



# **EXPANDED PUBLIC WORKS PROGRAMME CONTRIBUTING TO A NATION AT WORK**

## **TRAINING MANUAL FOR TRAINING ON EPWP PROJECTS**

**2007 - 2008**

**Department of Public Works**

***PREPARED BY KHETA CONSULTING***

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## GLOSSARY OF TERMS AND ACRONYMS

TERM	DEFINITION
Accredited training provider	A training provider who has obtained accreditation through the relevant Education and Training Quality Assurance body. These training providers are accredited for specific qualifications and unit standards and they have course materials which are aligned with NQF standards and requirements. Although some may also have training materials which are not aligned with unit standards.
Assessment (specifically for training aligned to unit standards and qualifications)	A structured process for obtaining evidence about a learner's competence in order to make a judgement of competent or not yet competent.
CBO	Community Based Organisation – these organizations are sometimes the implementers of EPWP projects.
Code of Good Practice for Special Public Works Programmes	The Minister of Labour Gazetted a Code of Good Practice for Special Public Works Programmes in 2002. This allows for special conditions to facilitate greater employment on Public Works Programmes. The Code guides the EPWP and provides for a training entitlement of at least 2 days per month of service for workers in this programme.
Credit	One credit is equal to 10 notional hours that contributes to a unit standard or qualification. Credits can be obtained through structured learning or work place learning.
DBSA	Development Bank of Southern Africa
DoL	Department of Labour
DOTS	Directly Observed Treatment
ECD	Early Childhood Development
ETDP	Education Training and Development Practices SETA
ETQA	Education and Training Quality Assuror – ETQA are bodies registered by SAQA which are responsible for accrediting training providers and overseeing the delivery of quality training provision. All SETAs are ETQAs.
Expenditure per work opportunity	Total project cost divided by work opportunities created
FBO	Faith Based Organisation
Government expenditure	Money actually transferred to projects and supporting infrastructure but excluding government administration costs
Implementer	The EPWP is implemented through “implementing agents” or “implementers” – these are public bodies, municipalities, contractors or provincial departments who manage the delivery of the project.
HCBC	Home/ Community Based Care
HSRC	Human Sciences Research Council
HWSETA	Health and Welfare SETA
Learners	Unemployed persons participating in the learnership programme
Learnerships	A learnership combines work-based experience with structured learning and results in a qualification that is registered within the National Qualifications Framework (NQF) by the South African Qualification Authority (SAQA). A learner who completes a learnership will have a qualification that signals occupational competence and which is recognised throughout the country. Each learnership consists of a specified number of credits and takes at least one year to complete. The learning may consist of a number of NQF aligned

<b>TERM</b>	<b>DEFINITION</b>
	short courses, which make up the learnership curriculum. A learnership requires that a trainer, a coach, a mentor and an assessor assist the learner.
M&E	Monitoring and evaluation
NSDS	The National Skills Development Strategy. The strategy of the Department of Labour which sets targets for SETAs, provinces and other implementers.
NEDLAC	National Economic Development and Labour Council
NGO	Non-Governmental Organisation
NPO	Not for profit Organisation
NQF	The National Qualifications Framework The NQF is set up in terms of SAQA. It is a pathway offering many branches of learning with different levels going from the bottom to the top. All types of learning and career paths have their own place on the framework. The NQF framework has eight levels – level one is the simplest and level eight is the most difficult. The levels can also be related to the formal education system. For example NQF levels 1, 2, 3 and 4 can be related to Grade nine, ten, eleven and twelve in the education system.
NSF	National Skills Fund
NYSP	National Youth Service Programme
PM	Project management
SAQA	The South African Qualifications Authority This body oversees a single unified system of education and training in the country in order to reduce the gulf between education and training. Education is not only academic and training is not only about practical skills. It sets up the National Qualifications Framework. (See above)
SARS	South African Revenue Services
SETA	Sector Education Training Authority
Skills Programme	A skills programme is occupationally based training that, when completed, constitutes credits towards a qualification registered in terms of the NQF as defined by the SAQA. Only accredited training providers may provide the training.
Social Sector Cluster	National Departments of Health, Social Development and Education
TA	Technical Assistance
Training day	At least 7 hours of formal training. Formal training is further categorised as literacy and numeracy, life skills, vocational skills and business skills. This includes the assessment of prior learning of work seekers.
Unit standard	Registered statements of desired education and training outcomes and their associated assessment criteria together with administrative and other information as specified in these regulations
VCT	Voluntary Counseling and Testing
Work opportunity	Paid work created for an individual on an EPWP project for any period of time. The same individual can be employed on different projects and each period of employment will be counted as a work opportunity.
Water Works	The reporting system for the Working for Water programme

# 1. INTRODUCTION

## 1.1 BACKGROUND

The Expanded Public Works Programme (EPWP) is one of government's short-to-medium term programmes aimed at alleviating unemployment. The EPWP will achieve this aim through the provision of public sector work opportunities coupled with training. The EPWP is a nation wide programme covering all spheres of government and State Owned Enterprises (SOE's). President Thabo Mbeki formally announced the programme in his State-Of-The-Nation Address in February 2003.

The programme involves re-orientating line function budgets so that government expenditure results in more work opportunities, particularly for unskilled labour. EPWP projects are, therefore, funded through the normal budgetary process, through the budgets of line-function departments, provinces and municipalities.

The programme is aiming to create one million job opportunities coupled with training in the first 5 years of the programme.

Opportunities for implementing the EPWP have been identified in the infrastructure, environment and culture, social and economic sectors. In the infrastructure and environment and culture sectors, the emphasis is on creating additional work opportunities through the implementation of labour-intensive projects coupled with training. The social sector EPWP programmes include the Early Childhood Development programmes and Home Community Based Care programmes. The economic sector is implementing New Venture Creation Learnerships.

Employment conditions for labour on EPWP projects and programmes are stipulated in the Code of Good Practice for Special Public Works Programmes and the accompanying Ministerial Determination. These documents are attached as *Appendix 1 and 2*. These conditions of employment entitle workers to formal training. This training is to be provided by training providers appointed and funded by the Department of Labour and the accredited Sector Education Training Authorities (SETAs). Public bodies / Implementers involved in the EPWP are expected to facilitate the training of the beneficiaries within the EPWP projects.

## 1.2 PURPOSE OF THIS MANUAL

**This manual is intended to ensure that all public bodies implementing EPWP projects have the knowledge and information required to ensure that beneficiaries employed on such projects**

### **NOTE**

The processes outlined in this manual are focused entirely on the training offered to the beneficiaries (workers and contractors) of EPWP projects. The manual does not deal with training interventions designed to support people who are managing EPWP projects such as municipal officials, consulting engineers or project managers employed by implementing bodies. Training of support staff should be budgeted for by the employers through their human resources development units and budgets.

**access their training entitlement..** While each sector / public body can develop their specific approach, tailored to their organisational or sector needs, this manual attempts to capture the processes used in all the sectors and departments in respect of the provision of training to EPWP beneficiaries and provides broad guidelines for implementers across the entire EPWP.

This manual contains five sections (excluding the Introduction). The first section after the Introduction [Chapter 2] deals with processes in the Department of Labour and training being implemented at a Provincial level. The remaining four sections [Chapters 3, 4, 5 and 6] deal with each of the four sectors. Each section can be read as a stand alone chapter of the manual.

The table below provides an overview of each of the sections and the target audience for each of the sections:

CHAPTER	CONTENTS	AUDIENCE
Chapter 2 : Understanding Department of Labour Legislation and Processes	<p>This chapter provides an overview of the Skills Development Legislation, institutions and strategies. It also outlines the funding processes of the DOL.</p> <p>This chapter also provides an overview of the steps to be followed by implementers when implementing EPWP training</p>	<p>All stakeholders requiring an overview of the Skills Development Landscape</p> <p>Managers, co-ordinators and implementers on Project Accessing DOL funding.</p>
Chapter 3,4,5,6:	These chapters deal with each of the four sectors of the EPWP	<p>Strategic Overview Section: Audiences requiring broad information on training in each of the sectors</p> <p>Other sections: Lead departments and public body training implementers, managers and co-ordinators</p>

### 1.3 THE IMPORTANCE OF TRAINING IN THE EPWP

Training is a critical component of the EPWP. Without training the impact of the programme on the lives of beneficiaries will be limited, as will the long term contribution to meeting the country's skills shortages. All EPWP projects must therefore include training of beneficiaries, as required by the Code of Good Practice for Employment under Special Public Works Programmes. Most of the activities in the EPWP are done on a project basis and the training for beneficiaries is therefore directly related to the skills needs of the projects on which people are employed. However, it is also intended that workers exiting from EPWP work opportunities are more marketable in the labour market than when they entered the work opportunity.

Training in the EPWP is therefore required to meet two objectives;

- o Firstly to ensure that beneficiaries have the required skills to participate in short term work opportunities and



- Secondly to equip workers so that they exit from the EPWP work opportunity with skills which assist them to be more employable in the labour market.

Failure to arrange training for workers, to release workers for training or high levels of absenteeism by workers of training is viewed as a lack of compliance for EPWP purposes. Projects submitted to the EPWP for inclusion in the EPWP quarterly reports without reflecting training will be excluded until such time when training courses are provided and are reflected on such reports.

## **1.4 CHALLENGES ASSOCIATED WITH TRAINING**

There are a number of challenges which Public Bodies face when attempting to maximise the skills development impact of the EPWP. These challenges should be recognised upfront so that measures to address them can be put in place and realistic training objectives can be set.

### ***Planning of training interventions***

The first challenge is that most EPWP activities are implemented on a project basis. **Many projects are too short or too small to enable effective integration of training and work for all beneficiaries.** For instance, if a Municipality is implementing an EPWP water reticulation project, it might identify the need to train 10 plumbers in the area, but during the implementation an additional 40 workers might be employed to excavate and backfill trenches. Exactly what type of training should be provided to these 40 workers poses a significant challenge to EPWP implementers. Furthermore the training programme for the plumbers might take 45 days. The challenge is to identify courses which sufficiently meet the needs of the 40 workers and also provide training within 40 days in such a way that the implementation of the project is not affected.

