



# **IMPLEMENTATION GUIDELINES FOR THE NATIONAL YOUTH SERVICE (NYS) PROGRAMME UNDER THE EXPANDED PUBLIC WORKS PROGRAMME (EPWP)**

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## ACRONYMS AND TERMINOLOGY DEFINITIONS

Artisan Learner	Youth between the ages of 18 and 35 years participating in a development and capacitation programme in technical skills under the Expanded Public Works Programme National Youth Service programme.
Beneficiary/ies	Recipient/s of benefits through participation and/or training and empowerment interventions related to the National Youth Service and Expanded Public Works Programme.
BOQ	Bill of Quantities (especially relating to infrastructure project costs and materials).
Designated Groups	These are groups who has been identified as previously disadvantaged, which are forming part of government's poverty alleviation and transformation agenda and consist of women, youth, people living with disabilities and, military veterans and their dependents
EPWP	Expanded Public Works Programme a national government initiative aimed at drawing a significant number of employed people into productive work.
Labour Intensive	Project implementation method where people are used instead of or supplementing machinery
Minister (DEL)	Refers to the Minister responsible for Employment & Labour at the national sphere of government
Minister (PWI)	Refers to the Minister responsible for Public Works & Infrastructure at the national sphere of government.
Ministerial Determination	Denotes the conditions of employment relating to employers and employees (beneficiaries) participating in the Expanded Public Works Programme as published in the Government Gazette by the Minister of Employment & Labour from time to time (refer to the latest ministerial Determination)
DPWI	Department of Public Works & Infrastructure at the national sphere
NYSP	National Youth Service Programme is aimed at developing and capacitating Youth between the ages of 18 and 35 years.
NYDA	National Youth Development Agency
Stipend	Monies paid to Youth participating in NYS Programmes to cover meals and transportation to training and/or work sites. The Wage rate/ EPWP Stipend is determined by the Minister of Department of Employment and Labour on an annual basis.
PDPWI	Department of Public Works & Infrastructure at the provincial sphere
PB	Public Body is Any government department at national or provincial sphere, local government at district, local or metropolitan and all the government state owned entities
SETA	Sector Education & Training Authorities
QCTO	Quality Council for Trades and Occupations
DHET	Department of Higher Education and Training
RPL	Recognition of Prior Learning
ARPL	Artisan Recognition of Prior Learning
NSF	National Skills Fund
UIF	Unemployment Insurance Fund

WIL	Work Integrated Learning – placement of NYS learners in a workplace to gain practical experience of the theory they have learnt in the classroom
Youth	Any member of South African Society who fall between the ages of 18 and 35

## **1. INTRODUCTION**

### **1.1. Purpose of the Document**

The purpose of this document is to provide guidelines to stakeholders of the National Youth Service Programme (NYS) in terms of its implementation under the Expanded Public Works Programme (EPWP). It constitutes a comprehensive revision of the 2017 guidelines developed by the national Department of Public Works & Infrastructure. These implementation guidelines outline recruitment processes, training, on-site practical and experiential learning, which may contribute to a formal qualification, but not necessarily so. This guideline document must be read in conjunction with the National Youth Policy 2020–2030, the NYS Exit Strategy, the EPWP Policy, the latest Ministerial Determination of the EPWP, and all the relevant legislation.

### **1.2 Background**

The EPWP NYS programme was officially launched in April 2007 with the aim of exposing young South African youth to work opportunities, enabling them to contribute to service delivery in their communities, promoting youth participation in different sectors, and assisting them in gaining work-related skills necessary for accessing sustainable livelihood opportunities. The NYS is implemented in partnership with the National Youth Development Agency (NYDA) and the Department of Higher Education and Training (DHET), the latter being the funder for training through the National Skills Fund (NSF) and different Sector Education & Training Authorities (SETAs).

The EPWP NYS Programme is a special initiative addressing high levels of youth unemployment by creating opportunities for voluntary service and skills development for young people. The programme supports community and national development while simultaneously providing young people with opportunities for skills development, employment, and income generation.

The programme aims to address some of the main challenges faced by young women and men in South African society, particularly regarding unemployment. This includes alleviating young people's sense of despondency and irrelevance in society. The EPWP NYS programme aims to contribute to the enhancement of youth as present and future social capital, enabling them to participate meaningfully in the political, social, and economic life of the country, with a focus on Infrastructure, Non-state, Environmental & Cultural, and Social Sectors.

### **1.3 Overview of the National Youth Service Programme**

The National Youth Service Programme (NYSP) is a government initiative designed to engage South African youth in community service activities to strengthen service delivery, build patriotism, promote nation-building, foster social cohesion, and help youth acquire occupational skills necessary for sustainable livelihoods.

