel and Subsistence Policy and Procedures for officials.

8.5 Study Leave

Study leave and leave of absence for obligatory course/study requirements shall be granted according to the Collective Agreement on Conditions of Service for the Western Cape Division of the SALGBC.

8.6 Equal Opportunity Framework

8.6.1 Where possible, an employee shall be entitled to a maximum of not more than two training interventions per financial year to allow for equal opportunity.

8.6.2 Although all training shall be implemented in terms of the Workplace Skills Plan, the Municipal Manager and/or relevant Director shall still approve the release of an employee to attend

training, considering operational requirements. However, each case shall be treated on merit.

9. INSTITUTIONAL ARRANGEMENTS

9.1 Training Committee

9.1.1 A senior manager must chair the municipality's Training Committee.

9.1.2 The Training Committee must have an equal number of managers and representatives of staff.

9.1.3 The Training Committee will be constituted as follow:

- Director Corporate Services (Chairperson)
- Director Financial Services (Vice-Chairperson)
- Manager Strategic Services
- Manager Human Resource Services
- Human Resource Officer: Training & Development (Co-opted)
- Two (2) representatives each from SAMWU & IMATU

9.2 Return on Investment

9.2.1 Commitment should be made by all employees participating in programs to submit portfolios of evidence for all accredited and unit standard aligned training for assessment and certification of competence at their own time.

9.2.2 These shall be regulated by the signing of the prescribed training attendance contract by employees prior to attending the said training (**Annexure A**).

9.2.3 Should an employee be found not yet competent after submitting the portfolio of evidence, he/she shall be given an opportunity to complete the programme at own cost and submit proof of competency to Human Resource Officer: Training & Development.

9.2.4 An employee who fails to submit a portfolio of evidence or to complete the course or fail to pass the course, shall be deemed to

pay back the money incurred for the training in question within a period of twelve-monthly instalments.

9.2.5 Upon successful completion of the intervention the employee must work for the council equivalent to the years he/she has studied inter alia one-year equals to 12 months.

9.3 Evaluating Skills Development Quality and Impact

9.3.1 To evaluate the quality and impact of skills development, the municipality must-

9.3.1.1 conduct regular evaluations of the workplace skills plan and personal development plans as well as their implementation; and

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

9.3.2 The Municipal Manager must ensure that-

9.3.2.1 every supervisor annually reports on progress on implementing staff personal development plans and the other programmes contained in the workplace skills plan;

9.3.2.2 the effect of implementing personal development plans for staff is evaluated;

9.3.2.3 evaluations, using standard benchmarks, respond to priority learning programmes and contribute to the development of skills which result in improved performance and service delivery; and

9.3.2.4 regular skills development reports and evaluation results are-

9.3.2.4.1 integrated into the wider capacity building initiatives within the municipality; and

9.3.2.4.2 reported by the Skills Development Facilitator to the relevant provincial and national capacity building structures.

9.3.3 The evaluation of skills development and training must be done on the prescribed evaluation form (Annexure B & C).

10. ROLES AND RESPONSIBILITIES

10.1 Council

The council's role is to encourage and facilitate the education, training and development of all employees and councilors in recognition of the strategic importance thereof. The council is responsible for:

10.1.1 Ensuring compliance with relevant legislation and national strategies;

10.1.2 Approving (with due consultation) the Training and Development policy and implementation thereof;

10.1.3 Ensure that in addition to any provision that it must make in its operating budgets for the payment of a statutory skills levy, provide additional funds to conduct training of its employees and councilors in order to comply with the approved workplace skills plan; and

10.1.4 Approval of Workplace Skills Plan.

10.2 Senior Management

The Municipal Manager and Directors shall be accountable for the training and development of all employees in their departments. The training and development function shall be as follows:

10.2.1 To make this policy known to all employees in their Department;

10.2.2 To create a favorable climate conducive to the training and development of all employees in their department; and

10.2.3 To evaluate the effectiveness of training and development in their department.

10.2.4 Must ensure the development of employees through re-allocation, rotation and secondment of staff members across functions within a municipality with due regard to service delivery requirements, where applicable.

10.2.5 Must ensure the effective management of the quality of learning delivery, especially that which is provided by the external training providers.

10.2.6 Encouraged Line Managers and Supervisors to gain coaching skills.

10.2.7 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.

10.3. Line Managers

The education, training and development of staff are a key performance area for line management. Their role is proactive, developmental and monitoring. Line Managers are primarily responsible and accountable for:

10.3.1 Ensuring that employees are educated, developed and trained to do their work competently by continually monitoring performance and identifying developmental needs;

10.3.2 Coaching, counselling and mentoring staff on an on-going basis;

10.3.3 Liaising with the Skills Development facilitator (SDF) to address the identified developmental needs;

10.3.4 Facilitating and actively supporting the transfer of skills to the workplace (that is, the implementation of the newly acquired or enhanced skills and knowledge);

10.3.5 Monitoring and evaluating the acquisition of and the subsequent transfer of skills, knowledge and attitudes

(competencies) in the workplace and taking the necessary action;

10.3.6 Familiarizing themselves with the relevant legislation in order to ensure compliance;

10.3.7 Link skills development to the priorities of their function, the integrated development plan and to the outcomes of the performance management process;

10.3.8 Monitor skills needs and constraints that have, or may have, a major impact on the achievement of their objectives and report on these during the institutional skills needs analysis process;

10.3.9 Develop, report on and review progress with the personal development plans of the staff members who report to the supervisor;

10.3.10 Ensure that development proposed in the personal development plans of the staff members who report to the supervisor is relevant to the functions of the municipality; and

10.3.11 Provide input into the content of training programmes, if relevant; and

10.3.12 Allow their subordinates time off for training, as agreed in training schedules and plans.

10.4 Human Resource Officer: Training And Development (Skills Development Facilitator)

10.4.1 In terms of the Skills Development Act, Bergrivier Municipality must at all times ensure the appointment of a Skills Development Facilitator to perform skills development functions.