Therefore it is imperative that **training programmes on EPWP projects are well planned.**

In the planning the following issues should be considered:

- An analysis to determine the training needs must be done. If the project is undertaken on a long term basis this should occur per quarter.
- A training plan detailing the training courses, planned dates, and numbers of people to be trained must be developed
- A training budget for the project to reflect training costs including tuition costs, learner materials, venue costs, accommodation, stipends during training, transport and food must be developed

Plans for the training should be communicated to the learners and to the contractors in order to secure their buy in .

### ***Training needs analysis***

A second challenge identified is that **the skills profiles of people employed on EPWP projects are very diverse**. Typically their educational background may range from those with no basic formal education to people who have completed matric and possibly higher education. Furthermore workers could be youth or older, male or female, migratory or “geographically stable”. With such diversity of people, **planning training that is relevant to each individual’s needs is challenging**. The best opportunities generally lie in relating the training directly to project activities, but as indicated above, this also has its limitations.

Therefore it is important that the training needs analysis done should provide information on:

- The numbers of people required to work on the project
- The skills required to execute the job and the numbers required per skill area
- The minimum entry criteria for the courses which the training provider will use to select the learners to be trained.

### ***Timing of training delivery***

A third challenge is **determining the best time to provide training**, either **before** the implementation of the project or **during** the implementation of the project. Experience has proven that providing courses [especially if they are of a longer duration] to workers during project implementation is more challenging than when such courses are provided before the project commences. In many instances contractors are reluctant to release workers to go for training. At the same time, the training providers will be requiring a certain number of learners to be available at a certain time for training.

Generally it is recommended that training on long courses should be provided before the start of the project. This will not clash with contractors and all skills needed for the implementation of the project will be made available through the training. Learners concentrate on the training better if they don’t split their time between training and working. Only short courses like Life skills can be provided during project implementation.

### ***Stipends during training***

The Code of Good Practice for Employment and Conditions of Work for Special Public Works Programmes entitles every worker to 2 days of paid training for every 22 days worked (**Note:** The training entitlement is the minimum duration and implementers are encouraged to provide more

training days). Practically this training entitlement can only be granted after the worker has worked and accumulated some training entitlement. It also stipulates that: “Workers will be paid a training allowance when they are required to attend agreed training programmes. This should be equal to 75% - 100% of the daily task rate or 75% - 100% of the daily rate of pay for time-rated workers. In the Infrastructure Sector according to the Tender and Design Guidelines “An allowance equal to 100% of the task rate or daily rate shall be paid by the contractor to workers who attend formal training”.

Therefore according to the above, **training allowances will not be paid when training is provided before the project implementation.** The Code of Good Practice for Employment and Conditions of Work for Special Public Works Programmes state that there will be no payment for training prior to engagement (project implementation).

However **implementers are encouraged to look for other ways to make the training motivating** e.g. ensuring that the majority of trainees do access a work opportunity after training, providing high quality courses and providing food and transport during training.

Training stipends will be paid for training which occurs during the Implementation of a project.

**Training at the end or after a project should be avoided**, because the workers have exited from the project and will be looking for other employment opportunities. The worker’s interest for training is low at this stage. Managing and coordinating the training towards the end or after a project is completed is also a challenge.

### ***Absenteeism***

A fourth challenge is the **high rate of absenteeism of learners during training.**

In order to avoid high levels of absenteeism the following should be noted:

#### **For training before the project begins:**

- Before the start of the training, the workers should be fully briefed on what is expected from them during training, the course details and to allay any other expectations which the learners may have.

- Ways to motivate learners to attend training should be considered e.g. providing transport, accommodation and food.
- Providing training that is relevant so that as many learners as possible can be placed in a work opportunity on a project after the training. DoL requires 70% minimum for placement of the learners after training.
- High quality training which will enable better job competitiveness.
- The coordination of the training should be of high standard
- The Public Body may require learners to sign a contract stating that they will attend all training and outlining actions that can be taken should learners fail to attend training without sufficient reasons.

### ***Co-Ordination of EPWP training initiatives***

Finally, the **overall co-ordination of training within the EPWP is also a challenge.**

Therefore it is important that:

- The responsibility for providing training rests with the entity that has the contractual responsibility for implementing the project. In some cases this Implementing Body is a Public Body [Municipality, Provincial or National Department] and in others a Contractor [the Infrastructure Sector] or Non-Governmental Organisation [Social or Environmental Sector].
- Implementing bodies must provide capacity to coordinate training. This should generally be in the form of an appointed Training Coordinator. Funding must be made available for this capacity either through the direct employment of the resources by the Public Body, the Contractor or Non-Governmental Organisation [NGO] or must be accommodated in the costing of the project.
- The responsibility for training should be reflected in the work plan of the individual or entity responsible for implementing a project, so that this function is not viewed as an “add on”.
- The training coordinator of a project must communicate with the DoL, the training provider, the learners and the implementing entity before, during and after the training so that all challenges are addressed in good time.
- The training coordinator should monitor the training jointly with the Department of Labour to ensure that a high quality of training is delivered.

## 2. UNDERSTANDING DEPARTMENT OF LABOUR LEGISLATION AND PROCESSES

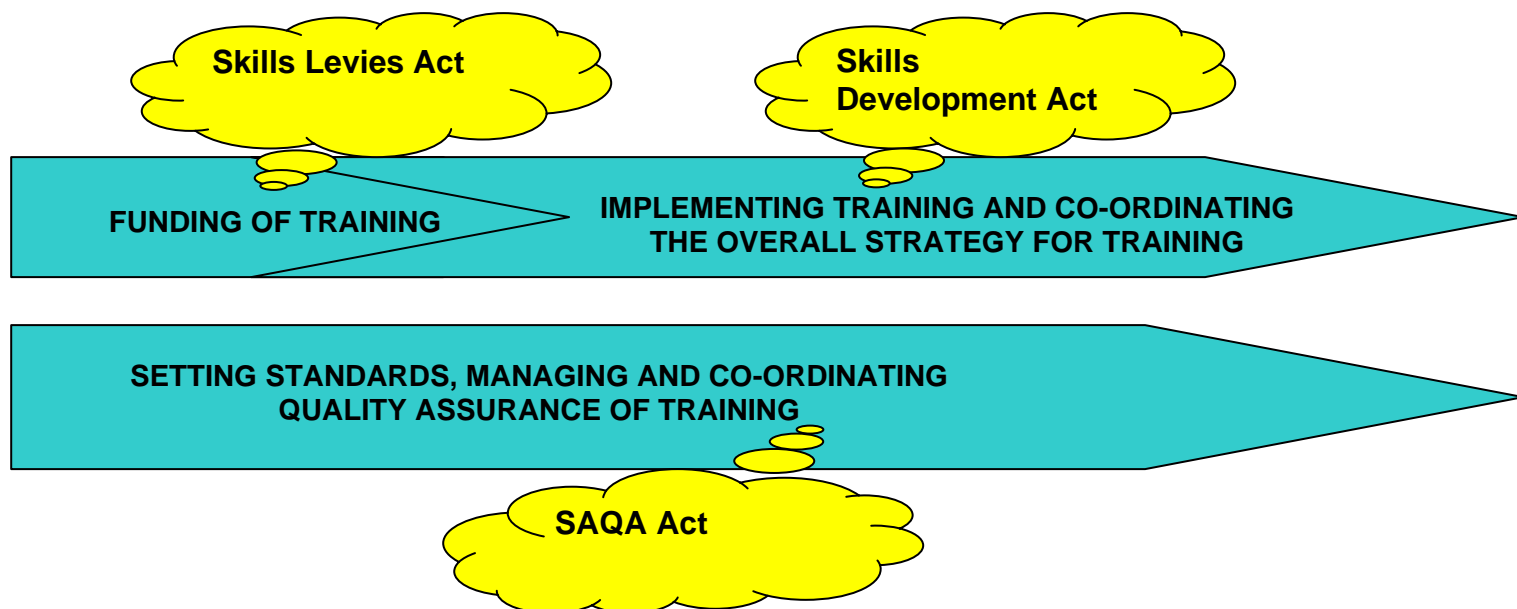
## 2.1 OVERVIEW OF LEGISLATIVE AND STRATEGIC FRAMEWORK

### 2.1.1 The Legislative Environment

Skills Development in South Africa is primarily governed by three pieces of legislation:

- Skills Development Act
- SAQA Act
- Skills Levies Act

The diagram below provides a broad overview of the purpose of each of these pieces of legislation:



**The Skills Levies Act** – The purpose of the Skills Levies Act is to introduce a levy payment system which funds skills development in South Africa. All employers whose wage bill is more than R250 000 per year are required to pay 1% of their payroll as a Skills Development Levy. This levy is distributed to SETAs (80%) and The National Skills Fund (20%). Government Departments are not required to pay the skills levy, but may budget equivalent amounts for training and contribute to the running costs of SETAs. See section 2.2 for more details.

**The Skills Development Act** – The overall aim of the Skills Development Act is to improve the skills of the people of South Africa. In order to achieve this, the Act:

- Introduces an institutional framework to determine and implement national, sectoral and workplace skills development strategies
- Makes sure that training and development programmes provide workers with nationally recognised qualifications

- Provides for learnerships which lead to recognised qualifications through workplace and classroom learning
- Provides for employment services

The Act establishes the SETAs; learnerships, skills programmes and the National Skills Fund in order to implement the above.

**The SAQA Act** – The SAQA Act provides for:

- The development and registration of nationally recognised unit standards and qualifications – which are registered on the National Qualification Framework (NQF)
- Assessment of learners against the nationally recognised unit standards and qualifications
- The registration of Education and Training Quality Assurors (ETQA) – who are responsible for managing quality in their sectors or educational bands

## 2.1.2 Institutions, structures and strategies of the Skills Development Act

**The National Skills Authority (NSA)** – The NSA board oversees the implementation of the Skills Development Act and advises the Minister of Labour on:

- The preparation of the National Skills Development Strategy
- Priorities for spending in respect of the National Skills Fund
- The work and progress of SETAs
- Regulations and policy

**Sector Education and Training Authorities (SETAs)** – SETAs have been established in every sector of the economy. The functions of SETAs are to:

- Develop sector skills plans for their sectors as a whole.
- Implement the sector skills plans through learnerships; encouraging employers to draw up Workplace Skills Plans, paying grants to employers to encourage training and funding training initiatives in their sectors
- Approve, register (with the Department of Labour) and promote Learnerships
- Quality assure training and accredit training providers (SETAs are registered as ETQAs with SAQA)
- Administer the levy/grant system
- Inform the National Skills Authority about their progress.