The National Youth Development Agency (NYDA) plays a vital role in the implementation of the NYS programme by providing a support function, as it is the largest service programme for young people in the country. The NYS Programme is anchored in capital works, maintenance and other service delivery projects, leveraging substantial government expenditure in the asset creation and service delivery in the various sectors. It is a sub programme of the Expanded Public Works Programme (EPWP), which is aimed at alleviating poverty and unemployment among the poor in South Africa. The programme is implemented by public bodies at all three spheres of government (National, provincial and local spheres) in collaboration with relevant sector departments such as Transport, Cooperative Governance, Water & Sanitation, Environmental Affairs, Mineral Resources, Higher Education & Training, and Energy.

As evidenced by the involvement of various government departments, the NYS Programme offers a broad platform for youth skills development, benefiting the entire country. This investment not only enhances government capacity but also supports private sector businesses and industries. Therefore, the effective implementation of the NYS Programme is crucial for addressing skill shortages within the South African economy while incorporating technological advancements to ensure a skilled workforce capable of meeting evolving demands.

It is essential for public bodies to work in an integrated and coordinated way when implementing the NYS Programme. While the NYS programmes can lead to credit-bearing training or even full qualifications, this is not compulsory, as there may be basic skills development programmes based on the needs of the implementers. However, NYS implementers are encouraged to engage accredited training service providers to deliver training and skills development programmes whenever possible, within the constraints of available funding and other enabling factors. Implementers are also encouraged to use labour-intensive methods to maximize work opportunities and development opportunities through local, community-based projects.

#### 1.4 Objectives of the National Youth Service Programme (NYSP)

The broad objectives of the National Youth Service (NYS) include, but are not limited to, the following:

- Development of Youth Potential: Enhancement of the skills, knowledge, and abilities of young people to enable them to make a meaningful transition to adulthood.
- Improvement of Employability: Provision of opportunities for skills development, work experience, and support to access economic and further learning opportunities.
- Promotion of Social Cohesion: Fostering a sense of unity and collaboration among youth from diverse backgrounds.
- Cultivation of a Service Ethos: Instilling a culture of service to communities, encouraging young people to give back to society.
- Civic Awareness and National Contribution: Encouragement of young people to understand their role in promoting civic awareness and contributing to national reconstruction.
- Addressing of Skill Shortages: Creation of work and training opportunities for unemployed youth, addressing shortages of artisan and technical skills in various industries.
- Promotion of Youth Participation in Service Delivery: Ensuring youth involvement in community service delivery, fostering patriotism and a sense of responsibility.
- Sector-Specific Development: Equipping youth with the skills, understanding, and aspirations necessary for employment within specific sectors.
- Leveraging of Infrastructure Budgets: Utilize the Department of Public Works & Infrastructure's capital and maintenance projects to create skills development opportunities in relevant sectors, contributing to job creation.
- Set-Asides for Youth Participation: Establishment of set-asides in infrastructure construction, rehabilitation, and maintenance projects to ensure NYS implementation by project implementers.

#### 1.5 Minimum Requirements to Participate in the EPWP NYS Programmes

To participate in the EPWP National Youth Service (NYS) Programme, the following criteria must be met:

- Age: Applicants must be between the ages of 18 and 35 years.
  - Education: Applicants must have passed Grade 12, preferably with Mathematics (or at least Maths Literacy) and Physical Science for artisan development.
  - Training Admission Requirements: Applicants must meet the minimum admission criteria for the training programme they are interested in or the training that is being offered. This includes candidates who do not have qualifications or prior experience required by the market (e.g. for labour-intensive roles).
  - Citizenship: Applicants must be a South African citizen.
  - Health Assessment: Applicants must be willing to undergo a health assessment if it is an inherent requirement of the specific project.
  - Criminal Record Disclosure and Clearance: Applicants must disclose any criminal records and undergo security clearance if required by the project.
  - Pre-Admission Assessment: Applicants must be willing to undergo pre-admission assessment tests where applicable.
  - Contract Commitment: Applicants must be willing to sign a contract with the employer for the duration of the training programme.
  - **Important Note:**  
Youth who do not meet the above criteria will not be disqualified from participating in other Expanded Public Works Programme (EPWP) projects. These criteria pertain specifically to participation in the EPWP NYS Programme.
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#### 1.6 NYS Core Components Process Flow

The NYS Programme is built around three interrelated core components. Each component functions as part of an integrated process, with each element building upon and feeding into the others:

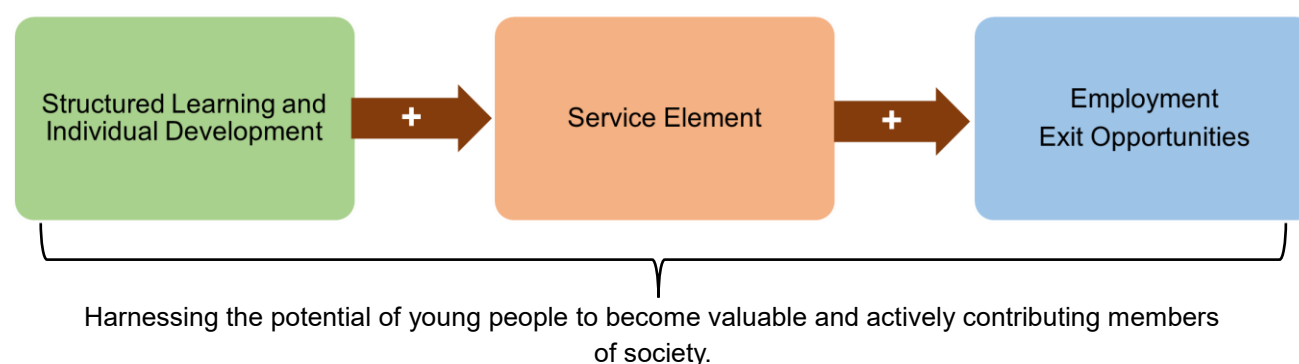
- Skills Development and Training:  
Focuses on providing participants with the necessary theoretical and practical skills through accredited or non-accredited training tailored to sector and project requirements.

- **Workplace Experience and Employment:**  
Offers participants hands-on experience in real-world work environments, enabling them to apply acquired skills and gain valuable practical exposure.
- **Community Service and Engagement:**  
Encourages participants to actively contribute to community development projects, fostering a sense of responsibility, patriotism, and social cohesion.

This integrated process ensures participants gain comprehensive development, from skills acquisition to practical application and community impact.

**Figure 1 NYS Core Components Process Flow**

### OVERVIEW OF THE EPWP NATIONAL YOUTH SERVICE PROGRAMME PROCESS FLOW



#### 1.6.1 Learning

The first core component of the NYS is structured learning and individual development. This involves young participants engaging in a formal learning programme to acquire skills, knowledge, and competence while fostering personal development. This component may enable participants to earn credits registered on the National Qualifications Framework (NQF).

The learning interventions integrate technical skills, life skills, and practical experience, based on the belief that none of these alone is sufficient to prepare young people for the challenges of their working and personal lives. Holistic development of the individual is prioritized.

**Life Skills:** Life skills refer to a range of personal abilities that empower individuals to effectively navigate daily challenges and decisions.

**Typical examples include:**

- *Communication Skills: Effective verbal and non-verbal interaction.*
- *Financial Literacy: Budgeting, saving, and managing personal finances.*
- *Conflict Resolution: Addressing and resolving disputes constructively.*
- *Time Management: Organizing tasks to meet deadlines efficiently.*
- *Emotional Intelligence: Understanding and managing one's emotions.*

**Providers of Life Skills Training:** Life skills training can be offered by:

- *Private training service providers.*
- *Non-governmental organizations (NGOs) specializing in youth development.*
- *Government agencies, such as the National Youth Development Agency (NYDA).*
- *Private sector partners involved in NYS implementation.*

#### 1.6.2 Service

The second element which is service component of NYS has three essential functions:

- **Community Benefit:** Delivering services that directly benefit people or communities other than the young participants. For example, participating in community infrastructure projects, environmental rehabilitation, or social support initiatives.



- **Youth Development Profile:** Promoting a positive image of youth within the community by showcasing their contributions to local development.
- **Experiential Learning:** Providing participants with hands-on, practical experience aligned with the structured learning and development component.

This dual focus on community benefit and participant growth helps ensure that the service element is both impactful and transformative.

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### 1.6.3 Exit Opportunities

The third element is concerned with opportunities ensuring participants have realistic pathways to pursue employment or entrepreneurship after completing the programme.

NYS programmes must include a post-service component that actively supports participants in accessing opportunities such as;

- Career guidance and job placement services.
- Assistance with registering businesses and accessing start-up funding.
- Linking participants with mentorship networks and entrepreneurial hubs.
- Collaboration with industry partners for workplace integration.

It is advised that an NYS Exit Strategy Framework document is available for reference to the NYS exit opportunities.

To ensure success, exit plans must be built in the project concept plan from the outset, outlining clear strategies to transition participants into sustainable livelihoods.

## 2. IMPLEMENTATION OF THE EPWP NYS PROGRAMME

The EPWP NYS programme operates with a multi-pronged approach and requires collaboration across various levels of government, training institutions, and private sector entities. Key stakeholders include but not limited to:

- All government departments at both national and provincial spheres.
  - Municipalities (Metropolitan, District and Local).
  - National Youth Development Agency, Department of Employment and Labour, and Department of Higher Education and Training.
  - Training institutions such as Technical Vocational Education and Training (TVET) Colleges and Sector Education Training Authorities (SETAs).
  - Private Sector Partners, facilitated through Service Level Agreements (SLAs) or Memoranda of Understanding (MOUs).
- 