10.4.2 The Skills Development Facilitator shall be the solely coordinator and the implementing agent of the skills development programs, ensure compliance as per legislative requirements and to act as a link between the municipality and LGSETA by:

10.4.2.1 Develop and submits the Workplace Skills Plan;

10.4.2.2 Facilitating the adoption of the Workplace Skills

Plan, including liaising with the registered trade unions;

10.4.2.3 Ensuring the implementation of the Workplace Skills Plan;

10.4.2.4 Reporting on the implementation of the Workplace Skills Plan;

10.4.2.5 Ensuring effective management and co-ordination of the arrangements related to the Skills Development levy and levy grants;

10.4.2.6 Application of discretionary grants to run learnerships programs in Bergrivier Municipality;

10.4.2.7 Application for discretionary grants for implementation of employed and unemployed learnerships;

10.4.2.8 Conduct training needs analysis in accordance with paragraph 7.2, including the following:

- Circulating communique to all directorates for submission of individual developmental needs;
- Liaising with the Occupational Health and Safety Officer to identify compliance training needs;
- Liaising with line managers to identify performance based training needs;
- Liaising with the office of the Speaker and South African Local Government Association and Department of Local Government on the identified training needs for councilors; and
- Liaising with the Budget and Treasury on the training needs for interns if need be.

10.4.2.10 Convening of training committee meeting to discuss, classify, prioritize and approve training needs to be captured in the Work Place Skills Plan for that particular financial year.

10.5 Training Committee

10.5.1 The training committee must consult, and make recommendations to the municipal council, on—

10.5.1.1 proposed improvements to skills audit processes;

10.5.1.2 findings and priorities emerging from the skills audit presented by management;

10.5.1.3 the draft workplace skills plan;

10.5.1.4 management's regular skills development report; and

10.5.1.5 skills development policies of the municipality.

10.6 Employees

A staff members shall:

10.6.1 actively manage their own development, whether for their current role or for their future career opportunities, based on their personal development plan;

10.6.2 participate actively in skills audits;

10.6.3 develop and reflect on their personal development plans with their supervisor;

10.6.4 commit to development that coincides with the municipality's priority skills;

10.6.5 participate actively in all forms of learning, training and development which will assist the staff member to meet agreed needs;

10.6.6 stay abreast of and apply new knowledge and skills in their field of expertise; and

10.6.7 provide feedback on the outcomes, effectiveness and relevance of training and development received.

10.7 Unions

The recognized collective employees' organizations are acknowledged as stakeholders in the processes of skills development. They should play an active role in consultative forums to represent the interests of their members both collectively and individually with regards to education, training and development. Their responsibilities include:

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

10.8 Chief Financial Officer

The Chief Financial Officer must ensure that proof is provided to the LGSETA that all funds obtained from the LGSETA and the 1% budgeted towards skills development have been used for skills development purposes.

11. DEVELOPMENT OF A WORKPLACE SKILLS PLAN (WSP) AND ANNUAL TRAINING REPORT

11.1. In compliance to the LGSETA requirement, a Workplace Skills Plan (WSP) must be developed each year to indicate the training intervention to be carried out for the year in response to the outcome of the institutional skills needs analysis and the individual skills audits, while at the same time the Annual Training Report is concluded to report on training implemented the previous year.

11.2 The workplace skills plan must include-

11.2.1 the priority skills needs for the municipality and each department or function;

11.2.2 the associated interventions that the municipality intends conducting; and

11.2.3 an aggregation of the learning and development initiatives from staff personal development plans.

11.3 The Training Committee must recommend the Workplace Skill Plan to Council for approval.

11.4 The chairperson of the Training Committee, Municipal Manager, Skills Development Facilitator as well as the Labour component represented by SAMWU and IMATU shall sign the Workplace Skills Plan and Annual Training Report on an annual basis.

11.5 The Skills Development Facilitator shall on an annual basis, e-mail the electronic version of the template and send the signed hard copy to LGSETA on or before the 30th of April of each financial year.

11.6 The workplace skills plan must be included in the municipality's integrated development plan.

12. ON-THE-JOB (IN-SERVICE) TRAINING

The objective of on-the-job training is to provide an employee with the skills and knowledge that she/he needs to improve her/his performance and to modify the attitude of an employee in order to improve his/her competency.

13. LINKAGE BETWEEN PERFORMANCE IMPROVEMENT AND TRAINING AND DEVELOPMENT

The Municipality recognises that the quality and level of institutional and individual performance results from applying available capacities. Therefore, supervisors and management have the duty to ensure that training and development receive adequate consideration as interventions to improve the skills, knowledge and attitudes of

employees throughout the municipality. However, at the same time, the Municipality realises that training and development are not a magic wand that will ensure improved performance in all areas of underperformance.

14. TRAINING FOR UNEMPLOYED AS SOCIAL RESPONSIBILITY

The municipality has a responsibility to train unemployed learners in compliance to the Skills Development Act. The municipality annually provides bursaries for this purpose.

15. GENERAL PROVISIONS

15.1 Compliance with all relevant legislative arrangements shall be strictly observed and complied with, and

15.2 The Municipal Manager may from time to time consider deviation from any provision(s) of this policy, if such act is informed by bona fide operational requirements of the municipality and recommended by the relevant Director or Manager: Human Resource Services.

16. BREACH OF THIS POLICY

Non-compliance with the policy stipulations will be regarded as misconduct and treated accordingly.

17. DATE OF EFFECT OF THIS POLICY

This internal policy will be effective from the first day of the calendar month following the date on which Council has approved this internal policy.