The SETAs will fund EPWP training projects when they are in line with their sector priorities and budgets.

**The National Skills Fund (NSF)** – The NSF is funded from 20% of the levies as well as any interest and penalties collected from employers. The NSF is used for national priority projects including the training of unemployed, previously disadvantaged people and small businesses. It is managed and administered by the Department of Labour under the guidance of the NSA. Some of these funds are used for EPWP projects which are funded by the DOL (see section 2.2.1).

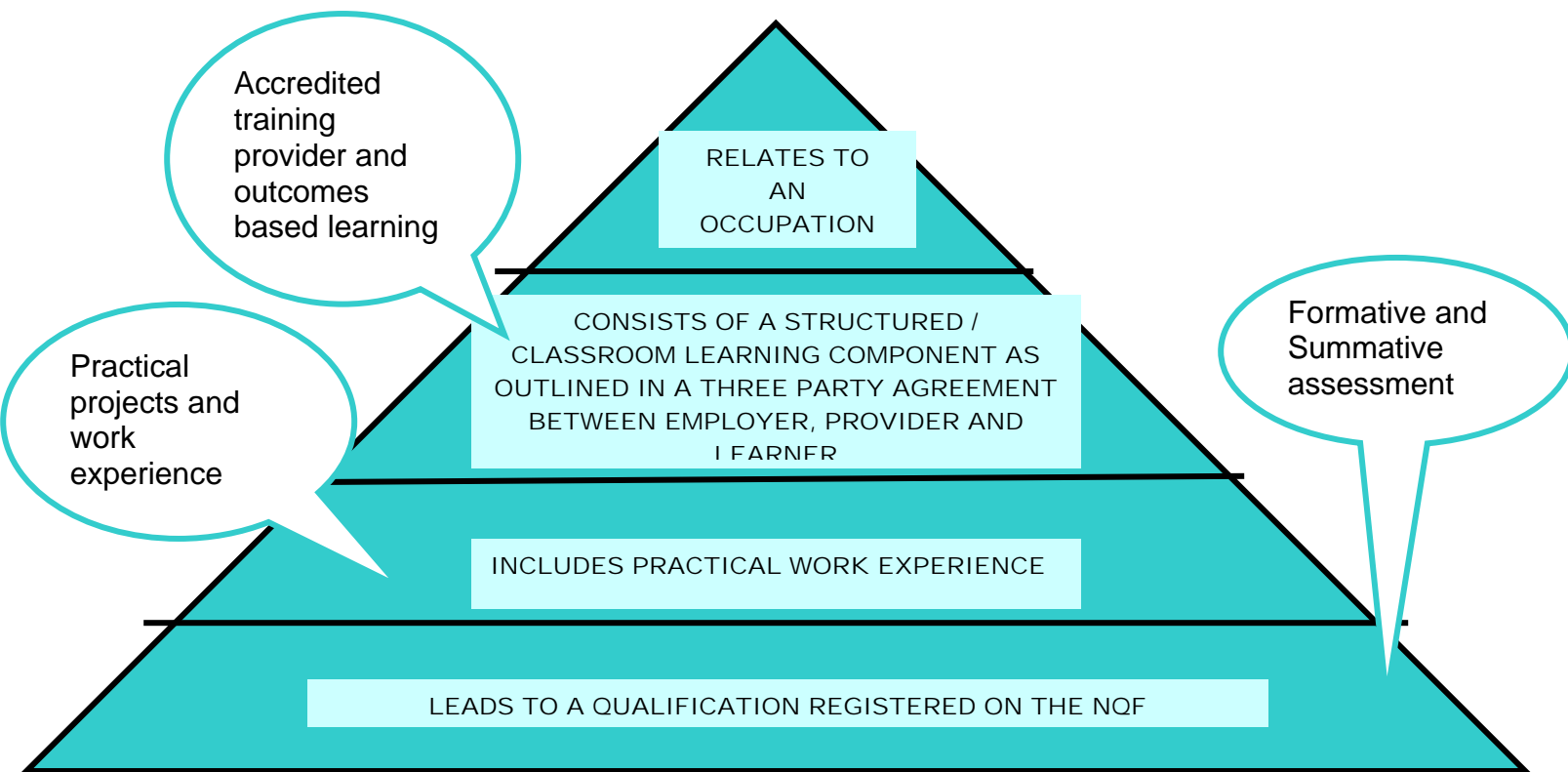
**The National Skills Development Strategy (NSDS)** – The National Skills Development Strategy sets national targets for training for the period 2005-2010.

### 2.1.3 Training Programmes under the Skills Development Legislation

#### **A learnership:**

A learnership is a structured training programme which includes all the components listed in the diagram below. It typically lasts for a period of one year and learners will receive a certificate for the qualification, if they are assessed as competent against all the unit standards or outcomes of that qualification.

Learnerships are registered by SETAs with the Department of Labour.

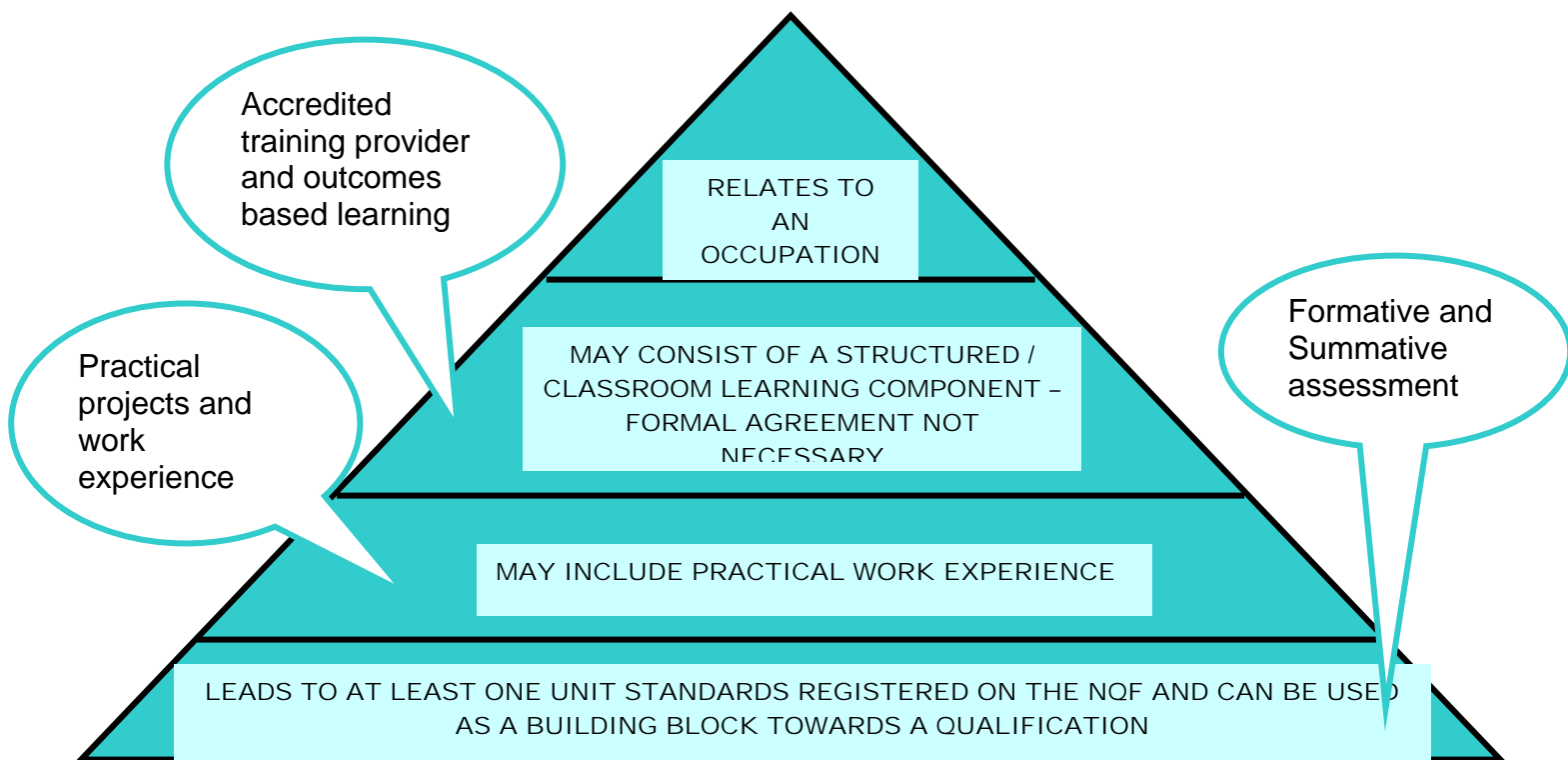


In the EPWP, learnerships are implemented across all sectors i.e. Social Sector , Infrastructure Sector for the Vuku'pile Programme, Environment and Culture Sector by DEAT and Department of Arts and Culture and within the Economic Sector through the New Venture Creation Learnership Programme. These are funded by different SETAs.

#### **A skills programme:**

A skills programme is a shorter programme which is not necessarily governed by a formal agreement as in a learnership. The training should lead to at least one unit standard on the NQF.

The learner will receive a certificate for the unit standard/s once he or she has been assessed as competent against all the outcomes of the unit standard/s. A number of skills programmes can lead a learner to a full qualification registered on the NQF.

