



Expanded Public Works Programme (EPWP) Phase II

TRAINING FRAMEWORK

Training Support, Department of Public Works, Pretoria
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This Training Framework does not make provision for training business process. All the specific details should be referred to standard Operations Manual.

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Acronyms and Definition of Concepts

ABET	Adult Basic Education and Training
Artisan	A person certified as competent to perform a listed trade
Apprenticeship	A learnership in respect of a listed trade and includes a trade test in respect of that trade
Assessment	A structured process in which evidence of performance is gathered and evaluated against agreed criteria
Beneficiaries	These include workers, officials and implementers involved in EPWP Projects.
Certification	Recognition for achievement on completion of training
Credit	Value assigned by the Authority to ten (10) notional hours of learning
DHET	Department of Higher Education and Training
DOE	Department of Basic Education
DOL	Department of Labour
DPW	Department of Public Works
EPWP	Expanded Public Works Programme
ETQA	Education and Training Quality Assurance bodies
GENFETQA	General and Further Education and Training Quality Assurance Body
FETs	Further Education and Training Colleges
HETs	Higher Education and Training
Learnership	A learning programme where the learner spends some time learning theory and sometime learning practical skills in a workplace. It leads to a qualification registered on the NQF
Moderation	The process which ensures that assessment outcomes described in the National Qualifications Framework standards or qualifications, is fair, valid and reliable
NQF	National Qualifications Framework
NQF Band	Descriptor levels of the National Qualification Framework
NRLD	National Learner Records Database
NSDS	National Skills Development Strategy
Occupational Programmes	are based on the NQF and the qualifications are registered with SAQA
Practical learning	Further Education and Training Programmes that emphasises skills and knowledge required for a particular job function or a trade
Public Bodies	Government departments or municipalities participating in the implementation of EPWP projects
QCTO	Quality Council for Trade Occupations
Qualification	The formal recognition of the achievement of the required number and range of credits and other requirements at specific levels of the NQF determined by the relevant bodies registered by SAQA
Quality Assurance	The process of ensuring that the degree of excellence specified is achieved
SAQA	South African Qualifications Authority
SETA	Skills and Education Training Authority

Skills Programme	A unit standard based programme that is occupationally based, and when completed, constitutes a credit towards a qualification registered on the NQF
Smaller Programmes	These include School Safety, Siyadlala that fall within Community Crime Prevention Programme Sub programme
Theory learning	Classroom-based learning that comprises of knowledge and understanding of concepts without practical application
Trade	An occupation for which an artisan qualification is required Sector
Trade Test	A test of proficiency in a given trade
Umalusi	Quality council responsible for Higher Education and Training
Vocational Programmes	Programmes that emphasises skills and knowledge required for a particular job function or a trade
Workplace learning	Learning that happens in the workplace to afford learners the opportunity for practical application in a real life situation under the observation of a mentor

Foreword

The Expanded Public Works Programme (EPWP) is a government short-term intervention that seeks to address the socio economic challenges of the country. It is aimed at creating 4.5 million work opportunities over a five-year period by 2014, by contributing to the reduction of unemployment and poverty. As outlined in the Code of Good Practice, the role of skills development is central to the creation of these work opportunities. The EPWP Training Framework presented hereunder is an important document to give effect to this objective.

The Framework is mainly aligned the National Skills Development Strategy (NSDS) 3, the Human Resource Strategy (HRD) and the principles of the Quality Council for Trades and Occupations (QCTO) which emphasise quality education and training to facilitate decent jobs and job opportunities

The Training Framework is required as a strategic instrument to guide the EPWP sectors, officials, public and implementing bodies in planning and management of training. It is an overarching document for skills development within EPWP which provides broad directives on implementation strategies for training. The EPWP standard operations manual for training, the sector training targets and plans as well as the guidelines will be aligned to this Framework.

Consultation processes have been conducted during the development of this Framework and I would like to thank all the role players who contributed to the development of this Framework.

Let us strive towards quality skilling for the unemployed in fighting poverty!

Mr Stanley Henderson
Deputy Director General: EPWP

1. Introduction

1.1 Background

The Expanded Public Works Programme (EPWP) is South African Government-initiated programme aimed at creating 4.5 million work opportunities by 2014 by all spheres of government, across four (4) defined sectors, namely the Infrastructure, Social, Non-State and Environment and Culture Sectors. The National Department of Public Works (DPW) is mandated by Cabinet to coordinate the Programme.

