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Department:
Environment & Nature Conservation
NORTHERN CAPE PROVINCE
REPUBLIC OF SOUTH AFRICA

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DEPARTMENT OF ENVIRONMENT AND NATURE CONSERVATION

TRAINING POLICY
11 NOVEMBER 2013
HUMAN RESOURCES DEVELOPMENT UNIT
VERSION 02

A PROSPEROUS AND EQUITABLE SOCIETY LIVING IN HARMONY WITH OUR NATURAL RESOURCES

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1. CONCEPTUAL BACKGROUND

1.1 INTRODUCTION

The Department of Environment and Nature Conservation is a diverse Department whose functions directly impacts on the **economic activities in the province, the protection of its wildlife, eco-systems and bio-diversity etc.** It is therefore necessary that staff be provided with the necessary and appropriate training and development to effectively and efficiently perform their duties. In the White Paper on Training and Education in the Public Service a number of problems were identified in the provision of education and training in the public service. These problems include:

- **low priority and uneven nature of provision**
- **low budgets and inadequate training structures in organizational structures**
- **lack of coordination and communication**
- **number of quality trainers**
- **internal and external training and education providers**
- **outdated and prescriptive Public Service Training and Education**
- **lack of accepted norms, standards and accreditation**
- **lack of effective systems for strategic planning and review.**

It is the intention of this **Policy Document** to address the above and to **provide guidelines and a framework to the Department of Environment and Nature Conservation** in equipping all staff with the necessary **knowledge, skills and competencies** to effectively perform their duties in pursuit of a **dedicated, productive, people centered and equitable department**, for the required transformation of **Public Service Delivery**.

Definitions

1.2 LEGISLATIVE REQUIREMENTS

- **Skills Development Act (no. 97 of 1999),**
- **the Public Service Human Resource Development Strategy,**
- **the Northern Cape Provincial Skills Development Strategy**
- **White Paper on Transforming Public Service Delivery - or the "Batho Pele" principles.**

2. POLICY STATEMENT AND APPLICATION SCOPE

2.1 POLICY STATEMENT

The **Department of Environment and Nature Conservation** recognizes and acknowledges that in governments' commitment towards transforming public service delivery, the development of its human resources is central in this commitment.

Therefore, the Department abides by the principles laid down for improved service delivery as set out in the **White Paper on Transforming Public Service Delivery** - or the "**Batho Pele**" principles. By abiding by the legislative requirements in section 1.2 has developed this policy to regulate and align its training needs with those of its staff and National legislation.

2.2 PRINCIPLES GUIDING EDUCATION AND TRAINING IN THE DEPARTEMENT:

The following principles, identified in the White Paper on Public Service Training and Education will also apply in this Department:

- Access and entitlement - all employees will be entitled to ongoing and meaningful opportunities for training and education. This also include potential recruits to the Department through bursary schemes, grants etc.
- Needs analysis - training and education will be based on the assessment of needs within the department and its employees.
- A competency - based approach to learning outcomes, which will support competencies required at different levels to build individual and organizational capacity.
- Integration between policy formulation strategic planning and transformation - this training and education must be linked to the broader processes of policy formulation, strategic planning and transformation.
- Adequate resourcing - being a priority in budgeting and the organizational structure.
- Flexibility and decentralization - programs of training and education must be flexible to meet individual and changing needs of the Department, with responsibility decentralized to the Training Committee, HOD, HRD Manager and individual Service Managers, Supervisors and individual staff members.
- Career pathing - programs of training and education must be facilitating career pathing for staff as well as productivity.
- Lifelong learning - training and education in the Department shall be a lifelong learning process, which are linked to the NQF (National Qualifications Framework).
- Learning organization - the Department, as the rest of the Public Service will have to become a learning organization.



- Quality and cost effectiveness - available resources will be managed effectively through e.g. establishment of effective structures, avoiding duplication.
- Equity and empowerment - training and development of staff will be linked strategically to broader human resource management practices and programs aimed at enhancing employment equity and representiveness.
- Consultation and participation - plans and programs for education and training will be formulated, implemented and evaluated with all participation and involvement of organized labour and other relevant stakeholders within the Department.
- Information and communication - information about training and education opportunities must be effectively disseminated at all levels throughout the Department. A communication strategy to achieve this must be developed as a priority.
- Monitoring and evaluation - ongoing monitoring and evaluation mechanisms shall be put into place to ensure quality, standards, cost effectiveness and relevance.

The above principles, although laid down for the broader public service, are seen as embracing all principles needed for transforming training and education in the Department.

2.3 STRATEGIES:

The following strategies for training and development of staff will be followed. These strategies will apply to all staff at all levels including new entrants, long serving officials, senior managers, middle management, those managers responsible for service delivery, frontline workers etc.