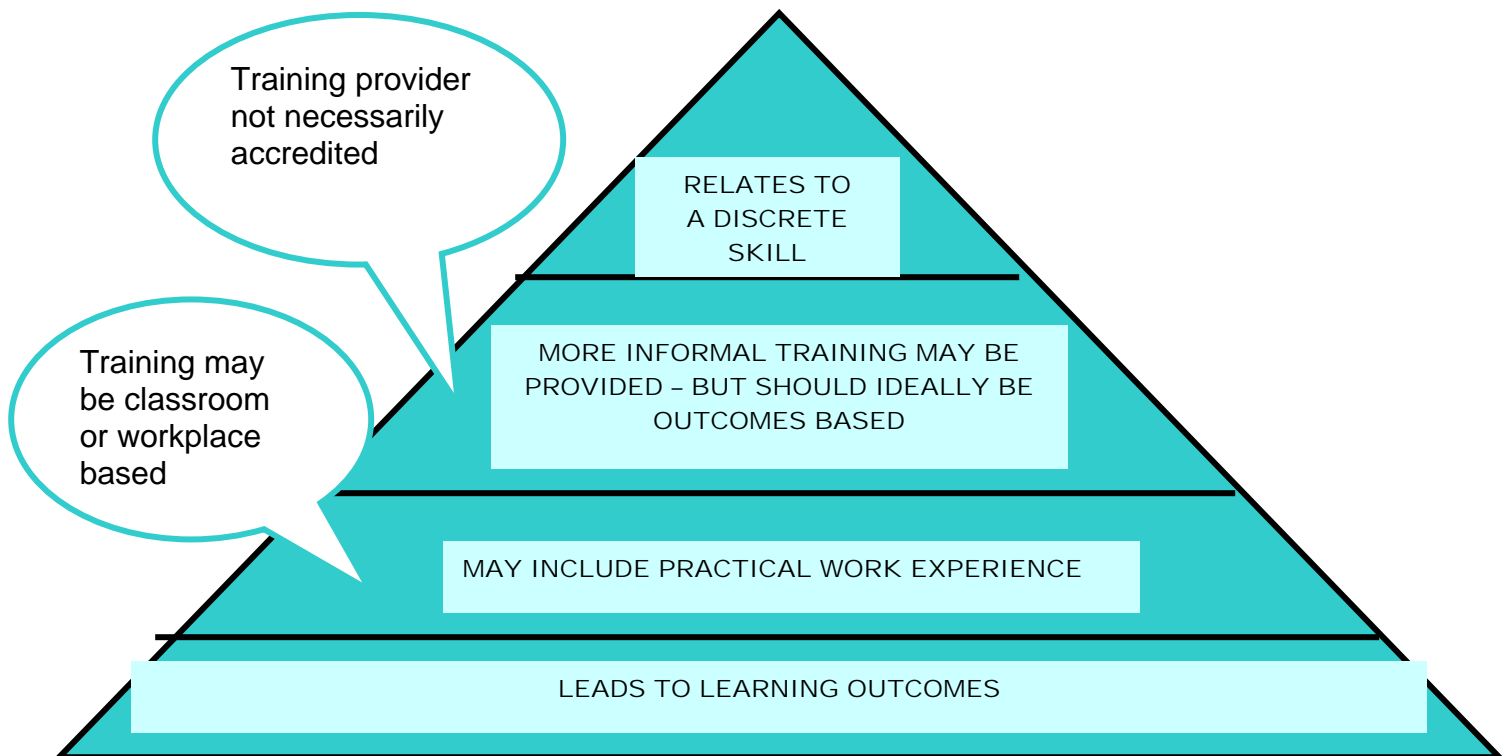


In the EPWP, Skills Programmes are implemented in the Social Sector and the Infrastructure Sector. These are funded by different SETAs

**A short course:**

Short courses tend to provide more informal training – not necessarily related to a unit standard or qualification.





In the EPWP, short courses i.e. life Skills and Technical Skills are offered in all sectors and mainly funded by the Department of Labour through the National Skills Fund.

## 2.2 THE DOL FUNDING PROCESS

### 2.2.1 Agreement between the Department of Labour and the EPWP

A national agreement (MOU) exists between the Department of Labour and the EPWP. This agreement

#### **NOTE**

This section outlines the process for accessing funds directly from the Department of Labour. Funding from individual SETAs is accessed on the basis of the requirements and budgets of those SETAs.

covers all funding requirements for all EPWP projects in all four sectors for all training i.e. Life Skills and Technical Skills.

Therefore implementing departments do not need to negotiate and have separate MOUs with the Department of Labour for the funding of training for EPWP workers. All departments, municipalities or public bodies implementing EPWP training can access the EPWP funds through the Provincial Department of Labour.

As in the MOU between the DOL and EPWP unit, the costs of the training are shared between the Department of Labour and the implementer as follows:

- The Department of Labour pays the training providers directly for the following services:
  - the delivery of the training course
  - learner assessments and certification
  - the cost of the training venue
  - stationery , course manuals and training equipment
  
- The Implementer should have a training budget for:
  - Transport during training ( this can be avoided if training is provided within reasonable walking distance)
  - Accommodation ( this can also be avoided as above)
  - Stipends or daily wages if training is done during project implementation. The amount paid is equal to 100% of the daily wage for the project [in the Infrastructure Sector]. In other Sectors according to the Special Code of Good Practice it varies between 75% to 100% of the daily wage
  - Food during training (the implementer should decide whether to provide food during training or not). However if training is provided before the start of the project where stipends are not paid, it is recommended that food and transport are provided during the training.

Roles and responsibilities for the training will differ per sector and also differs depending on the nature of the training i.e. roles differ between life skills and learnerships and terms and titles used also differ per sector. Roles and responsibilities for the training will be tackled later in the document per sector.

### **2.2.2 The Role of the Provincial Implementers in co-ordinating with DOL and the roll out of Training**

EPWP training projects are initiated and funded in all three tiers of government:

- Learnerships (particularly in the economic and infrastructure sectors) tend to be initiated and co-ordinated through the National EPWP office – however the Provincial Project Manager and Co-ordinators are responsible for implementation within the Management Committees

- Training aligned to national projects and funded through project budgets held in National Departments tend to be co-ordinated and managed through the national office – depending on the sector and processes in individual Departments
- Training is also identified at a Provincial and Municipal level and may be entirely funded at this level. In these cases the Provincial Co-ordinator or Programme Manager manages and co-ordinates the process and reports to national DPW through the quarterly reporting system. The role of the implementing body is essential at this level.

This section provides direction to Provincial Co-ordinators, Programme Managers and other Implementers in Public Bodies on how EPWP training should be coordinated. The specific training offerings per sector are outlined in Chapters 3-6.

Given the decentralised nature of the EPWP, the role of the Implementing Body is critical in planning and coordinating training. The Implementing Body is in the best position to plan the specific types of training required, based on the skills demanded by the projects and the skills supplied through the local community. The national DPW EPWP Unit will assist the Implementing Body with planning for this training. Furthermore it will, together with the Department of Labour and relevant SETAs, provide tools to assist Implementing Bodies. .

The following steps should be followed in implementing training in EPWP projects

### ***2.2.2.1 Planning for and establishing the need***

Once the EPWP projects have been identified, a training needs analysis must be conducted in order to identify training needs for individual projects. It is useful at this stage, where possible, to involve the training providers to assist in selecting learners who will have a good chance of success on the training programmes.

#### ***a. The Training Needs Analysis***

In conducting a training needs analysis, the following issues should be considered:

***The specific skill needs of the EPWP project*** – this must always be the first consideration when identifying training needs. Implementers need to consider:

- Technical skills required for the project – including how many people require these skills
- Generic skills required e.g. communication, health and safety etc

***The needs of the local economy*** – It is useful to consider which sectors are growing in the local economy. Is there a possibility that learners can be absorbed into growing sectors in the local economy? If so, this could be an exit opportunity and may inform the type of training being offered in the EPWP project. However – the training needs of the EPWP project should always take precedence

#### ***NOTE***

In cases where beneficiaries already have certain required skills – it may be valuable to offer Recognition of Prior Learning (RPL) assessment. In this way learners will have formal recognition of their skills when they exit the EPWP programme. Accredited training providers with registered assessors may offer RPL of beneficiaries as required.

over any other needs the beneficiary may have for training.

**The skills base of the local community** – An analysis of the skills of the target group of beneficiaries should be conducted in order to establish the skills they already have and the skills they will need training for.

### **b. Developing a Training Plan**

Issues to consider when developing the training plan include:

**Should the training be aligned to unit standards and / or qualifications?** – Currently most of the technical courses listed on the Department of Labour course catalogue are not aligned to unit standards or qualifications and most of the training providers are not accredited (however the three life skills courses currently being implemented are aligned to unit standards). Implementers should therefore bear in mind that they may need to source training and training providers elsewhere if they are choosing to implement accredited training against unit standards or qualifications. The nature of EPWP projects makes the implementation of accredited training challenging due to the lack of availability of accredited training providers and accredited courses whose duration fits the EPWP project lifespan and learning levels. However, EPWP projects should offer accredited training where possible; practical and most beneficial for the learners.

In deciding whether training should be aligned to unit standards or not – it is also useful to consider the exit opportunities for learners:

- If learners are going to exit into another learning programme – they may require formal recognition of the skills acquired in the current programme.
- If learners are going to exit into the labour market of the local economy – they may require formal recognition of some skills rather than other skills. For example a certificate indicating that a learner has achieved competence in bricklaying unit standards may be more valuable than a certificate indicating a learner has achieved competence in certain life skills.

**Should the training provider be accredited?** – If training is aligned to unit standards and or qualifications – the training provider is required to be accredited with their relevant ETQA (i.e. SETA).

#### ***When should training take place? -***

In practice all long courses should be offered before the start of the project and the short courses i.e. life skills, may be offered during the implementation of the project.

Generally training at the end of the project is not encouraged as at this stage, the workers have exited from the project and will be looking for other employment opportunities.

#### **NOTE**

Training providers are accredited with the ETQA (i.e. SETA) as quality training institutions offering specific unit standards and qualifications. If they are offering training on EPWP projects that is not within the scope of the unit standards / qualification for which they are accredited – they will require an extension of scope from their SETA.

Accredited training providers may still offer training that is not aligned with unit standards or qualifications.

### **2.2.2.2 Accessing training providers**

Training providers can be accessed through:

- The DOL database – both accredited and non accredited training providers
- Individual SETA databases – accredited training providers
- EPWP national – database of training providers.

### **2.2.2.3 Monitoring and Evaluation and Quality Assurance**

It is important that quality assurance and monitoring and evaluation processes are built into training projects.

The DOL and SETAs will assist with the monitoring and evaluation and quality assurance of training provision based on their own internal policies and processes. However, the project managers should also ensure that they are playing a role in monitoring and evaluating the quality of delivery of training as well as whether it is being conducted according to the timelines and budget. As outlined in the DOL process for training (Appendix 3), the programme managers are required to be hands on and be in control of the whole process until final exiting of the learners / workers. They may appoint training facilitators or social facilitators but they are accountable for the overall success of the training.

