

**POLICY ON LEARNERSHIPS AND
INTERNSHIPS**



DEPARTMENT OF EDUCATION

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1. BACKGROUND

In 1998 parliament passed the Skills Development Act and in 1999 it passed Skills Development Levy Act. These two legislations are part of the National Skills Development Strategy. The aim of this strategy is to improve the skills of South Africans so that the country can grow economically and create jobs and wealth for its people.

When Government published the National Human Resource Strategy it embraced learnerships and internships programmes as an approach of building skills in the country. The Department of Education acknowledges its responsibility in skills development and training in the country. This policy aims at addressing issues of learnership and internship programmes.

2. APPLICATION OF THE POLICY

The policy will apply to the following categories learners:

- Students studying towards a qualification
- Unemployed students who have completed a qualification(s)
- Unemployed youth with no qualification

3. GUIDING PRINCIPLES

3.1 Lifelong learning

Communities and workplaces are changing continuously. Individuals need to shape these changes and take advantage of them to improve and upgrade their skills continuously.

3.2 Promotion and equity

Building an inclusive Public Service and widening opportunities, whilst encouraging effective collaboration amongst people from diverse background.

3.3 Demand led

Skills development should be focused on needs assessment. The emphasis will be on the skills and competencies required to support effective and efficient service delivery.

3.4 Flexibility and decentralisation

The departments will analyse their specific skills development needs and plan and implement the most effective strategies to meet the identified needs.

3.5 Partnership and co-operation

The implementation of internships should be based on internal and external partnerships.

3.6 Efficiency and effectiveness

The delivery of skills development programmes and initiatives must be characterised by cost-effectiveness and should lead to positive outcomes for all those who invest in training and skills development.



3.7 Access and entitlement

Students and unemployed are entitled to opportunities for training and education.

4. STATUTORY PROVISIONS AIMED AT PROMOTING LEARNERSHIP AND INTERNSHIP PROGRAMMES

4.1 South African Qualifications Act, 1995

The SAQA Act, through the development of the South African Qualifications Framework (NQF), outlines the following key objectives, namely:

- Enhance the quality of education and training;
- Accelerate the redress of past unfair discrimination in education, training and employment and opportunities; and thereby contribute to the full development of each learner and the social and economic development of the nation at large.

4.2 Skills Development Act, 1998

The purposes of the Skills Development Act are, namely

- To increase the levels of investment in education and training in the labour market and to improve the return on that investment
- To encourage employers-
 - to use the workplace as an active learning environment
 - to provide opportunities for new entrants to the labour market to gain work experience;
 - to employ persons who find it difficult to be employed
- To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress disadvantages through training and education.
- To ensure quality of education and training in and for the workplace

- To assist work-seekers to find work and retrenched workers to re-enter the labour market
- To assist employers to find qualified employees; and

4.3 Employment Equity Act, 1998

The purpose of this Act is to:

- Promote equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and
- Implement affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce.

4.4 National Skills Development Strategy, 2001

Objectives of the National Skills Development Strategy are as follows:

- Developing a culture of high quality life-long learning
- Fostering skills development in the formal economy for and productivity and employment growth
- Promoting skills development for employability and sustainable livelihoods through social development initiatives

Assisting new entrants into employment

5. THE MANAGEMENT OF LEARNERSHIPS AND INTERNSHIP IN THE DEPARTMENT

The following provide guidance on the management of the learnership and internship programmes in the Department

5.1 Roles and responsibilities of the Director-General

- Ensure that the learnership and internship programme are incorporated into human resource development strategy of the Department.
- Monitor and evaluate progress on learnership and internship programmes
- Integrate learnership and internship programmes into the performance agreement of relevant managers
- Report on learnership and internship programmes in the annual report.

5.2 Roles and responsibilities of Deputy Director Training and Special Programmes:

- To facilitate and co-ordinate learnership and internship programmes transversely across the organisation
- Develop and manage contracts between the department and the learners and interns
- Develop learning agreement between the department, learners and interns the host organisation and the feeder organisation
- To monitor performance of learners and interns
- Develop learnership and internship programmes in conjunction with relevant line function managers
- Develop capacity for mentoring in relevant components with special attention to on-the-job training
- Assist managers of components with the selection of mentors

- Provide orientation programmes for learners and interns
- Put in place monitoring, assessment and evaluation methods for the assessment of the performance of interns and learners.
- Compile written report to the Director- General on progress and challenges facing the learnership and internship programmes
- Gather data regularly on intake of learners and interns about internship programmes in the department in order to evaluate its effectiveness.

5.3 Roles and responsibilities of the Assistant Director: Training

- Identify training provider and reach agreements with them
- Select mentor(s) within directorates according to the criteria and mechanisms set by in the policy and contract
- Evaluate mentors(s) within directorates according to the criteria and mechanisms set.
- Integrate learnership and internship programmes into the performance and assessment agreements of mentors.

5.4 Roles and responsibilities of Mentor Co-ordinator

- Play a facilitating and supporting role to mentors
- Report on behalf of mentors to the Deputy Director: Training and Special Programmes
- Investigate, on behalf of the Deputy Director: Training and Special Programmes problems that arise in relation to progress of the learnership and internship programmes.
- Act as a mediator between the mentor, learners and interns.

5.5 Roles and responsibilities of the Mentor

- Oversee the training and mentoring of the learners and interns.
- Mentor and provide a supportive environment to the learners and interns.

5.6 Roles and Responsibilities of the learners and interns

- Forge conceptual links between theoretical knowledge, acquired at the tertiary institution, and practical work
- Feedback between theory and practice in order to reinforce the alignment of the two.
- Supply mentor with feedback on the effectiveness of the internship programme and mentoring arrangements
- Enter into contract with the Department.
- Enter into learnership and internship agreement with the mentor
- Abide by the rules, regulations and protocol of the Department.
- Demonstrate proactiveness towards self-development
- Participate in the general activities of the component in which internship activities take place.


6 TERMS AND CONDITIONS

The intern or a learner will have no entitlement to the benefits of a full time employee of the Department, however, he or she will be entitled to 22 days vacation leave and 12 days sick leave days. Department will pay learners and interns a monthly stipend of R2 000.00. The interns or learners will be appointed on a contract of 12 months. The contract could be extended upon request and provided that there are some of the intern's or learner's projects that are incomplete or soon to be completed. However the intern or learner should not have the expectation that the contract will be automatically extended. The intern or learner will also qualify for the payment for performing overtime duty and travel and subsistence claims. The Department is under no obligation to appoint the intern or learner when the contract expires (Please refer to the contract).

7 MONITORING AND EVALUATION

The Deputy Director: Training and Special Programmes will co-ordinate, monitor and evaluate the internship and learnership programmes and provide the Director-General with the quarterly and annual reports.

Signed on this 01 day of June 2003 at: Pretoria


Signature

THAMSAHQA DENNIS MSERERU
Full Name

