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Department:
Public Works and Infrastructure
REPUBLIC OF SOUTH AFRICA



EXPANDED PUBLIC WORKS PROGRAMME

TRAINING FRAMEWORK FOR THE EXPANDED PUBLIC WORK PROGRAMME (EPWP) PHASE 5

AUTHORISATION AND SIGN-OFF

I, the undersigned, in my capacity as indicated below at the National Department of Public Works and Infrastructure, herewith approve this Training Framework Phase 5 for implementation.

NAME AND DESIGNATION	SIGNATURE	DATE APPROVED
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EXPANDED PUBLIC WORKS PROGRAMME

Training Framework for the Expanded Public Works Programme (EPWP Phase 5)

“Skills Development towards impact”

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1. Acronyms /Abbreviations /Definitions /Glossary

ABBREVIATION	FULL TERM
AET	Adult Education and Training
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DEL	Department of Employment and Labour
EPWP	Expanded Public Works Programme
ETQA	Education and Training Quality Assurance bodies (including professional bodies)
HETs	Higher Education and Training
NAMB	National Artisan Moderation Body
NDP	National Development plan
NQF	National Qualifications Framework
NQF Band	Descriptor levels of the National Qualification Framework
NLRD	National Learner Records Database
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
PSET System	Post Schooling Education and Training System of the DHET
PIVOTAL programmes	Professional, Vocational, Occupational, Technical and Academic Learning programmes
QCTO	Quality Council for Trades and Occupations
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
TVETS	Technical and Vocational Education and Training Colleges

Glossary Terms

TERM	DEFINITION
Apprenticeship	A technical training system that includes practical and theoretical components offered in designated trades to achieve an artisan status
Artisan	A person certified as competent to perform a listed trade
Assessment	A structured process in which evidence of performance is gathered and evaluated against an agreed criteria
Certification	Recognition for achievement on successful completion of a training
Community Colleges	An institution introduced by DHET Post Schooling System within the skills and training environment which caters for youth and adults who do not qualify to study at an FET College or university. These colleges are responsive to non-formal sector, ensure access to communities and focuses on citizens and social education
Credit	Value assigned by the Authority to ten (10) notional hours of learning
Learnership	A credit bearing learning programme which is registered and regulated by DHET, and composed of the theory and the workplace learning that leads to a full qualification registered on the NQF
Nated Programme	NATED/ Report 191 programmes are National Accredited Technical Education Diploma programmes delivered under the auspices of DHET and quality assured by Umalusi. The programmes consist of 18 months of theoretical studies at colleges and 18 months of relevant practical application in workplaces
Occupational Programmes	Programmes based on the NQF, with the qualifications that are registered with SAQA or QCTO. They are geared towards preparing students for specific skills within a specific working environment related to a specific trade
Part qualification	An assessed unit of learning that is registered as part of a qualification
Public Bodies	Government departments, municipalities and non-state sector organisations participating in the implementation of EPWP projects, and designated by EPWP as such
Qualification	The formal recognition of the achievement of the required number and minimum credits of 120 and other requirements at specific levels of the NQF, determined by the relevant bodies registered by SAQA
Quality Assurance	The ETQA's process of ensuring that the degree of excellence specified is achieved
Short learning programmes	All short programmes whether credits are awarded or not. It includes skills programmes, credit bearing short courses, non-credit bearing courses and capacity building initiatives
Skills Programme	A unit standard /module based programme that is occupationally based, and when completed, constitutes a credit towards a qualification registered on the NQF
Trade Test	A test of proficiency in a given trade
Umalusi	Quality Council responsible for General and Further Education and Training
Vocational Programmes	Programmes that emphasise skills and knowledge required for a particular job function or a trade

2. Introduction

South Africa is faced with high rate of unemployment and poverty. These challenges have driven the South African government to introduce poverty and unemployment relief interventions such as the Public Employment Programmes (PEPs). The National Development Plan (NDP) states that the PEPs should target the creation of 2 million opportunities annually by 2030 or earlier if possible.