### **2.2.2.4 Assessment of learners**

Courses that are aligned with unit standards or qualifications must be formally assessed in order for learners to be provided with certificates of competence. Accredited training providers must use registered assessors to conduct these assessments.

Training providers may also offer assessments against the learning outcomes of the training course if the training is not aligned to unit standards or qualifications.

### **2.2.2.5 Certification**

Certificates of competence will be awarded to the successful learners, by the training providers (with the authority of the SETA), for courses which are aligned to unit standards or qualifications and have been assessed by registered assessors. These should be awarded on the last day of the training or before the final payment from the DoL.

Training providers may also award certificates of attendance for courses which are not aligned to unit standards or qualifications. Certificates of attendance should be issued on the last day of the training. Project managers should ensure this and non compliance should be reported to the Department of Labour immediately.

### **2.2.2.6 Supporting learners**

Processes for supporting learners before, during and after training programmes can add great value to training programmes.

These can include:

- Induction of learners into the learning programme
- Mentoring
- Coaching
- Career counselling

Mentoring and coaching of learners is currently implemented on learnerships and skills programmes within EPWP but could be expanded to other learning programmes in the longer term.

In summary, the implementing body's role on training is to

1. Identify the projects and get approval
2. Conduct an analysis of the skills needed to execute the project and the numbers of people required - following the procedures of sourcing EPWP workers in the community
3. Identify training venues, resources such as projects training budgets to carry the costs for stipends during training, accommodation, transport and food. No stipends are paid during training before the project implementation. Training Stipends will be paid for training provided during project Implementation.
4. Contact the DoL for the necessary training procedures
5. Ensure the training is implemented.
6. Allocate the trained workers to the projects. Further training may be provided during the project. DoL requires that at least 70% of the trained people should be placed on the project.
7. Ensure the DoL placement verification certificate is filled and submitted to the DoL.
8. Exit the workers from the EPWP projects
9. Workers may be exited back onto continued employment and training on a series of projects of the same or different public bodies till they accumulate enough credits for a qualification

### **2.2.2.7 Registration of new courses with the Department of Labour**

Any new courses which implementers wish to provide to learners but are not on the system of the DoL, should be communicated to the EPWP national training. DoL head office is responsible for the registration of new courses on its database.

### **2.2.3 The Process for Requesting Funding**

Funding for training may be accessed from one or more of three sources:

**DOL** – EPWP has an agreement with DoL to provide funding for the training of unemployed people in life skills and technical skills i.e. short courses. The process for accessing this funding is provided in section 2.2.4.

**SETA** – SETAs will fund training for learnership qualifications depending on their available budgets and the needs of their sectors as reflected in their Sector Skills Plans. SETAs may also fund skills

programmes and short courses depending on budgets and sectoral priorities. Negotiations with individual SETAs need to take place in order to obtain this funding. EPWP National can facilitate these funding negotiations with SETAs.

**Project Budget** – All EPWP projects must include a training budget to carry some of the training costs i.e. stipends, accommodation, transport and food. In some cases projects can also budget for training and appoint training providers directly without using the DoL funding. Projects can use their own funds and still request to use the DoL training providers. EPWP Training National Office also has a database of training providers.

It should be noted however that DoL will not reimburse projects for the use of their own funds for training.

### **DOL Funding**

In order to access training funding from the DOL; the EPWP Programme Manager is required to submit training plans for all four sectors to the provincial Department of Labour as follows:

- 2<sup>nd</sup> week in February – Submit training plans for April, May, June – These are training needs for the government departments whose financial year is 1 April to 31 March plus the training needs of the last quarter of the municipalities whose financial year is 1 July to 30 June.
- 2<sup>nd</sup> week in May – Submit training plans for July, August, September, October and November. These should include the training needs of municipalities whose financial year is 1 July to 30 June.
- 2<sup>nd</sup> week in September – Submit training plans for December, January, February and March. These should include the training needs of municipalities whose financial year is 1 July to 30 June.

The provincial Department of Labour uses the training plan information to request funds for training from the Department of Labour head office. Training funds will be released by the DoL head office per quarter - therefore it is important for implementers to ensure their training needs are submitted within the deadlines.

All requests for training should be channelled through the co-ordination office of the EPWP in the province. No requests should be sent directly to the DoL.

All funds for training from the DoL should be contracted by the end of December each year. During January, February and March, the DoL does not prepare new contracts because the intention during this period is to ensure expenditure. Therefore it is important that by September as above, the last quarter submission for all the training needs are submitted to the Department of Labour to allow the DoL to prepare the contracts for training (of December, January, February and March) by the end of December.

## **2.2.4 The Process for accessing funding for Life Skills and Technical Training from DOL**

The process for accessing life skills or technical training from the Department of Labour is outlined Appendix 3.

The process is ideal for all sectors and for provincial projects which are funded by the provincial departments or municipalities. Training should be offered before the start of the project so that project implementation is not affected. Training requests to DoL should be submitted at least 2, 5 months before training start date.

A different process flow is outlined under the Environment and Culture Sector - where the projects implemented in the provinces are funded by the national departments of the environment and culture sector.



## 3. TRAINING IN THE INFRASTRUCTURE SECTOR

### 3.1 STRATEGIC OVERVIEW

The EPWP is tasked with providing work opportunities for unemployed South Africans using two methods:

- Through employment on public works programmes
- Through supporting entrepreneurial opportunities for start up business owners – who will obtain government contracts and will employ other unemployed people in their businesses

The infrastructure sector of the EPWP provides both types of work opportunities.

The infrastructure programme involves ring-fencing a portion of the existing conditional infrastructure grants to provinces and municipalities. Over the 5 years of the EPWP, approximately R15 billion will be spent on the labour-intensive construction and maintenance. This will result in 750 000 employment opportunities for targeted unemployed people in the areas where the projects take place.

#### 3.1.1 Rationale for training in the Infrastructure Sector

All the workers employed on the above mentioned projects will receive training. In addition, 250 emerging contractors will be put through learnerships to gain the necessary skills to build this infrastructure utilising labour-intensive methods.

#### 3.1.2 Overview of training offerings in the Infrastructure Sector

Within the infrastructure Sector, training that can be provided to EPWP workers can be categorized as

- Life Skills Courses for workers
- Technical Courses for workers
- Skills programmes for workers and contractors
- Learnerships for contractors

	LIFE SKILLS COURSES	TECHNICAL COURSES	SKILLS PROGRAMMES	LEARNERSHIPS
Target Groups	All EPWP workers	EPWP workers requiring specific technical skills	Workers who perform well on the job and have graduated from the first phase of formal training may be selected for skills programme focused on technical or contractor skills.	EPWP workers who perform well on the job and who have graduated from the first phase of formal training – may be selected to become contractors on the Vuku'pile Learnership.  The Vuku'Phile Learnerships <b>do not</b> specifically target unemployed or unskilled people.

	<b>LIFE SKILLS COURSES</b>	<b>TECHNICAL COURSES</b>	<b>SKILLS PROGRAMMES</b>	<b>LEARNERSHIPS</b>
				These learnership programmes target people that fall within the HDI targets described in this section and will have the best chance of succeeding as small contractors and site supervisors.
Unit Standards	Three registered life skills unit standards	Mostly not unit standards based	All programmes linked to unit standards (see below)	Full Qualification – Vuku'pile Learnership
Duration of Training	HIV/AIDS – 3 days  Managing Personal Finances – 6 days  Career Guidance – 7 days –	Courses listed in the DOL catalogue of courses	Between 2 and 37 weeks	Approximately two years
Accredited by which SETAs		Most of the courses in the DOL catalogue are not accredited	CETA	CETA
Funding	DOL Provincial Offices	DOL Provincial Offices	CETA	CETA
Payment to workers	According to Infrastructure Guidelines – workers are paid 100% of the daily wage during training	According to Infrastructure Guidelines – workers are paid 100% of the daily wage during training	Payment according to SETA and project guidelines	Payment according to Basic Conditions of Employment Act Sectoral Determination 5: learnerships

The table below provides an overview of the skills programmes offered in the Infrastructure sector:

<b>Skills Programme Code</b>	<b>Unit Standards Titles</b>	<b>Credits</b>	<b>NQF</b>	<b>Duration</b>
<b>SP – NC-CSV-4-CE-4-5-42</b>	1. Supervise health and safety on a construction project 2. Implement labour intensive construction systems and techniques 3. Use labour intensive construction methods to construct and maintain roads and stormwater drainage 4. Use labour Intensive construction methods to construct, repair and maintain structures	34	4	15 weeks
2.SP-NC-CS-BDG-4-C-2-20	1. Set out construction work areas	10	4	4.5 weeks
3. SP-NC-CRW-1-CS-RW- 4-E-5-28	1. Identify and use protective clothing and equipment in general construction 2. Install gabion baskets on a construction site	28	1	15.9 weeks

Skills Programme Code	Unit Standards Titles	Credits	NQF	Duration
	<ul style="list-style-type: none"> <li>3. Batch and mix concrete by volume</li> <li>4. Plan and organise and control the installation of drainage structures for stormwater flow</li> <li>5. Use and maintain hand tools on a construction site</li> </ul>			
4.SP-NC-CRW-2-C-1-5	1. Construct precast kerbs and concrete channels on a roadworks construction site	5	2	2.8 weeks
5. SP-NC-CHB-2-CE-10-68	<ul style="list-style-type: none"> <li>1. Apply health and safety to a workplace</li> <li>2. Render basic first aid</li> <li>3. Erect, Use and dismantle access equipment</li> <li>4. Set out, excavate, cast concrete strip foundations, build foundation walling and cast concrete slabs</li> <li>5. Build masonry superstructures using solid units and hollow units</li> <li>6. Erect roof trusses</li> <li>7. Clad roof structures</li> <li>8. Apply screeds to a concrete floor</li> <li>9. Install glazing</li> <li>10. Construct on site sanitation facilities</li> </ul>	69	2	36.3
6. SP-NC-CPA-3-FC-8-77	<ul style="list-style-type: none"> <li>1. Write for a defined context</li> <li>2. Procure materials, tools and equipment</li> <li>3. Calculate construction quantities and develop a workplan</li> <li>4. Prepare and prime new surfaces</li> <li>5. Paint surfaces</li> <li>6. Apply health and safety to a work place</li> <li>7. Erect, use and dismantle access equipment</li> <li>8. Prepare and prime previously coated surfaces</li> </ul>	73	2	33.6 weeks
7.SP-NC-CHB-2-C-6-42	<ul style="list-style-type: none"> <li>1. Render basic first aid</li> <li>2. Apply health and safety to a work area.</li> <li>3. Erect, use and dismantle access equipment</li> <li>4. Set out, excavate, cast concrete strip foundations, build foundation walling and cast concrete slabs</li> <li>5. Build masonry superstructures using solid units and hollow units</li> <li>6. Set out excavate, cast concrete strip foundations, build foundation walling and cast concrete slabs</li> <li>7. Erect roof trusses</li> </ul>	50	2	26.2 weeks
8.SP-NC-CRW-1-CE-6-30	1. Identify and use protective clothing	32	2	18.1 weeks