### 2.1 Key Components of Implementation

#### 2.1.1 Stipends

- Stipends play a crucial role in supporting youth from disadvantaged backgrounds, but their structure must align with national and local labour market considerations:
- Alignment with Minimum Wage: NYS stipends are determined per the EPWP's hourly rate gazetted on annual basis by the Minister of the Department of Employment and Labour (DEL). The ministerial determination considers National Minimum Wage from which EPWP/NYS is exempted.
- Preventing Job Displacement: The EPWP wage rate should not exceed local labour market rates to avoid youth leaving permanent roles for short and temporary NYS opportunities. It is strongly encouraged that the stipend per category for the NYS including Work-Integrated Learning (WIL), Skills Development, Learnerships and/or Apprenticeships, be determined at a Provincial level to ensure a uniform stipend for all Provincial Departments, District Municipalities, Metropolitan Municipalities and Local Municipalities. This will prevent the challenge of NYS participants migrating to other programmes offering a higher stipend, which can lead to wasteful expenditure of the funds already invested in a particular beneficiary.
- Annual Review: Adjustments must account for inflation and align with the start of the fiscal year.

### **2.1.2 Monitoring, Evaluation, and Reporting (M&E)**

The NYS implementation is an integral part of government's transformation and poverty alleviation agenda. The NYS focuses on youth from historically disadvantaged background and designated groups such as women and people living with disabilities. All implementing government entities should meet certain targets determined at National, Provincial and local levels and also meet compliance levels as set by the Public Finance Management Act and Municipal Finance Management Act.

#### ***Monitoring and Evaluation ensures accountability and alignment with national objectives:***

Quality Assurance: SETAs and QCTO oversee training quality through accredited curricula and accredited provider repository.

### **2.1.3 Coordination:**

Coordination will be done through Quarterly National Meetings that will be convened by the DPWI and will include provincial departments implementing the EPWP NYS programme.

Establishment of Provincial NYS Steering Committees (PNYSSC) for coordination and report at provincial levels before national meetings. The committee meetings may be held in a venue agreed upon or virtually on platforms such as Zoom and MS Teams. Where meetings are held physically, a day will be set aside for project site visit to share best practices. The NYS reports must also be tabled at the EPWP Provincial Steering Committee meetings in each province.

Budgeting & Reporting: Reporting of budgets and expenditure on NYS need to be presented at both National and Provincial levels. Reporting must include budget and expenditure on NYS at both national and provincial spheres of government. All NYS Training and projects data must be registered and reported on the EPWP Reporting System (ERS).

### **2.1.4 Partnerships:**

Public-private collaborations are formalised through Service Level Agreements or Memoranda of Understanding, which must outline roles, responsibilities, and governance protocols. The DPWI will provide templates for these agreements to ensure consistency.

## **3. KEY IMPLEMENTATION STEPS**

### **3.1 Project Initiation & Planning**

The Project initiation phase is a crucial Phase. It determines the EPWP NYS programme's success. This includes identifying projects, host employers, and opportunities for both training and practical placements. It is important to identify suitable workplace to avoid programme failures.

#### **3.1.1 Identification of Projects**

The estimated timeline for this process is between a period of 03–06 months.

##### **Criteria:**

The projects selected for work place training for EPWP NYS participants must meet the following criteria:

- Project Value & Duration: project must be for a period of 12 months or longer.
- Contract Type: Should allow training inclusion.
- Funding Applications: Submit through DPWI, DHET, or SETAs if not part of the project value.
- Alignment: Consider SETA sector skills plans and departmental strategies.
- Scope Analysis: The scope of work must be consulted and should inform the nature of training selected for projects for a smooth sufficient skills transfer.

#### **3.1.2 Engagement of Local Structures**

Engagement of local structures will involve establishment of a Project Steering Committee (PSC) with representatives from local authorities, community workers, and traditional leaders.

### **3.1.3 Implementation Phase**

The implementation phase involves the following:

- Recruitment of learners
- Induction
- Life Skills Training
- Technical training
  - Theoretical Training
  - Practical/ On-site Training

#### **3.1.3.1 Recruitment of EPWP NYS Beneficiaries**

The recruitment of EPWP NYS beneficiaries should be in line with the EPWP recruitment guidelines and in partnership with the local community leaders. . The process should prioritize youth from communities near the project area to ensure the development benefits the local population, fostering a sense of ownership within the community.

**The process to be followed in the recruitment of EPWP NYS participants should be as follows:**

- Placement of Advertisement on public notice boards, websites, social media platforms, or source names from Department of Employment and Labour jobseeker database with clear indications of the area or proximity of the project. Advertisement must be done at least a month before the commencement of the project. Ideally, it should be done three months before the commencement of the project to allow recruitment processes and time for theoretical training. To avoid disputes, implementing public bodies must indicate that applicants closest to the project will be prioritised. The following should be included in the advertisement:
  - Name of project.
  - Project location.
  - The training to be offered.
  - The selection criteria.
  - The requirements for assessment.
  - Date and venue of the briefing session.
- An engagement session with community representatives for briefing of youth for transparency purposes must be organised beforehand. A briefing session for the prospective applicants must be organised to explain to the youth what the programme entails, period and the stipend to be paid to avoid disgruntlement from the participants.
- Final selection of participants should be done from applications received after briefing sessions. Assessment tools like Speex will be used for final selection.