The EPWPs Consolidated Programme Overview and Logical Framework¹ was initially approved for the period of five (5) years, 1 April 2004 to 31 March 2009, with a target of creating 1 million work opportunities. During Phase 1, creation of work opportunities was coupled with training to provide the necessary skills required by the job market. Currently the Programme is in its 2nd Phase² of implementation and is expected to create 4.5 million work opportunities, by March 2014.

According to the Ministerial Determinations and Code of Good practice, training remains the critical intervention to ensure productivity during project implementation and it facilitates *placeability* after the completion of EPWP projects.

1.2 Problem Statement

During Phase 1 of EPWP, remarkable milestones³ were achieved, however, the following challenges still remain pertinent in training implementation:

- The mis-alignment between the objectives of the NSDS3 and the design of EPWP project. The NSDS3 emphasise longer training interventions whilst most the EPWP projects have short to medium term durations.
- Limited number of accredited training providers relevant for EPWP projects, particularly in rural areas.
- The institutional settings and systems do not make provision for occupational training as most of the institutions are inappropriately resourced to facilitate EPWP training.

¹ Developed in June 2004 by the Department of Public Works and covers the period 2004 – 2009. It defines the state of unemployment, Governments' response to unemployment in terms of the EPWP and the structure, assumptions, risks targets, funding, institutional arrangements, outputs and monitoring and evaluation.

² The scope and details of the EPWP Phase 2 is defined in the "EPWP Phase 2: Consolidated Programme Overview" 2009.

³ The cross sectional study report

- The multi-sectoral nature of EPWP projects makes it difficult to implement a single focal⁴ training programme in line with SAQA requirements, which is suitable for a specific project.

1.3 Purpose of the Training Framework

The purpose of this document is to:

- Capacitate officials and implementers in designing training implementation strategies for EPWP projects.
- Assist EPWP sectors and sub-programmes to design sector-specific training guidelines

1.4 Policy and Legislative Framework

This Training Framework is aligned to the following policy and legislative prescripts which seek to contribute to the decent job agenda of Government:

- The National Qualifications Framework Act – 2008.
- The General and Further Education and Training Quality Assurance Act, amended.
- The Skills Development Act.
- The Adult Basic and Training Act, 2010.
- The National Skills Development Strategy (NSDS3), 2010-2015.
- The Quality Council for Trades and Occupations (QCTO) principles – 2010.
- The New Growth Path, 2010.
- Ministerial Determinations and Code of Good practice, 2011.

1.5 Key Users of this Framework

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

- Officials and implementers managing EPWP training.
- Other related parties interested in EPWP training implementation.

⁴ Sector specific training interventions which is the primary focus of the project

2. Training in EPWP context

Training is any structured learning or skills development intervention which is intended to enhance productivity during project implementation and facilitates placeability and employability beyond the EPWP project. Training components include the theory, practical learning and workplace learning.

EPWP training covers both technical and soft skills interventions which are accredited and registered by SAQA.

- Technical training programmes are hard skills which may amongst others include bricklaying, laying of gabions, and toy making.
- Soft skills training programmes are course which are non-technical in nature e.g. financial management, new venture creation.

2.1 Rationale for Training in EPWP Projects

Shortage of skills in South Africa continues to remain a challenge. The NSDS, through its funding leverages, continues to strive to develop skills relevant for both the market and the economy.

Training is essential in EPWP for the following reasons:

- Produce skilled labourers to ensure efficient and effective implementation of a project.
- Training enhances placeability of beneficiaries upon exit from EPWP projects.
- To develop the capacity of EPWP officials and implementers to ensure effective and efficient management and implementation of the programme.

2.2 Training principles in EPWP Phase 2

The following principles must be adhered to, when developing sector specific training guidelines:

- Training must target project specific outcomes.
- Quality training must be based on accredited training that lead to a qualification.
- Training must prioritise technical skills and minimal soft skills.
- Training must prioritise longer training interventions.