Skills Programme Code	Unit Standards Titles	Credits	NQF	Duration
	and equipment in general construction 2. Use and maintain small plant and equipment on a construction site 3. Use and maintain hand tools on a construction site 4. Batch and mix concrete by volume 5. Install manholes and chambers on a civil construction site 6. Conduct routine repairs to concrete V drains, kerbs and channels			
9. SP-NC-CRW-2-C-8-53	1. Apply health and safety to a work area 2. Establish and prepare a work area 3. Apply productivity principles on a construction site 4. Apply quality principles on a construction site 5. Lay pipes for water reticulation system 6. Join pipes, fittings and other pipeline devices 7. Use and maintain hand tools on a construction site 8. Use a small self propelled compactor to a compact material	50	2	24

Please contact the EPWP unit for more information on these programmes.

The table below provides a list of available courses which are available on the DOL database. Implementing bodies can use this information to match training courses to project needs:

### TECHNICAL COURSES SUITABLE FOR INFRASTRUCTURE PROJECTS

DOL Course ID No from database	Nature of Project	Course Title available from DOL database.	Course Duration ( days) as in DoL database	Set number of workers per class as in DoL database
24	Roads and Stormwater	Paving, slab laying and concrete handling	9	14
27	Roads and Stormwater	Paving, slab laying, kerb layer / brick making	14	14
46	Roads and Stormwater	Kerb laying (LIC) (26 hours)	1	12
48	Roads and Stormwater	Paving ( Road blocks)	15	12
85	Roads and Stormwater	Kerb laying	5	12
136	Roads and Stormwater	Construction of a gravel road surface	10	12
351	Roads and Stormwater	Laying Stormwater Drainage	7	12

<b>DOL Course ID No from database</b>	<b>Nature of Project</b>	<b>Course Title available from DOL database.</b>	<b>Course Duration ( days) as in DoL database</b>	<b>Set number of workers per class as in DoL database</b>
		(LIC)		
354	Roads and Stormwater	Manhole Construction ( LIC)	7	12
403	Roads and Stormwater	Operate lightweight roller and lightweight plate vibrator	5	12
404	Roads and Stormwater	Construct V drains	15	12
105	Building works	Painter , Assistant Mod 1	10	12
106	Building works	Painter, module 11	5	12
133	Building works	Block making	3	12
134	Building works	Block making and erection, concrete	15	12
175	Building works	Plastering and Tiling Phase 1	80	12
167	Building works	Plastering and Tiling Phase 2	80	12
168	Building works	Plumbing Phase 1	60	12
298	Building works	Carpentry (roofs and finishing) (LS) (rural) (BKTT)	45	12
299	Building works	Plumbing (LS) (Rural) (BKTT)	45	12
301	Building works	Painter and Decorator (LS)	45	12
357	Building works	Painter and Decorator (LS) 60 days	60	12
360	Building works	Plasterer and Tiler (basic)	60	12
361	Building works	Plasterer and Tiler) ( Intermediate)	60	12
359	Building works	Plasterer and tiler (advanced)	60	12
364	Building works	Plasterer (LS) 45 days	45	12
363	Building works	Plumber (basic)	60	12
364	Building works	Plumber (LS) 45 days	45	12
406	Building works	House builder basic employment skills (own house) LS	24	8
407	Building works	House builder basic employment skills (institutional) basic LS	45	12
408	Building works	House builder basic employment skills (institutional) LS	60	12
408	Building works	House builder basic employment skills (on site) basic	45	12
409	Building works	House builder basic employment skills (on site) LS	60	12
417	Building works	Building Maintainer	50	12
470	Building works	Timber frame construction builder	75	12
108	Water supply	Pipe laying and maintenance	10	12
109	Water supply	Pipe laying and maintenance (rural)	10	12
110	Water supply	Plumbing (LS)	80	12

<b>DOL Course ID No from database</b>	<b>Nature of Project</b>	<b>Course Title available from DOL database.</b>	<b>Course Duration ( days) as in DoL database</b>	<b>Set number of workers per class as in DoL database</b>
174	Water supply	Water Reticulation	3	12
181	Water supply	Pipe Fitter, fabricator interim to level 4	130	12
352	Water supply	Laying Water mains (LIC)	7	12
358	Water supply	Pipe fitter's aid	40	12
363	Water supply	Plumber ( basic)	60	12
364	Water supply	Plumber (LS) (45 days)	45	12
403	Water supply	Operate lightweight roller and plate vibrator	5	12
657	Water supply	Pipe Fitting: assemble pipeline and fittings	64	12
181	Sewage and Sanitation	Pipe fitter, fabrication interim to level 4	130	12
350	Sewage and Sanitation	Laying Sewers	7	12
358	Sewage and Sanitation	Pipe Fitters Aid	40	12
363	Sewage and Sanitation	Plumber ( basic)	60	12
364	Sewage and Sanitation	Plumber (LS) (45 days)	45	12
403	Sewage and Sanitation	Operate lightweight roller and plate vibrator	5	12
657	Sewage and Sanitation	Pipe Fitting: Assemble pipeline and pipe fittings	64	12
117	Electricity	Rural Line Construction (11 and 12 KV lines)	15	15
28	General, possible relevant for all infrastructure projects	Concrete products, making and erection of	10	12
36	General, possible relevant for all infrastructure projects	Bricklaying and block laying (LS) (45 days)	45	12
53	General, possible relevant for all infrastructure projects	Brick laying and plastering (LS) 60 days	60	12
54	General, possible relevant for all infrastructure projects	Brick making	5	12
63	General, possible relevant for all infrastructure projects	Concrete Reinforcing	15	12
107	General, possible relevant for all infrastructure projects	Paving and slab laying	4	12
119	General, possible relevant for all infrastructure projects	Shutter hand Grade 111	10	12

<b>DOL Course ID No from database</b>	<b>Nature of Project</b>	<b>Course Title available from DOL database.</b>	<b>Course Duration ( days) as in DoL database</b>	<b>Set number of workers per class as in DoL database</b>
131	General, possible relevant for all infrastructure projects	Carpentry Phase 1	80	12
132	General, possible relevant for all infrastructure projects	Carpentry Phase 11	80	12
139	General, possible relevant for all infrastructure projects	Bricklaying Phase 1	80	12
140	General, possible relevant for all infrastructure projects	Bricklaying Phase 2	80	12
133	General, possible relevant for all infrastructure	Block making	3	12
134	General, possible relevant for all infrastructure projects	Block making and erection concrete	15	12
139	General, possible relevant for all infrastructure projects	Bricklaying Phase 1	80	12
140	General, possible relevant for all infrastructure projects	Bricklaying Phase 2	80	12
297	General, possible relevant for all infrastructure projects	Bricklaying and plastering (LS) (rural) ( BKTT)	60	12
313	General, possible relevant for all infrastructure projects	Bricklayer Basic	60	12
314	General, possible relevant for all infrastructure projects	Bricklayer Intermediate	60	12
312	General, possible relevant for all infrastructure projects	Bricklayer Advanced	60	12
315	General, possible relevant for all infrastructure projects	Bricklayer (LS)(45days)	45	12
316	General, possible relevant for all infrastructure projects	Bricklaying / concrete handling	10	12
326	General, possible relevant for all infrastructure projects	Carpenter Basic	60	12
327	General, possible relevant for all infrastructure projects	Carpenter (erection and shuttering) (MS) (45 days)	45	12
328	General, possible	Carpenter Intermediate	60	12

DOL Course ID No from database	Nature of Project	Course Title available from DOL database.	Course Duration ( days) as in DoL database	Set number of workers per class as in DoL database
	relevant for all infrastructure projects			
329	General, possible relevant for all infrastructure projects	Carpenter (roofs and finishing) (LS) (45 days)	45	12
399	General, possible relevant for all infrastructure projects	Basic concrete skills applying	5	12
400	General, possible relevant for all infrastructure projects	Use and maintain small plant and hand tools	5	12
401	General, possible relevant for all infrastructure projects	Excavate, backfill and compact a trench	5	12
402	General, possible relevant for all infrastructure projects	Erect and strip straight wall formwork	10	12
501	General, possible relevant for all infrastructure projects	Fencing (Rural)	10	12

### 3.1.3 Roles and Responsibilities

Roles and responsibilities for technical training, life skills training and skills programmes:

ROLEPLAYER	ROLE
<b>Provincial Programme Managers and Co-ordinators in Provincial Department of Public Works</b>	<ul style="list-style-type: none"> <li>• Ensure Public Bodies identify training needs in their respective provinces.</li> <li>• Certify that the project is EPWP compliant prior to applying for DOL funding.</li> <li>• Receives all training applications and forwards them to the DoL in the province.</li> <li>• Communicate regularly with DoL Provincial and Labour Centres to check paper trail.</li> <li>• Ensure Public Bodies comply with all the training requirements for EPWP and for DoL.</li> <li>• Assist Public Bodies with filling in the DoL forms</li> <li>• Ensure that the training requested by the implementing bodies has been provided by the DoL.</li> </ul>
<b>Public Bodies / Implementing Body</b>	<ul style="list-style-type: none"> <li>• Identify training needs and compile training plans for submission to the DoL.</li> <li>• Assist training providers to identify training venues.</li> <li>• Provide transport for beneficiaries. This should be avoided and training should be conducted locally if possible.</li> <li>• Provide accommodation for workers during training. This should be avoided as training should be conducted locally if possible.</li> <li>• Budget for wages during training - The costs of the daily wages to be paid to workers during training should be included in the bill of quantities of the contractor or can be part of the project budget.</li> <li>• Providing food during training. This must be included in the budget.</li> <li>• Ensure that the contractor budgets the training time and will therefore release people for training during the project implementation.</li> </ul>