- Internal in-house development of staff by way of e.g. coaching and mentoring of especially designated groups.
- The identification and removal of barriers that exist in staff training and development.
- The promotion of learnerships and internships additional to the existing provisions.
- The developing/presentation of accelerated training and development programs for designated groups.
- Prioritization and preference to employees from designated groups when nominations for training and development interventions are considered; consistent with the EE-Policy.
- The development of a communication strategy to effectively communicate the training policy, programs and relevant information to all staff at all levels.
- The induction and orientation of new lateral entrants into the Department.

- The development, implementation and maintenance of a database on staff of training and development needs and acquired skills.
- The continuous review of management practices to determine best practices to accommodate and advance the training and development needs for designated groups.
- The expansion of existing resources and capacity to meet the increasing demands for an increasing skills pool and employment equity.
- The creation of opportunity and support for career enhancing qualifications.
- The provision of training in diversity management and awareness, public service ethics, constitutional law, human rights and life skills.
- Trainees must be given the opportunity to apply their acquired skills in their workplace. It is the responsibility of supervisors and managers to create such an environment.
- Supervisors and managers of trainees must constantly evaluate the work of trainees to identify shortcomings and to take correctional steps in time.
- The development/identification of programs in policy development and management, strategic planning, change management, project management, leadership, and organizational development for senior and middle management.
- Workshops, seminars etc. on disability awareness, cultural bridging.
- Utilization of ABET and competency based training for lower level workers.
- Propagating modular training for current staff to obtain higher qualifications.

APPLICATION SCOPE

This policy is applicable to all personnel of the **Department of Environment and Nature Conservation**.



3. POLICY FRAMEWORK

3.1 IDENTIFICATION AND CONSULTATION OF STAKEHOLDERS

This policy is a revision of the version 1 policy signed in 2005. Therefore no stakeholders were consulted because during the implementation of the version 1 Policy many questions were identified and raised by staff.

3.2 TIMEFRAMES

This policy was analysed and aligned by the Legislative Development unit on November 11, 2011. This policy was further modified by incorporating the Departmental letterhead on November 14, 2011.

3.3 IMPLEMENTATION STRATEGY

The strategies on education and training set out above will be phased in over four (4) phases:

Phase 1 -Consultation with all stakeholders re the principles and strategies contained in this policy document

Phase 2 -Develop processes and systems for implementing strategy.
-Identify priorities and projects in line with strategies.
-Implement strategies on a project basis.

Phase 3 -Monitor and evaluate.
-Improve continuously.

Phase 4 -Impact assessments.

The implementation date for this policy is _____

3.4 FINANCIAL IMPLICATIONS

Training and development within the Department shall be financed as set out in **Chapter 7 of the Skills Development Act (Act no. 97 of 1999)** or such higher amount or percentage as is approved.

3.5 COMMUNICATION

Training and development of Departmental Staff will be provided by:

(a) Internal Providers

SAMDI, Provincial HRD-unit, SDF or such suitable provider within the Department or Provincial Administration as determined by the Training Committee.

(b) External Providers

Universities, Technicons, NGO's or Accredited Registered private sector providers.

In all instances training and development will be provided according to standards and qualities laid down by **SAQA** and **SETA'S**. Where possible, empowerment providers will be used.

3.6 COMPLIANCE, MONITORING AND EVALUATION (M&E)

The **Training Committee** in collaboration with the **HRD Manager** will monitor and evaluate training and development programs with accountability resting with the **HOD**.

3.7 POLICY REVIEW

This policy will be reviewed when the need arises or in case of the occurrence of extenuating circumstances (political mitigation, or pronouncement by legislation and/or regulations). The contact person for this policy will be required to submit all relevant information pertaining to this policy in conjunction with a signed memo with all amendments (addition or omission) during the third quarter annually.

The exception, the Policy development unit will be conducting all extenuating reviews throughout the year, therefore it is paramount that any new information received be submitted to this unit, in order to coordinate the review process of this policy.

3.8 POLICY IMPACT

The wish of this policy is to ensure that staff are assisted by the department to empower them, to conclude their mandated functions effectively and timeously.

3.9 INTERIM MEASURES

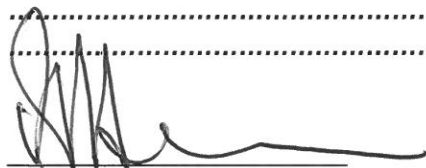
The department has been using the version 1 of this policy which was signed in 2011.



4. **ADOPTION OF POLICY**

Recommended / Not Recommended
Comments:

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D VAN HEERDEN
HEAD OF DEPARTMENT

DATE