3. Setting EPWP Training Targets

The setting of targets is informed by availability of training budget. Upon availability of training funds, targets should be set at sector and sub-programme level and should be based on the following criteria:

- Before setting any training targets, a skills audit should be conducted to verify the skills availability relevant for the planned project .If no skills exist, training targets should be set.
- Targets may be set for EPWP beneficiaries, officials and implementers involved in EPWP projects.
- Targets for the officials and should be in line with the requirements of the EPWP Learning Programme or other relevant programmes.
- For projects requiring specialised level of skill/ competency - training becomes mandatory according to the number of beneficiaries required. NQF levels of beneficiaries should be considered
- Training must be prioritised for medium to long term projects.
- Training targets are set on an annual basis by the public bodies
- The set targets should be communicated to EPWP Beneficiaries Training Directorate through the sector managers.

3.1 *Training Funded by Public Bodies:*

- If Public bodies have secured their own training budget, targets must be set in line with their funds.
- The training targets should not be limited by DPW externally sourced funds
- The external funding, where necessary, may be considered to augment the targets once such funds have been secured.
- Implementation of such training should be reported on the DPW/EPWP reporting system.

3.2 *3.2. Training Funded by External Sources*

- If funds are externally sourced, annual targets should be set by Public bodies and agreed with DPW Training Unit. The agreed targets will be costed and funds are sourced based on the projected budget.
- The actual targets to be funded will be informed by the amount of budget secured.
- Training implementation must be reported on the EPWP reporting system.

Where the public bodies have secured their own training budget, training targets may not be limited by training funds secured by EPWP. However, such training must still be reported on the DPW / EPWP reporting system.

4 EPWP Training Models

4.1 Prior Training

Prior training refers to training of beneficiaries before they implement the project. This model is intended to create a pool of skilled labourers required for a particular project. The theoretical and practical learning/simulation are conducted at the classroom before the project is implemented, whilst the workplace training is undertaken at the project site. The following precondition for selecting this model:

- The project must be approved and a contractor appointed by the Public Body before training commences.

The advantages of this model are:

- It affords learners adequate time to undergo training without interfering with project activities
- Training duration is not limited by the project duration
- Learners have sufficient exposure to workplace experience immediately after completing theoretical and practical training.
- Public bodies have enough time to manage and monitor training

Although this model ensures adequate time for successful completion of training, the interface between such training and experiential learning should be carefully planned. This model is ideal for projects with small, medium and long term duration.

4.2 On-Site Training

On-site training refers to the training of beneficiaries during implementation of the project. This model proposes that the theoretical, practical and workplace components of training are undertaken concurrently with project implementation. This enables workers to acquire and apply skills immediately to project activities.

The advantages of this model are:

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

However, this model requires accurate time planning between training and project implementation activities .It is recommended for short and medium termed projects to ensure that minimal interruption is experienced by the contractors.

4.3. Training for exits

Training for exits strategies refers to training of beneficiaries after completing an EPWP project. This is an optional model for public bodies wishing to exit their beneficiaries. It suggests that after completion of a project, exit opportunities may be facilitated through further learning and training which includes:

- Adult-based Education and Training (ABET) ,
- Vocational learning programmes (e.g. National Certificate Vocational)
- Occupational learning programmes through learnerships.
- Artisan development programme through Apprenticeship.
- Accredited Skills programme.

Advantages of further learning and training:

- Beneficiaries will be able to make explicit choices about the occupation/ trade that they wish to enter and the nature of education and training that they will require..
- Further learning and training enables beneficiaries to attain recognised qualifications

The exit training needs must be determined at sub-programme level with clear exit plans. Programmes must also develop document management systems for reporting purposes.

5 Types of Learning Programmes

EPWP implements two (2) types of learning programmes which are applicable to different EPWP project designs:

- Accredited courses/ credit bearing programmes.

- Dual purpose programmes.

5.1 Accredited/ Credit Bearing Courses

- These are unit standard-based courses recognised by SAQA and SETAs.
- The accredited courses have limited validity period as determined by SAQA, therefore expire.
- Courses MUST strictly be conducted by an appropriately accredited training provider.
- It enquires structured assessment and moderation by registered assessors or moderators.
- Quality assurance must be undertaken by the relevant SETA ETQA.
- Learners must receive SAQA-recognised credits/ qualification at the successful completion of such courses.
- Courses may be accredited e.g. qualifications, skills programmes or nated programmes (registered as credit bearing on, SAQA database, SETA skills Programmes).