ROLEPLAYER	ROLE
	<ul style="list-style-type: none"> <li>• May appoint a social facilitator/ community liaison officer to ensure proper planning and coordination of the training.</li> <li>• Assists with identifying needed courses not on the DoL database.</li> <li>• Should give proper information to the workers about the training and also involve the contractor in the planning of the training thus making sure that the contractor buys in to the training plan.</li> </ul>
<b>Department of Labour Head Office</b>	<ul style="list-style-type: none"> <li>• Develops training strategies / policies and Memorandum of Understanding (MOU) with the EPWP Head Office.</li> <li>• Allocates funds for EPWP training to the DoL provinces.</li> <li>• Consolidates provincial training reports for submission to the EPWP Coordinating Committees.</li> <li>• Facilitates the process of registering new courses on the database of DoL and also revises existing courses on the database.</li> <li>• Facilitates the process of registering new training providers on the database of DoL</li> </ul>
<b>Department of Labour Provinces</b>	<ul style="list-style-type: none"> <li>• Each Department of Labour Provincial Office has appointed an EPWP Coordinator who oversees all the training on the EPWP projects.</li> <li>• Assess EPWP projects for compliance to the funding criteria of DoL and EPWP through conducting a verification visit.</li> <li>• Contract Training providers on behalf of the EPWP and the public bodies.</li> <li>• Pay training providers for stationery, training equipment and materials, training venue, provision of training, assessment of the training and certificates for the learners.</li> <li>• Report training activities to the respective public bodies as requested i.e. DOL Head Office, Public Bodies, DPW</li> </ul>
<b>Department of Labour – Labour Centres</b>	<ul style="list-style-type: none"> <li>• May assist with accessing potential EPWP beneficiaries if required</li> <li>• Conducts verification visit with the project manager and provincial office</li> <li>• Capture training plan information and approval of training providers on the National Skills Development Information System (NSDIS)</li> <li>• Receive placement verification form from the training co-ordinators</li> </ul>
<b>Training providers</b>	<ul style="list-style-type: none"> <li>• Provide stationery, training materials and equipment as on the DoL task list.</li> <li>• Provide the training venue. Payment for this is included in the course fees which the training provider receives from the DOL. Public bodies may provide assistance in identifying venues in local areas.</li> <li>• Provide training to the workers including the assessment of the workers.</li> <li>• Issue certificates at the end of the training</li> <li>• Submit training reports to the DOL</li> <li>• May be required to register requested courses on the database of the DoL.</li> </ul>

### **Learnership roles and responsibilities**

ROLEPLAYER	ROLE
<b>National Department of Public Works (NDPW)</b>	<p>The NDPW is the overall co-ordinator and key stakeholder in seeking the CETA and public bodies to participate in the learnership programmes. The NDPW role includes:</p> <ul style="list-style-type: none"> <li>• Formulate guidelines for the selection of learners and the provision of on-site training projects for the contractors</li> <li>• Inform, advise and advocate the implementation of the EPWP contractor learnership with public bodies</li> <li>• Facilitate the selection process of learners together with the training provider, CETA and the public body</li> <li>• Facilitate the selection process of an accredited training provider together with CETA, the public body and ABSA</li> <li>• Appoint accredited training providers – including the preparation of Service level</li> </ul>

ROLEPLAYER	ROLE
	<p>Agreements</p> <ul style="list-style-type: none"> <li>• Supervise the training providers and co-ordinate payment</li> <li>• Appoint a representative to sit on the Executive and Management committees</li> </ul>
<b>CETA</b>	<p>The CETA is responsible for the registration of the Construction Contractor – NWF Level 2 (LIC) and Construction Supervisor – NQF Level 4 (LIC Learnership) learnerships with the Department of Labour.</p> <p>The role of CETA is to:</p> <ul style="list-style-type: none"> <li>• Fund the learnerships – subject to the availability of funds</li> <li>• Supply a list of accredited training providers to EPWP</li> <li>• Appoint a representative to sit on the Executive and Management committees to ensure compliance with CETA roles and responsibilities</li> <li>• Provide quarterly progress and quality reports to the NDPW and DOL</li> <li>• Perform ETQA duties including accreditation of training providers and quality assurance of training (including ensuring all training providers comply with the requirements of their accreditation)</li> <li>• Provide adequate project management</li> <li>• Supply monthly moderation reports – once the assessment of learners are being conducted</li> <li>• Maintain a database of learners</li> <li>• Attend a bi-weekly meeting with NDPW</li> </ul>
<b>Executive Committee / Team</b>	<p>The executive committee is comprised of representatives from the NDPW, SETA and public body. This committee is appointed to co-ordinate, control and oversee the implementation of the learnership. The committee is responsible for:</p> <ul style="list-style-type: none"> <li>• Advertising for learners</li> <li>• Carrying out of briefing sessions</li> <li>• Processing of applications</li> <li>• Selecting learners</li> <li>• Managing learners</li> <li>• Approving and stipulating compulsory skills training for the learners</li> <li>• Managing the training providers</li> <li>• Approving the training plan</li> <li>• Facilitating the relationship between the public body and the learners</li> </ul>
<b>Management Committee</b>	<p>The management committee includes the executive committee as well as representatives of the appointed training provider and mentoring provider. This committee co-ordinates the day to day implementation of the learnership.</p>
<b>Public Bodies</b>	<p>The public bodies provide learners with government contracts, as part of the practical component of the learnership. As such they act as the employer in the learnership agreement. The Public Body will sign a MOA with the NDPW and CETA – which sets out the roles and responsibilities of the various parties and sets out a basic policy framework for the implementation of the programme.</p>
<b>Independent Development Trust (IDT)</b>	<p>The IDT's role is to voluntary and under the direction of the EPWP. Their role is community outreach and social facilitation.</p> <p>This entails:</p> <ul style="list-style-type: none"> <li>• Recruiting construction workers on behalf of the leaner contractors</li> <li>• Facilitation of training for programme beneficiaries</li> <li>• Co-ordination and management of beneficiary training</li> <li>• Liaising with stakeholders within local municipalities and provinces</li> <li>• Implementing exit strategies where necessary</li> </ul>
<b>ABSA</b>	<p>ABSA is currently providing learners on Contractor Learnerships with access to finance as well as</p>

ROLEPLAYER	ROLE
	monitoring the learner's cash flow and accounts, and providing financial training.
<b>Mentors</b>	Mentors are appointed by the public bodies to mentor learners during the course of the learning programme. The main role of the mentor is to support the emerging learner entrepreneur and to impart knowledge that will enable the entrepreneur to compete independently as soon as possible. Support is provided for the following; accessing finance, dealing with banks, business management, procurement of supplies and other services, ; technical knowledge and advise; project planning and management; contract management advise; advice on fulfilling of statutory and tax obligations; and advice on labour relations issues and human resource management.
<b>Accredited training providers</b>	All training providers appointed for learnerships must be accredited with the relevant SETA for the qualifications for which they are delivering the learning programme. The role of the provider is to deliver the training materials, to assess the learners against the qualification, to support the learners appropriately and to provide certification to the learners once the programme is completed.

The implementation of learnerships in the infrastructure sector is guided by the **Management Plan for Labour Intensive Construction Learnerships**. This document is available from DPW National office and provides detailed processes for the implementation of learnerships in the sector.

The process for accessing fund from the DOL is the same across all the sectors and is documented in Appendix 3.

## 4. TRAINING IN THE ENVIRONMENT AND CULTURE SECTOR

### 4.1 STRATEGIC OVERVIEW

#### 4.1.1 Rationale for training in the Environment and Culture Sector

The Environment and Culture sector provides EPWP projects by providing work opportunities on public works programmes.

Projects in this sector are predominantly implemented through the national departments in the sector; namely the Department of Water Affairs and Forestry; the Department of Water Affairs and Forestry; the Department of Arts and Culture, the Department of Agriculture and the Department of Environmental Affairs and Tourism. Many of the projects being implemented in this sector predated the EPWP and training processes and policies are therefore well established.

This sector aims to provide work opportunities for 200 000 unemployed people over five years.

#### 4.1.2 Overview of training offerings in the Environment and Culture Sector

Training in this sector is being provided through the following projects:

- Working for Water, Wetlands and Fire – through the Department of Water Affairs and Forestry and training funded through EPWP by the Department of Labour.
- Tourism Infrastructure, Environmental Conservation, Waste Management and Coastal Care, Cleaning up SA and Growing a Tourism Economy programmes - through the Department of Environmental Affairs and Forestry. Training on DEAT projects is funded through the DEAT Budgets.
- The Land Care and Casp Programme implemented through the Department of Agriculture and funded through the department budgets.
- Investing in Culture – through the Department of Arts and Culture

#### 4.1.3 Roles and Responsibilities

Most of the departments in the Environment and Culture sector have established their own processes for training delivery and these vary from department to department... However, in cases where training funding is accessed through the DOL – the process, as outlined in Appendix 3 is followed.

Specific roles and responsibilities for training in each department are highlighted in the sections below.

## 4.2 TRAINING IN THE DEPARTMENT OF WATER AFFAIRS AND FORESTRY

### 4.2.1 Background

The Expanded Public Works Programme of the Department of Water Affairs and Forestry is the Working for Water Programme. The Working for Water programme and its sub programmes are

poverty relief programmes providing job opportunities coupled with training through the removal of invasive alien plants (IAPs).

The objectives of the WfW training programme are:

- To equip beneficiaries with the basic knowledge, understanding and skills required to implement WfW's core business.
- To create opportunities for beneficiaries to become eligible for further employment through transferring relevant skills e.g. chainsaw, herbicide, limited pest control training, etc
- To raise the level of environmental awareness
- To empower disadvantaged beneficiaries especially women, youth and people with disabled
- To promote life long learning in line with the National Skills Development Strategy
- To ensure a return on training investment through improved productivity and a broader scope of opportunities for beneficiaries.
- To optimize the benefits of the communities from which beneficiaries are selected through training and social development.