Timeline: Applicants should be allowed to respond to the advertisement and apply within a period of at least 05 working days.

#### **3.1.3.2 Meeting with Stakeholders**

- The meeting with stakeholders needs to take into account the following: Recruitment must involve consultations with relevant stakeholders, with records of engagements maintained.
- A meeting with local leaders should introduce the project and NYS objectives, discussing how youth would benefit from:
  - Skills development.
  - Work experience and training.
  - Networking opportunities with potential employers.
  - Exit opportunities (e.g., enterprise development).
- A recruitment notice or advertisement must be shared, detailing:
  - Target audience.
  - Dates and venues for the briefing session and closing of applications.

### 3.1.3.3 Briefing Session

A briefing session is mandatory for potential applicants. Participants must complete an attendance register and application form. Only participants who attended the briefing session must be considered. This because they would be understanding what the programme is all about and the expectations thereof.

**The agenda for the Briefing Session must have the following items:**

- Opening and welcome
- Purpose of the session
- Overview of the NYS Programme and project details (objectives, duration, benefits, requirements)
- Application and assessment processes
- Orientation and contracting process
- Admission requirements
- Rules and expectations during the programme
- Technical Theoretical, life skills, and on-site training overview
- Stipends and allowances
- Induction session logistics (time and venue)
- Applicants must submit completed application forms along with copies of their ID and qualifications (or an affidavit if qualifications are missing).
- all applicants.

**The Post-Briefing Process:**

- Applications are assessed to identify those meeting the minimum requirements.
- A larger pool than needed is encouraged to mitigate the effects of disqualifications and withdrawals.
- Applicants meeting requirements undertake diagnostic assessments (e.g., Speex or similar tools). Final selections are made, and outcomes communicated to all applicants.

### 3.1.3.4 Shortlisting

The shortlisting of candidates must be led by the relevant NYS Manager supported the local municipality and the Project Steering Committee.

**The shortlisting must consider the following:**

- Candidates must pass the pre-admission assessments or equivalent evaluations.
- Only candidates who meet the minimum admission requirements of the training planned must be shortlisted. The admission requirement must be aligned to the National Qualification Framework (NQF) Level admission requirements. For most skills programmes, the admission requirements is Grade 10.

**Important Note:** The shortlisting must not be done in contravention of Section 1.5 of this document Selection will be done from those who passed the assessments.

### 3.1.3.5 Induction

The induction programme introduces participants to the NYS EPWP and sets the stage for their learning journey. This programme takes between 5 to 10 days.

**Aims and Objectives of the induction programme**

The aims and objectives of the induction programme are as follows:

- Familiarisation of participants with the NYS EPWP routine.
- Provision of insights into the sector, including site visits where possible.
- Highlighting of civic responsibility and active citizenship.
- Collaborative establishment of ground rules.

- Facilitation of administrative processes (e.g., opening bank accounts).
- Allowing participants to make informed commitments by signing contracts.
- Identification of participant strengths and developmental needs.
- Provision of the 'Generate Your Business Ideas training.

### **Practical Orientation Steps**

The practical orientation steps are as follows:

- Introduction of outcomes-based training and portfolio assessments (if applicable).
- Explanation of technical training and its occupational relevance.
- Highlighting of life skills training, including personal development and entrepreneurship.
- Provision of basic budgeting skills.
- Formalisation of participation through signed contracts.

#### **3.1.3.6 Life Skills**

Life skills training is a vital component of the programme. It is the responsibility of the implementing public body to either appoint an accredited service provider or collaborate with organizations such as the National Youth Development Agency (NYDA).

#### **Importance of Life Skills**

Uniform life skills training ensures integration across NYS projects and focuses on:

- Retention of participants
- Holistic development
- Key areas such as entrepreneurship, personal development, and budgeting

For entrepreneurship training, partnerships can be formed with institutions like National Youth Development Agency (NYDA), Department of Small Business Development, Small Enterprise Development Agency (SEDA), Technical Vocational Education and Training (TVET) Colleges, or private organizations.

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#### **3.1.3.7 Technical Training**

Technical training comprises of theoretical and practical/ on-site training. Technical Training should be carried out considering the following:

- Accredited Theoretical Training: The training is offered for a period ranging between one to three months for skills programme and between eight months for the artisan programme.
  - Practical Training: For skills programme this must be done for minimum of six months and for Artisan Programme the practical training (evidenced by the logbooks) must be done for a period ranging from one year six months to three years. The artisan programme can be shorter in case of Artisan Recognition of Prior Learning (ARPL) Trainees must be linked with mentors while on site.
- 

#### **3.1.3.8 Exit Workshop**

The Exit Workshop should be done in accordance with the following:

- Must be held for one day, once learners have completed training and are about to exit the programme.
  - Should serve as information guide for employment, further learning and enterprise development career routes.
  - Must be held at least one month before learner exit the project.
- 

## **4. PROFILE OF YOUTH TARGETED FOR PARTICIPATION**

The following is the profile criteria which must be used when youth are recruited for participation in the NYS programme.