The following should be considered when implementing credit bearing courses:

- The learning material developed by the training provider must be approved by the relevant SETA before training is implemented.
- Learner entry requirements set by SAQA for each programme must be adhered to.
- Learners must be formally assessed for competency.
- External moderation by the relevant ETQA is compulsory.
- Learner achievements are recorded on the SAQA National Learners' record Database (NLRD).

5.2 Dual Purpose Courses

- These are unit standard-based courses that are registered on SAQA database.
- The credit bearing or non-credit bearing nature depends on the learner's choice to be assessed.
- Learners, who undergo the structured assessment and moderation, may receive credits or qualification at the successful completion.
- Where learner chooses not to be assessed at the end, learners receive no credits.
- This training should be conducted by an accredited

The following should be considered when implementing dual purpose courses

- Although these courses are unit standard based, learners may not be formally assessed at the end of training and therefore do not receive credit for the course.
- The purpose of 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.

The table below is intended to guides how training programmes may be selected according various EPWP project types:

Table 1: EPWP Training options

EPWP Project Type ⁵	Recommended Learning Routes/ Programmes	Recommended Training Providers
Short term projects (Less than 12 months projects)	-No training may be required but job created are reported on M&E -dual purpose programmes - short skills programmes -Public bodies internal training and capacity building initiatives	accredited providers
Medium term projects 12 months - 2 year projects)	-SETA registered skills programmes - medium duration nated programmes	Accredited providers for the skills programmes
Long term/on going (2 -3 years projects)	-Accredited long training interventions e.g. Learnerships, -Skills programmes	Accredited providers for full qualifications , skills programmes
Exit opportunities	-Vocational & occupational programmes e.g. -ABET -Trades /apprenticeships -Learnerships -Accredited skills programmes	Accredited FETs Colleges& HETs institutions Fully accredited providers for learnerships accredited trade Test centres

6 Training Provisioning

The provision of accredited training requires training providers who have attained the relevant accreditation from the ETQA .The SAQA Criteria and Guidelines for providers (2001), states that any provider can be accredited by only one ETQA against their primary focal programme. For extended scope of accreditation, it is the responsibility of the ETQA to establish the memoranda of understanding (MoUs) with other ETQAs if their providers wish to offer training outside their primary focus

⁵ As per EPWP Business Plan.

6.1 Accredited Training Providers

Training providers are accredited by various ETQAs in line with the set SAQA standards and criteria⁶.

- Training providers and their programmes must be accredited by the relevant ETQAs
- Accredited training providers must be registered by the relevant ETQA
- Training provisioning of such accredited providers must be regulated and monitored by the 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.

7 Reporting

The following key areas will be reported for training:

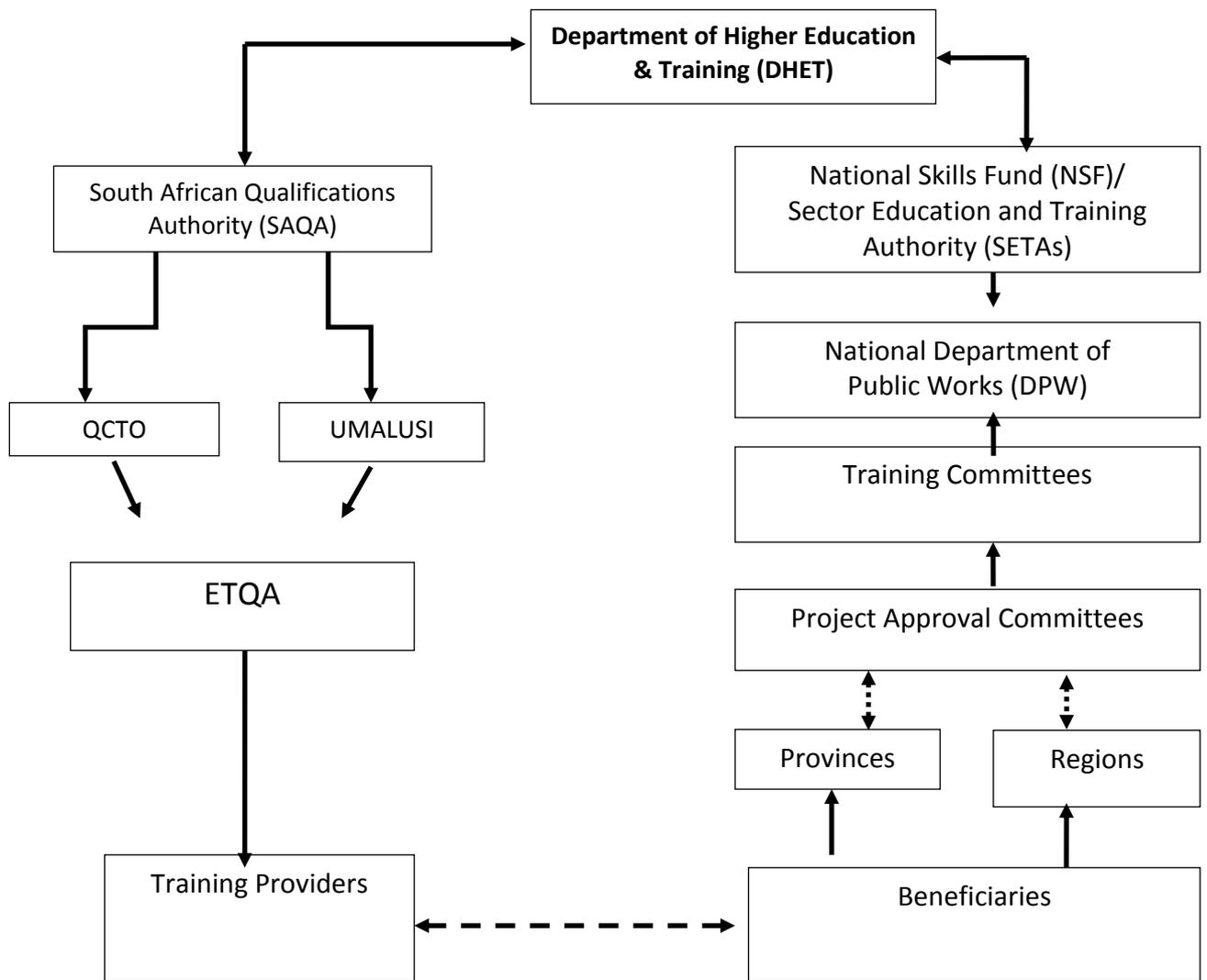
- Number of beneficiaries trained.
- Types of courses (accredited/ dual purpose).
- Types of providers (accredited/ approved).
- Number of training days.

8 Institutional Arrangements

- Department of Higher of Education and Training (DHET) (custodian of Skills Development and NSF funding) responsible for regulating training.
- SA Qualification Authority (SAQA) - (Accredits the quality councils i.e. Umalusi, QCTO and GENFETQA).
- Quality Council for Trades and Occupations (QCTO) - (for accreditation of Training providers and all occupational programmes and trades).
- Sector education and training authorities (SETAs/ETQAS) - (responsible for monitoring of training and quality assurance).
- Department of Public Works – (DPW) - overall coordinator for EPWP projects.
- Public bodies – project initiators and funders (national, provincial, local level).
- Beneficiaries – participants, officials and implementers in EPWP projects requiring training.

⁶ "SAQA Criteria and Guidelines for providers, 2001

Figure 1: Institutional Arrangement for EPWP training



9 Funding Mechanisms for EPWP Training

The EPWP does not receive voted allocations for beneficiary training initiatives. The following are possible funding sources for EPWP training initiatives:

- DBE funding for ABET and other programmes within the FET Band.
- The DHET Bursary Mechanism for FET& HETs.
- The SETAs funding for occupational programmes.
- Funding from project budgets by Public bodies.
- Other funders/ donors for EPWP training.

10 Review of the Framework

This Framework is applicable to EPWP Phase II i.e. 2009 – 2014. The Strategy will be reviewed as and when required during the specified period.

11 . Concluding Remarks

Sector training Guidelines may be developed based on the understanding of the key focal areas of training for Phase 2 as stipulated in the Framework.

Compiled by: Ms Tsholofelo Poee

Director : EPWP Training Support