Whilst the PEPs implemented through the Expanded Public Works Programme (EPWP) are not a permanent solution to employment creation in South Africa, they have been successful in contributing towards addressing poverty, inequality and unemployment. The EPWP is nationally coordinated by the National Department of Public Works and Infrastructure (DPWI), across all spheres of Government including the State owned Entities (SOEs). The EPWP currently has four sectors namely the Infrastructure, Social, Environment and Culture as well as the Non-state sector.

Training and Enterprise development are critical support programmes to these sectors to facilitate meaningful impact to the participants when they exit the programme.

3. Purpose of the Training Framework: EPWP Phase5

The purpose of this Framework is to provide operational training guidelines to:

- the EPWP sectors and implementers regarding training and the exit approaches within the EPWP context;
- align EPWP training to applicable EPWP prescripts, skills development legislation and DHET prescripts;
- Guide users of this framework on possible interventions to address the challenges related to training in EPWP.

NB: The EPWP sectors must develop Training strategies with clear exit plans and resources thereof, aligned to this Framework to provide detailed processes thereof:

4. Background of EPWP- Evolution of training

The South African Government has supported EPWP training initiatives since the inception of the EPWP, to date. However, not much has been achieved as planned mainly due to limited funding sourced, procurement delays. Below is the historical performance of training since inception:

EPWP Phases	5 yrs WO target	WO Achieved	Training Targets	Achieved (training)	Comments
Phase 1 (2004-2009)	1million	1.6million	1.6million	11 554	Mandatory training. Targets not achieved due to limited funding sourced by DPWL. NSF main funder. No structured reporting system Short courses by private providers.
Phase 2(2009-2014)	4.5million	Over 4million	4.5million Mandatory training	13 589	Mandatory training. Targets not achieved due to limited funding sourced by DPWL. Exit strategies critical. Short and accredited courses by private providers. NSF main funder.
Phase 3 (2014-2019)	6million	4.5million	55 000 (25 000 accredited training and 30 000 FSCA)	29 402 (6098 + 33 304)	Non-mandatory training. Target not achieved. Mainly accredited training Exit at sub programme level. NSF main funder. Training was suspended for 2 years due to Covid-19 lock down, and funding agreement with NSF was extended to Phase 4 Capacity building by FSCA was introduced. Public bodies own funded training was recommended. Mainly private providers and fewer public providers.
Phase 4 (2019-2024)	5million	4.6million	Non mandatory		
Phase 5 (2024-2029)	5million	341 331 (Q1 24/25)	5million	21 000 (Q1 24/25)	Mandatory training. Quality training (accredited, non-accredited, and portable skills. Public bodies MUST fund % of training from project budgets. Prioritise public training institutions for cost effective quality training. Clear exit strategies. Programmatic approach.

Training has been a critical support programme since the inception of EPWP in 2004 to date. This Framework will assist to improve the planning and coordination of training towards impactful exit of participants.

5. Problem Statement

The economic downturn has negatively impacted the employment situation in the country and has increased the importance of the EPWP as a major government initiative for contributing to development and reducing unemployment. Investing in education and training and promoting economic growth, is essential in order to create more sustainable jobs in the long term.

The impact evaluation study of the EPWP in the 2022-2023, showed that *20% of the participants found employment after they left the programme. Of those who are employed, 77% reported that they are working for someone whilst 23% are self-employed.* Compared to the unemployed, the study found that the likelihood of finding employment is higher if you participated in the EPWP.

Government has been supporting the programme from inception to date and notable milestones were achieved; however, the following challenges remain pertinent in training implementation:

- Limited funding to skill all EPWP participants, considering the high costs of accredited training. This causes the dilemma of quality vs quantity in training.
- No clear exit strategies for participants when they leave the programme.
- Delayed certification of competent participants by SETAs /QCTO.
- Exorbitant costs of training by private providers.
- Limited accredited training opportunities for youth participation and some participants not meeting the minimum entry requirements for some accredited programmes.
- The multi-sectoral nature of EPWP training requires multiple accreditation for providers.
- The skills planning systems of SETAs /QCTO needs to be improved to allow mandatory funding of Government priority programmes like EPWP.
- The limited absorption capacity of the State to permanently employ all the certificated participants.