#### 4.1 Primary Criteria

**The Primary Criteria in the recruitment of youth is as follows:**

- Youth between the ages of 18–35 years.
- Representation: a Minimum 60% females.
- At least 2% people living with disabilities (project permitting and disability concerned).
- 85% should be from previously disadvantaged backgrounds.

**Eligibility:**

- Must be a South African citizen.
- Must have availability for the duration of training and should be prepared to sign a contract
- Must have Interest in the sector/trade they are being recruited for.
- Reside near project sites (preferably walking distance).
- Should reside within a reasonable distance from the project implementation site

#### 4.2 Secondary Criteria Secondary criteria in addition to the primary criteria should be used.

Special Groups should be used. A Maximum 10% recruitment should be from the following categories:

- Unemployed youth with tertiary education
- Previously incarcerated youth (depending on project and site).
- At-risk youth with potential involvement in criminal activities.

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#### 4.3 Coordinator Responsibilities

**The coordinator responsibilities are follows:**

- Arrange a suitable venue, ideally a local community hall, free of charge.
- Ensure participants cover their transport costs.
- Coordinate with local leaders to finalize logistics.

The recruitment and induction process should align with the contractor tender process, allowing for timely theoretical training and funding applications.

The implementing public body must submit training applications to the EPWP Beneficiary Training Manager and the relevant SETA, specifying the accredited modules required.

**Key Considerations:**

- Training is mandatory for all participants.
- Toolboxes with essential tools must be provided post-training or pre-training in case of artisan development.
- Participants must attend all sessions to achieve competence in unit standards and qualify for certification.

#### 5. KEY FACTORS TO CONSIDER DURING IMPLEMENTATION PHASE

- Ensure the roles of contractors and/ or training providers are clearly articulated in the tender documents. Consider including a checklist or annexure detailing their responsibilities for easier reference.

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##### 5.1 Personal Protective Equipment (PPE) & Tools

Personal Protective Equipment (PPE) and Tools must take into account the following:

- Inclusion of Standards: Specify compliance with Occupational Health and Safety (OHS) regulations to ensure PPE meets industry standards.
- Budget Allocation: Clarify whether the cost of PPE and tools is included in the project budget or separately allocated under training service provider costs.

- Customization for Trades: Highlight that tools should align with the specific skills being developed (e.g., plumbing tools for plumbing trainees).
- 

## **5.2 Youth Leaders**

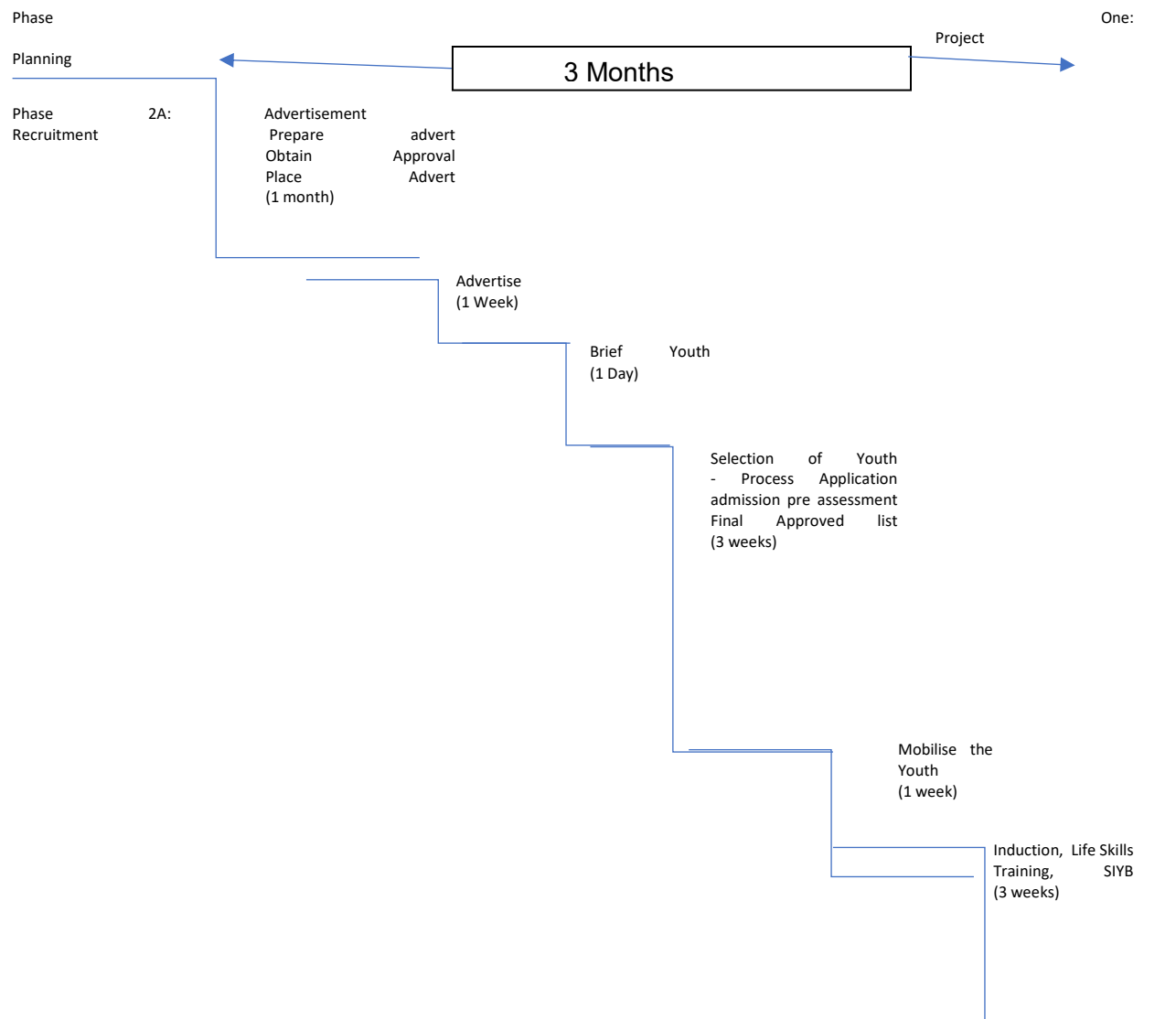
- Selection Criteria: Define criteria for appointing youth leaders, such as leadership potential, communication skills, or prior experience in similar roles.
  - Support Structure: Outline the support and resources youth leaders will have to address participants' concerns effectively.
- 