6. Key legislative frameworks

The National Development Plan (NDP) calls for the continuation and deepening of the development and social protection impacts of the EPWP. Clear exit strategies through training and SMME development are critical. The Training Framework is aligned to the following key policy and legislative prescripts, which contribute to the decent job agenda of the Government:

- The National Development Plan;
- The Skills Development Amendment Act 37 of 2008;
- The National Skills Development Strategy (NSDS 3), 2010-2015;
- The National Skills Development Plan (NSDP) 2030;
- The Manpower Act Human Resource Development Strategy for South Africa;
- The Quality Council for Trades and Occupations (QCTO) principles, 2010;
- Ministerial Determinations and Code of Good Practice, 2012;
- The FET Act, amended, 1 of 2013;
- The National Artisan and Moderation Body Regulations;
- The White paper on Post School Education and Training;
- The EPWP Policy; and the approved Phase 5 proposal;
- EPWP sector specific Policies and Guidelines.

The main prescript, which underpins the development of this Framework, is the National Skills Development Plan (NSDP) 2030, The Post Schooling, Education and Training (PSET) System of Department of Higher Education and Training (DHET). This system set out the strategies to:

- Ensure responsive programmes at community level;
- Improve education and training provision for different categories: (a) those who have completed matric, (b) those who did not complete their matric; and (c) those who never attended school;
- Expand access and increased diversity of training provisioning through partnerships with DHET structures such as Community Education and Training Colleges (CETs) as well as Technical, Vocational Education and Training (TVET) Colleges, other public colleges /universities and other private education providers.

7. Objectives of the Training Framework

The Framework is essential to guide the EPWP implementers and officials towards the improved planning and coordination of training towards quality project outputs and impactful exit of participants.

8. Scope of the Framework

This Framework is applicable to the following key users and implementers:

- Officials who are coordinating and managing EPWP training;
- Public bodies which implement EPWP projects; and
- Any other parties relevant to EPWP training implementation.

9. Principles of training in EPWP Phase5

9.1. The following principles must be adhered to training in EPWP:

- All projects to ensure that training is implemented. Public bodies should strive to ensure that all participants are trained, depending on available resources.
- Public bodies must set aside a training budget for their EPWP projects.
- Programmatic approach is critical to deepen the collaboration with DHET and its entities for training support, partnerships with other relevant public and private stakeholders, is critical to mobilise more resources to leverage the training.
- Impactful programmes to be prioritised for training.
- Cost effective training: Public Training Institutions must be prioritised for cost effective and efficient training.
- Clear exit strategies by sectors supported by the training units: Quality-training interventions aligned to the DHET list of occupations in demand, or employer needs, to be provided to facilitate sustainable exits for participants.
- Trained participants must be certificated (for competency or attendance).
- All training initiatives, regardless of the funding source, must be reported, as per the set EPWP prescripts.

Sectors have to develop sector specific guidelines or strategies and adhere to the principles as mentioned above.

9.2. Training defined: An EPWP context

“Training” in EPWP is defined as any quality structured learning intervention, which is impactful and responsive to the EPWP project deliverables or exit opportunities and or enhances personal survival for participants. It is intended to facilitate employability and improve personal capacity/resilience of the EPWP participants into the active economy. Training interventions may be:

- any accredited or non-accredited skills development initiative, which comprises of theory, practicals and where applicable, workplace learning e.g. brick laying course or
- any capacity building initiative or portable skills for personal growth and survival of participants e.g. a workshop on Financial literacy, job readiness etc.

A “trained” in EPWP, refers to a participant who:

- attended and completed the training (attendance register) or,
- have been certificated by the relevant authority for competency

Certification: The trained participants must receive relevant certificates at the completion of training.

- Certificates of attendance /record of attendance for the modules attended.
- Certificate competency /credits /statement of results for the assessed and moderated modules /qualification, by the relevant authority e.g. SETA /QCTO etc.

9.3. Training Approaches in EPWP: A programmatic approach

A Programmatic approach in training requires collaboration, consolidation, standardisation and implementation of best practices for programme improvement. The shift towards programmatic approaches in the EPWP will improve the efficiency, effectiveness, and coordination of the EPWP. This can lead to better outcomes for participants and communities.

Any training intervention implemented in EPWP should ensure impact during project implementation and beyond EPWP when the participants exit the Programme. The following options must be considered:

- On-the- job training for quality outputs during project implementation. Training programmes to be responsive to project deliverables.
- Labour market training and skills aligned to the list of critical occupations, employers or industry demands to facilitate impact and active participation into formal economy by participants who exit the Programme.

This approach suggests the following:

- A strengthened collaboration with DHET and its entities, as well as other relevant Government Departments for support.
- Partnerships with private sector to provide financial and technical support to EPWP training initiatives.
- Public bodies training funds, depending on capacity from their project budgets to augment the limited external training funds often sourced;

9.4. Setting EPWP training targets

The target for EPWP Phase5 work opportunities is 5million. Annual targets outlined in various sectors plans, should be set including the targets for training. All projects must ensure that quality training is implemented. Impactful types of courses may be determined by public bodies:

- For externally sourced funding by DPWI and Public bodies: The setting of training targets is primarily informed by the availability of the approved training budget, skills audits conducted and priority-training needs identified. Accredited training should be prioritised for funding /support sourced.
- For public bodies' own funded training: The setting of training targets is primarily informed by the training funds from the projects budgets. A minimum of 2% of the projects annual budgets has to be set aside for training to augment the limited training funds sourced by DPWI. Should the budgets improve, the minimum target may be increased. The sectors targets are as follows:
 - Infrastructure sector: minimum 2% of the projects annual budgets.
 - Social sector: minimum 2% and maximum 5% of the project annual budgets.
 - Non-state sector: minimum 2% and maximum 3% of the projects annual budgets.
 - Environment and Culture sector: minimum 2% and maximum 5% of the projects annual budgets.
- Impactful programmes within a sector have to be prioritised for training.
- Training and Project duration to be aligned for project based /on the job training.
- Training for exit to be aligned to participants needs /interest, the DHET list of Occupations in demand or employer driven training for placement.
- Minimal non-accredited programmes to be implemented.
- Capacity building interventions to be considered as they are mainly facilitated in-house and, in most cases free.

All training implemented must be reported on the applicable EPWP reporting system.

9.5. Training models in EPWP



9.5.1. Prior training

Prior training refers to training of participants before the implementation of an active project. The training programme must be aligned to the targeted project's deliverables. This model is intended to create a pool of skills (officials, supervisors, contractors, implementers as well as their relevant structures) required for a particular project to be implemented later after completion of training. Whereas the theoretical and practical learning are conducted in a classroom set-up, the workplace training is undertaken at the simulated workplace site /another relevant site. Choosing this model is based on the precondition that:

- There is a swift interface between the training phase and project implementation is critical;
- The project must be available for implementation within a reasonable period after concluding the training.

The advantages of this model are:

- Learners implement an EPWP project with the requisite competency /skills (already skilled /certificated where necessary). Therefore, there is no need to train participants during project implementation. Support and Guidance are critical during project implementation.
- Learners have adequate time to undergo training without interfering with project activities;
- Training duration is not limited by the project duration;
- Learners have sufficient exposure and experience immediately after completing the training; and
- Public bodies have enough time to manage and monitor training.

The disadvantages of this model are:

- This model is risky as the end date of the training may not always tally with the project timelines.
- Projects are owned, initiated and withdrawn by public bodies. The risk is the uncertainty of the availability of relevant projects at the end of training. This may lead to fruitless expenditure and non –compliance with the set financial prescripts. Projects might be available but not immediately after training for various reasons whilst learners expect to implement the skills gained.
- Delayed project availability after completion of training might affect effective practical learning due to the time lag between learning and implementation.