## **5.3 Start of state asset or service delivery project**

- Contract Clarity: Emphasize the importance of a clear placement contract template to avoid disputes between contractors/ training providers and beneficiaries.
  - Orientation Programme: Include a mandatory site induction and safety orientation for NYS beneficiaries to ensure alignment with site expectations and protocols.
  - Logbook Design: Provide a standard template or example for logbooks, detailing how tasks, skills learned, and supervisor comments should be recorded.
  - Assessment Process: Specify who will conduct the RPL assessments and the intervals (e.g., monthly, quarterly) for evaluating beneficiary progress.
- 

## **5.4 Timeframe Guidelines**

- Adaptability: Include a note encouraging implementers to document deviations from suggested timeframes along with justifications, to aid in future programme refinements.
  - Integration with Project Plans: Offer an example of how NYS timeframes align with a physical project timeline, particularly for implementation phases.
-





Technical  
Training  
(31/2  
months)

On-site/  
Practical  
Training (6  
months)

Exit

Follow-up  
with Training  
Provider for  
statement of  
results

## **6. ROLES AND RESPONSIBILITIES OF STAKEHOLDERS IN THE EPWP NYS PROGRAMME**

### **6.1 National Youth Service Unit (NDPWI)**

#### **6.1.1 The core responsibilities of the NYS unit of the DPWI are follows:**

- Policy development on NYS Programme implementation
- Provide support to NYS programme implementing public bodies
- Recruitment of youth into the NYS Programme.
- Oversight of the implementation of NYS by service providers.
- Reporting on progress to key stakeholders, including the Ministers responsible for Public Works, Youth, Gender, Disabilities, the Presidency, and NYDA.

#### **6.1.2 Key Functions:**

- Developing frameworks and strategies for effective implementation.
- Ensuring proper reporting and streamlined communication for all activities related to the Programme.
- Monitoring the full NYS value chain across the three spheres of government and addressing implementation challenges.

### **6.2 EPWP Enterprise Development Unit**

**Objective:** Support NYS exit strategies by fostering sustainable enterprise development.

The role of the EPWP Enterprise Development unit in the NYS programme: Detailed responsibilities are outlined in the NYS Exit Strategy Framework to ensure seamless transition of beneficiaries into employment or entrepreneurship opportunities.

### **6.3 EPWP Training Unit**

- **Objective:**
  - Facilitate skills development for EPWP participants, including NYS participants.
- **Key Responsibilities:**
  - Ensure participants gain both theoretical knowledge and practical site experience.
  - Collaborate with implementers to monitor and evaluate training outcomes.

- Coordinate training needs with the DPWI Regional Office, specifying the number and type of beneficiaries requiring training.
- Provide support in terms of further education and training for exit of NYS participants

#### **6.4 National Youth Development Agency (NYDA)**

- **The role of the NYDA in NYS programme is as follows:**
  - Advocate for youth development and contribute to mental strength and business training.
  - Collaborate on programme oversight alongside DPWI.
  - Consolidate quarterly and annual reports from Local, Provincial and National levels.

#### **6.5 Department of Employment and Labour**

- The contributions of the Department of Employment and Labour to the NYS programme is as follows:
  - Facilitate job placement for NYS graduates using the Employment Services of South Africa (ESSA) platform.
  - Assist youth in registering on the ESSA platform during their exit phase.