It is critical to avail projects within a reasonable period after successful completion of the training to ensure immediacy of the application of the acquired knowledge to a specific project. This model is ideal for projects with short, medium, and long-term duration.

9.5.2. On-site/ on the job training

On-site training refers to the training of participants during the implementation of the project and the training programme must be responsive to the project deliverables and timelines. This model proposes that the theoretical, practical, and workplace components of training be undertaken concurrently during project implementation. This enables participants to acquire and apply skills immediately to project activities.

The advantages of this model are:

- Participants receive theoretical, practical, and experiential learning, whilst undertaking productive work;
- Training is maximised because participants immediately acquire and apply the skills; and
- Workplace is guaranteed.

The disadvantages of this model are:

- This model requires accurate time planning between training and project implementation activities, and this might not always be practical due to other requisite external /internal processes that have to take place before the actual training delivery. It is recommended for short and medium termed projects to ensure that minimal interruption is experienced by the contractors /project implementers.

The table below is to guide how the duration of the projects determines the type of training intervention to be targeted:

EPWP Project Type and duration	Recommended programmes
Short term projects: (Less than 6 months project duration)	Skills programmes /Part qualifications; Short Dual programmes; and Short non-accredited courses including capacity building programmes.
Medium term projects: (6 months - 12 months project duration)	Skills programmes /Part qualifications; Dual programmes; Modular /nated programmes; short non-accredited interventions including capacity building programmes; and Learnerships.
Long term/multiple year projects: (Above 12 months project duration)	Learnerships; Artisan development programmes; Apprenticeships; and Capacity building programmes.

9.5.3. Training for Exit

Whilst noting the limited capacity of Government to absorb all trained participants, it is critical to ensure that the training is responsive to the demand of the country, industry, employers etc. to facilitate employability of participants and active participation in the economy. The training programmes may not necessarily be aligned to the deliverables of the EPWP project, which participants are exiting.

Critical consideration to facilitate effective exit training interventions are as follows:

- The Interest levels of participants is primary to ensure that the selected learning programme for exit is responsive to participants' needs, strengths and aspirations that enable them to set realistic goals towards their sustainable livelihoods. Interest tests/processes before commencement of training should be applied in collaboration with relevant stakeholders e.g. career guidance, interest assessment by DeL, interviews etc.
- Responsive training intervention, which are aligned to the industry and DHET critical skills
- The baseline data of each participants at inception of training, to be in place.
- Immediacy of the exit training interventions to ensure that participants who exit do not stay unemployed and out of the programme for a long time.
- Placement of trained participants is critical. The EPWP will facilitate placement opportunities which include the following:

- Further learning for articulation, career pathing and professionalization.
- Linking the trained participants to formal employment opportunities from Government and private sector.
- SMME development through the support of the Enterprise Development Unit of EPWP.

Clear exit Strategies with targets, programmes, resourcing etc. should be developed by EPWP Sectors to guide public bodies in the implementation of the exit interventions above. The Training and Enterprise Development Unit must support the sectors in these interventions.

9.6. Types of quality learning programmes

EPWP implements the various programmes in line with the QCTO, SETAs and SAQA principles. The EPWP develops an annual list of priority programmes per sector, which guides the programmes to be prioritised for funding of training. Four (4) types of learning programmes, which are applicable to different EPWP project designs, are:

9.6.1 Accredited programmes

Accredited programmes are credit-bearing programmes, which are registered on SAQA and/or QCTO database. These may be occupationally based programmes, unit standard based, vocational programmes as well as the nated programmes /trades. Quality assurance of such programmes is through SETA ETQAs whereas the occupationally based programmes, vocational and nated programmes are registered and quality assured by the QCTO.

The accredited programmes include the following:

- Registered /non-registered Skills programmes (SETAs unit standard based/ Professional bodies approved programmes).
- Part qualifications (QCTO Occupational) and applicable nated programmes.
- Full qualifications - unit standard based, Occupational qualifications, Professional bodies approved programmes (e.g. learnerships).
- Trades - Artisan Development programmes.

In line with the applicable ETQA prescripts, only relevantly accredited providers should implement these programmes for credits and competency.

9.6.2. Dual-purpose programmes

The dual nature implies that such course are credit bearing and may not bear credits depending on the learner's choice. They are unit standard based and credit bearing by design, however learners may choose to not be formally assessed at the end of training and therefore do not receive credit for the course.

- The purpose of the training is the deciding factor on whether the credits should be awarded or not i.e. the training for enrichment /capacity building or to achieve credits.
- Learners who do not undergo assessment at the end of training, do not receive credits despite the credit bearing nature of the programme attended. Such learners receive certificates of attendance.
- Learners who successfully undergo structured assessment and moderation in line with the applicable ETQA prescripts, receive credits or certificates of competency for qualification at the successful completion, however.
- This training may be conducted by an accredited or non-accredited ETQA approved training provider.

These programmes may be implemented minimally and by non-accredited and accredited providers depending on the accreditation status of the course selected as well as learners NQF levels

9.6.3. Short non-accredited programmes

These courses are not credit bearing nor linked to any accredited registered qualification. Any reputable provider as per need may only implement them:

- They may be relevant to specific project requirements where the equivalent accredited programme does not exist.
- Where the existing accredited programme is not responsive to participants' low NQF levels etc.
- They include capacity building programmes /portable skills, which may be designed by public bodies, providers etc. as per need or may not necessarily be registered with SAQA, QCTO and ETQAs.

Such courses must be implemented in line with the funders' prescripts and the training must be reported on the EPWP reporting System as per the set prescripts.

10. Types of training providers

The delivery of training i.e. training, practicals and workplace learning, is the mandate of training providers. Accredited and non-accredited training providers may be used for facilitation of accredited and non-accredited courses. The type of training determines the type of provider to be used.

In order to address the cross sectoral training provisioning within the EPWP projects, it critical to strengthen partnerships with the relevant structures to ensure that all the priority training programmes of each sector have sufficient and aligned quality training providers and programmes.

10.1. Accredited training providers

The provision of accredited training requires training providers who have attained the relevant accreditation from the applicable ETQA. Training providers and their programmes must be accredited in line with the applicable prescripts:

- Accredited training providers must be registered by the relevant ETQA.
- Training provisioning of such accredited providers must be regulated and monitored by the relevant quality assurance body.
- Training providers may either be fully or provisionally accredited for a specified period.
- The learning material, facilities, & instructors must be quality assured and approved by the relevant ETQA.

10.2. Recognised training providers

The recognised training providers are not accredited by any ETQA and should not implement any accredited course for purposes of awarding credits to successful learners. However they may be used for non-credit training purposes or non-accredited courses on the following conditions:

- Complies with all applicable prescripts.
- Have relevant Qualification or competency in the required field.
- Have relevant quality learning material and resources.
- Adequately and relevantly experienced and reputable.
- Have sufficient capacity to deliver training within the set scope and reasonable access to learners.
- Must issue certificates of attendance.

The recognised providers must be used only where necessary and at minimal level

11. Funding mechanisms for EPWP training

There is no budget allocated by the National Treasury to support EPWP training initiatives. The delivery of EPWP training is leveraged from various support mechanisms, which include:

11.1. External sourced funding: The training funds are sourced by DPWI and public bodies from various external stakeholders to support various training initiatives of EPWP. The following funding streams from external funding sources may be considered to support EPWP training initiatives:

- The National Skills Fund.
- The SETAs Grants mainly for accredited programmes.
- TVETs /Universities for Bursaries and other allocated funding.
- Department of Basic Education funding for Adult Education and Training mainly for Bursaries and other applicable funding.
- Private providers /non-state sector funding for capacity building initiatives and other applicable funding.
- In house capacity building programmes by EPWP staff (mainly free /less costly)

The partnership with such stakeholders especially the DHET structures needs to be strengthened through strategic structured relationships to facilitate financial, non-financial support and quality assurance of the training provided.