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### **7. LEGISLATION GUIDING THE EPWP NYS PROGRAMME**

The implementation of NYS adheres to the following key legislative frameworks:

#### **7.1 Youth-Specific Laws:**

- **National Youth Service Act** - aims to provide opportunities for learning, training, and work experience for young people, while contributing to the development of communities, particularly the poorest.
- **National Youth Accord** - aims to address youth unemployment by bringing more young people into the Expanded Public Works Programme (EPWP) and artisan training programs, providing work experience and skills development opportunities.

- **National Youth Policy** - is a cross-sectoral policy aimed at effecting positive youth development outcomes amongst young people at local, provincial and national levels in South Africa.
- **Integrated Youth Development Strategy (2022–2025)** - The Integrated Youth Development Strategy (IYDS) serves as a comprehensive framework aimed at fostering holistic and sustainable youth development in South Africa. At its core, the IYDS envisions a collaborative approach that contributes to the growth and advancement of the nation's youth.

## 7.2 Skills and Employment:

- Skills Development Act (No. 37 of 2008) - Aims to expand the knowledge and competencies of the labour force in order to improve productivity and employment.
- **Skills Development Levies Act** – to encourage a planned and structured approach to learning and to increase employment prospects for work seekers.
- National Qualifications Framework (NQF) – is a system that classifies, registers, and publishes quality-assured national qualifications ranging from basic education to advanced degrees, to ensure a unified and recognised system of learning achievement.

## 7.3 Workplace Conditions and Safety:

- **Basic Conditions of Employment Act (1997)** – the purpose to establish and regulate basic conditions of employment, promoting fair labour practices and protecting the rights of workers by setting minimum standards for wages, working hours, leave, and other aspects of the employment relationship.
- **Code of Good Practice for Employment under EPWP** - . guide stakeholders in EPWP with regards to working conditions, payment and rate of pay, disciplinary and grievance procedures. It further promotes a common set of good practices and minimum standards in employment practices among the different EPWP sub-programmes within South Africa.
- **Occupational Health and Safety (OSH) Act** - aims to protect workers' health and safety in the workplace by mandating employers to provide a safe environment, identify hazards, and implement safety protocols.

- **Sectoral Determination 5: Learnerships (Amended 2011)** – Dictates that an employer must pay a learner leave pay at least equivalent to the remuneration that the learner would have received for working for a period equal to the period of annual leave, calculated at the learner's rate of remuneration immediately before the beginning of the period of leave.
- **Ministerial Determination 4: EPWP (Amended 2012)** - outlines the conditions of employment for workers in Expanded Public Works Programmes (EPWP) in South Africa, including provisions for hours of work, leave, and termination..

#### **7. 4 Employment Equity and Compensation:**

- **Employment Equity Act.** -aims to achieve equity in the workplace by promoting equal opportunity and fair treatment through the elimination of unfair discrimination and implementing affirmative action measures. Women and people living with disabilities must be prioritised in the NYS Programme.
- **Compensation for Occupational Injuries and Diseases Act (COIDA)** - provides a no-fault system of compensation for employees injured or contracting occupational diseases during their employment, administered by the Compensation Fund. Learners must be protected and covered under this act when undergoing practical training.

#### **7.5 Wages and Policies:**

**National Minimum Wage Determination** - is determined annually by the National Minimum Wage Commission.

**EPWP Policy** - The purpose of this policy is to detail the emerging problem statement for the EPWP in South Africa and use it to clearly define an enhanced agenda – with implementable and enforceable policy positions that empower participants to effectively address inequality, poverty and unemployment.

- **Various Provincial and Municipal EPWP/NYS Policies** – Various municipalities are expected to develop their own EPWP policies.
- **EPWP Ministerial Determination** - outlines the conditions of employment for workers in Expanded Public Works Programmes (EPWP) in South Africa, including provisions for hours of work, leave, and termination.

## **Exit Strategy Overview**

- The NYS Exit Strategy is designed to empower programme participants to transition successfully into further opportunities, ensuring their acquired skills and experience lead to meaningful contributions to the economy. It focuses on:
  1. Further Learning and Training: Encouraging beneficiaries to pursue advanced education or specialized certifications.
  2. Job Opportunities: Facilitating placements in public or private sector roles.
  3. Small Enterprise Development: Supporting the creation and sustainability of MSMEs (Micro, Small, and Medium Enterprises).
  4. Linking participants with potential funders of small businesses.

## **9. Conclusion**

The NYS Implementation Guidelines should be adhered to as framework that may be customised to suit implementing public bodies' operations. The implementing public bodies may draft their own guidelines and may make the necessary amendments thereto to cater for unique local circumstances and/or the sector where the NYS Programme is implemented.

The national guidelines as described in this document may be adopted as a policy, concept document or guiding framework by the implementers of the NYS Programme.