11.2 Public bodies' training funds: All public bodies must ensure that a minimum of 2% of their project budget or any other funding is ring-fenced to support their EPWP training needs. This is to offset the limited funding sourced from the external funders. Should the budgets improve, the minimum target may be increased.

12. Reporting criteria

The following key areas will be reported for training in the applicable reporting mechanisms:

- Trained Participants Personal Details;
- Project Details;

- Sector Details;
- Training Programme Type (Skills Programme, Learnership Programme, Artisan Development Programme);
- Training Programme Title and Details Training duration; and
- Training Provider Name.

13. Institutional arrangements, roles and responsibilities

13.1 Key stakeholders

The shift towards programmatic approaches in the EPWP will assist improve the efficiency, effectiveness, and coordination of the EPWP. This can lead to better outcomes for participants and communities. The multi stakeholder support is critical to jointly achieve the objectives of EPWP Phase5. Strengthening the coordination and institutional arrangements governing the programme, to ensure massification and improved exit strategies.

The Department strives to form amicable relationships with various strategic stakeholders from public and private sector to ensure the effective governance of EPWP Training. The key stakeholders include, amongst others:

- DHET - Department Higher of Education overall custodian of Skills Development
- SAQA - SA Qualification Authority: For registration of qualifications required
- NSF - The National Skills Fund: The main funder for EPWP training
- QCTO - Quality Council for Trades and Occupations: For development of courses, accreditation of providers and quality assurance
- NAMB - National Assessment and Moderation Body: Moderation body for Artisan development programmes
- SETAs - Sector Education and Training Authorities: For funding and support to QCTO
- Public bodies - project initiators and implementers (national, provincial, local level)
- Private sector – for funding and other support
- State owned enterprises and Non-Government Organisations

13.2. Training Coordination structures

Training will be coordinated and monitored through the following key structures:

- The EPWP National Coordinating Committee will provide overall oversight and monitor the work of all EPWP public bodies to ensure that the deliverables of the Framework are achieved.
- The National Training Committee, consisting of EPWP Programme Managers, Lead Sector Departments officials, Regional & Provincial Sectors officials and Training managers).
- The Sector Training structures (sectors Training units, EPWP Training units, sectors' M&E unit).
- The Provincial Steering Committees (Head of Provincial Departments, sector Lead Departments, EPWP Executive Committee members).
- The DPWI /DHET/ QCTO /SAPCO Oversight Committee for Public TVETs support.

14. Risks and mitigating factors

The following main risks and mitigating factors have been identified:

Risks	Mitigating factors
Minimal /insufficient training funds	Strengthen partnerships with other possible funders. TVETs negotiated rates. Public bodies' funds for training, and monitoring thereof. Private sector support. Support/ intervention from the Executives.
Drop outs during training	Interest levels of participants to be determined (Collaboration with for administration the assessment tool).
Limited accredited Public Institutions and courses relevant for EPWP priority areas	Partnership with SETAs /QCTO to ensure access to required courses and providers.

15. Monitoring, evaluation and review of the Framework

- The EPWP Training unit will provide support to ensure that all sector training Strategies aligned to the principles of this Framework are developed.
- The Programme Management Support Unit will support the Training unit to ensure that training is an integral part of EPWP implementation.

- The EPWP Training Unit in collaboration with the EPWP Monitoring and Evaluation Unit will report, evaluate and monitor training implementation to ensure that EPWP public bodies implement and comply with the provisions of this Framework and impact assessed.

This Framework is mainly aligned to the lifespan of EPWP Phase 5, the DHET Regulations as well as the NSDP 2030. It will be reviewed annually or as per need directed by the applicable authority.

16. Concluding remarks

The EPWP training Framework provides broad guidelines to the provisioning of quality training within the EPWP context, which enhances sustainable livelihoods and deepens impact. Sector specific training Guidelines /Strategies should be developed based on the content and the understanding of the key focal areas of training for Phase V as stipulated in the Framework.