#### **4.2.2 Overview of training offerings**

The project focuses on training and skills development of

- Project teams managed by contractors
- Contractors are contracted to manage the clearing of project sites
- Teams of workers (approx 15 to 22 workers per team)

The objectives of the WfW training programme are:

- To equip beneficiaries with the basic knowledge, understanding and skills required to implement WfW's core business.
- To create opportunities for beneficiaries to become eligible for further employment through transferring relevant skills e.g. chainsaw, herbicide, limited pest control training, etc
- To raise the level of environmental awareness
- To empower disadvantaged beneficiaries especially women, youth and people with disabled
- To promote life long learning in line with the National Skills Development Strategy
- To ensure a return on training investment through improved productivity and a broader scope of opportunities for beneficiaries.
- To optimize the benefits of the communities from which beneficiaries are selected through training and social development.

Training courses provided in Working for Water project:

- Functional Training Programmes for Workers and Contractors
- Social Development Training Courses
- Contractor Development Courses

Training matrix for the Working for Water project:

	<b>FUNCTIONAL TRAINING PROGRAMME Additional Courses</b>
1	Bee Awareness
2	Dangerous Animal Awareness
3	Snake Awareness
4	Biocontrol
5	Boat Handling
6	Life Saving
7	Snake Awareness
8	Refresher – Chainsaw Operations
9	Refresher – Brushcutter Operations
10	Refresher – Herbicide Application
11	Refresher – Health and Safety
12	Refresher – First Aid
13	Plant Identification
14	<b>Health and Safety Level II</b>
15	<b>Health and Safety Level III</b>
16	<b>High Altitude Training</b>
	<b>SOCIAL DEVELOPMENT TRAINING PROGRAMME – Additions</b>
17	Environmental Awareness
18	ABET
19	Gender Training
20	Substance Abuse
21	<b>Primary Health Care</b>
	<b>CONTRACTOR DEVELOPMENT PROGRAMME - Additions</b>
22	Project Management
23	Tender Procedures
24	Entrepreneurial Training
	<b>WORKING ON FIRE<sup>1</sup></b>
25	Working on Fire Induction
26	Advanced Fire Fighting
27	Crew Leader Course
28	Advanced Crew Leader Course
29	Disaster Management
30	Fire Prevention and Protection
	<b>SANPARKS</b>
31	SANParks Induction
	<b>CapeNature</b>
32	CapeNature Induction
	Operations Vuselela

<sup>1</sup> Working on Fire is a strategic partner of WfW, and have their own Functional Training Programme. All functional courses should be registered with FIETA.

33	Operations Vuselela Induction
	<b>Exit Training</b>
34	Furniture Production I – III
35	Frail Care
36	Home based care
37	Child Care Level 1 and 2
38	Business Orientation
39	Entrepreneurial Development Module 1 to 11
40	Business Management
41	Bookkeeping
42	Self Employment Development

### 4.2.3 Roles and Responsibilities

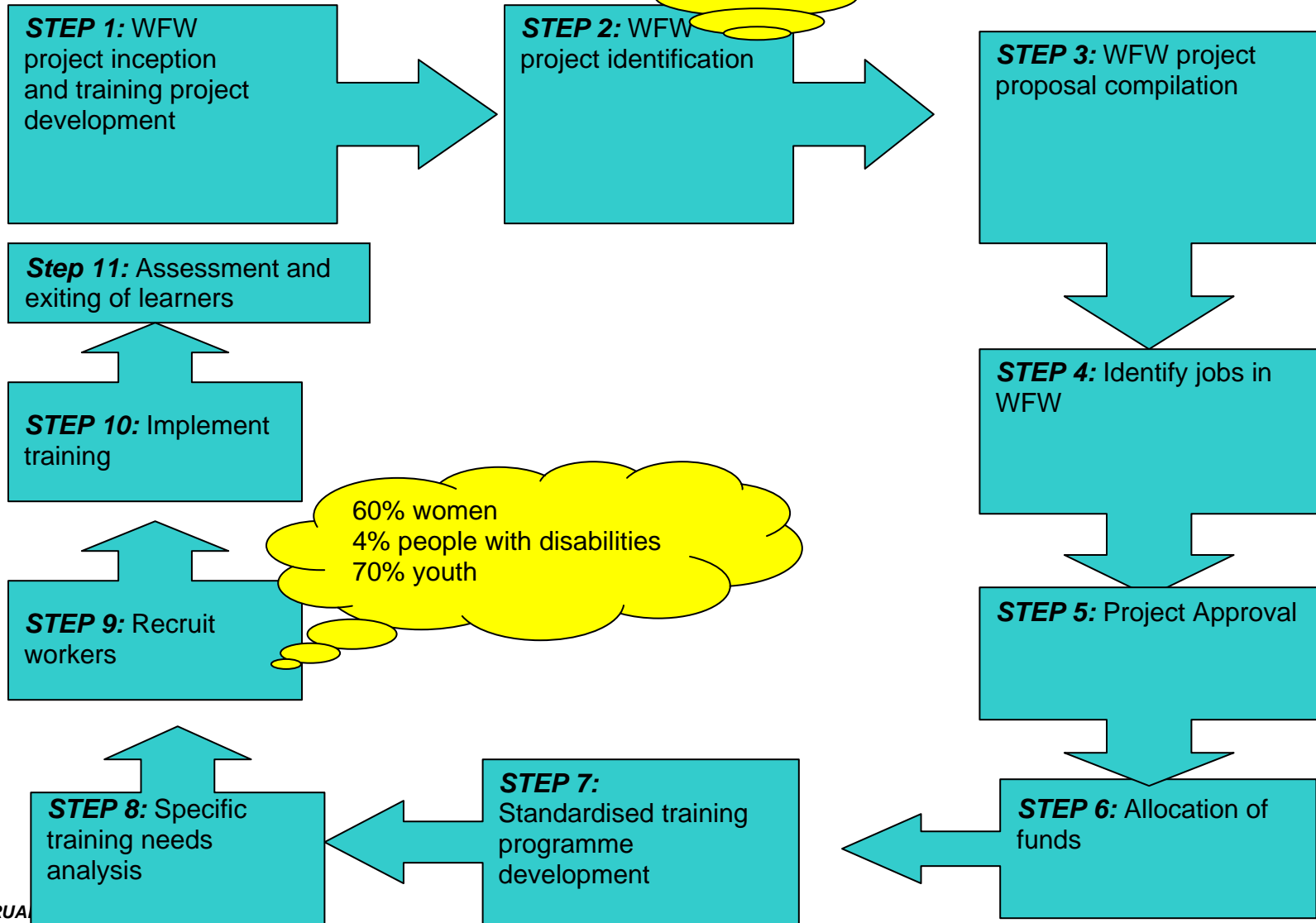
ROLEPLAYER	ROLE
<b>Working for Water Head Office</b>	<p>The head office staff are responsible for:</p> <ul style="list-style-type: none"> <li>• Project approval</li> <li>• Allocation of funds</li> <li>• Standardised training programme development</li> <li>• Develop policies and ensure roll out</li> <li>• Provide standards to monitor and evaluate quality of provision</li> </ul>
<b>Working for Water Provincial Officer</b>	<p>The provincial office staff are responsible for:</p> <ul style="list-style-type: none"> <li>• Project identification</li> <li>• Proposal compilation</li> <li>• Identifying jobs within WfW</li> <li>• Specific training needs analysis</li> <li>• Submit training needs to DOL and co-ordinate all training</li> <li>• Recruitment and selection of workers</li> <li>• Consultation of DOL unemployed database for learners</li> <li>• Contracting of workers</li> <li>• Reporting to DOL provincial office</li> </ul>

Funds for Training on the Working for Water projects are provided by Department of Labour through the Expanded Public Works.

**NOTE:** The DoL-WfW budget includes WfW partners (or sub-programmes). South African National Parks, Cape Nature, Operation Vuselela, and Working on Fire are WfW partners. These are WfW partners who address the clearing of Invasive Alien Plants.

## 4.2.4 The training process

All training implemented according to the Training Annual Plan of Operations, as approved by WfW management – based on a needs assessment of all contractors and their workers and in line with the available training budget and requirements of EPWP. This is completed by January of each year.





## **General requirements for WfW training**

### ***Induction***

- All workers and contractors must receive induction training within 1 month of starting.

### ***Compulsory Training***

- All training on the training matrix, including refresher courses, is compulsory
- All training on the training matrix should be provided to workers and contractors within the stated timeframe

### ***Training Records***

The following records should be filed in the Regional Training Manager's Office

- Capture sheets, attendance registers, evaluation forms
- Department of Labour monitoring sheets, correspondence, financial records and training schedules
- Financial records (e.g. venue hire, lunch, transport, etc)
- Training provider reports

### ***Training Reports***

- Training Monthly reports must be completed by the Regional Training Manager and submitted to both the Regional Programme Leader and National Training Unit by the tenth of each month.
- Quarterly Training Reports must be submitted to the Department of Labour
- National Training Evaluation Reports must be submitted to the National Training Unit for inclusion in the WfW Annual Report to the Department of Labour and other stakeholders.

### ***Accreditation***

- All training must be aligned to unit standards, where possible
- All training must be provided by accredited training providers.

## **4.3 TRAINING IN DEAT**

### **4.3.1 Background**

Projects and associated training programmes identified by DEAT for EPWP projects are selected based their alignment with the vision and mission of the department:

The projects identified in DEAT include the following:

- The People and Parks programme
- Coastal Care
- Cleaning up SA
- Growing a Tourism Economy

In addition training is required to meet the requirements of the:

- Skills Development Act;
- Skills Development Levy Act;
- National Skills Development Strategy;
- South African Qualifications Authority Act;
- Environmental Sector Plan

Most of the training offered through DEAT EPWP projects is funded through project budgets – with some funding being accessed through the DOL for short courses that are not aligned to unit standards or qualifications.

### 4.3.2 Overview of training offerings

The following tables outline the focus areas and training offerings of DEAT

<b>Tourism, Tour Guiding and Conservation</b>
Tourism
Tourism guiding
Hospitality
Food and beverage services
Environmental Education
Conservation
Travel
Gaming
Environmental Protection (dongas & catchments)
Erect & maintain wire fencing
Project Management and business skills
Project Management
Business administration
Entrepreneurial Development
ABET
Agriculture and Horticulture
Agriculture
Horticulture
Organic Farming
Waste Management
Financial Management
Financial Management Skills
Construction
Construction Contracting

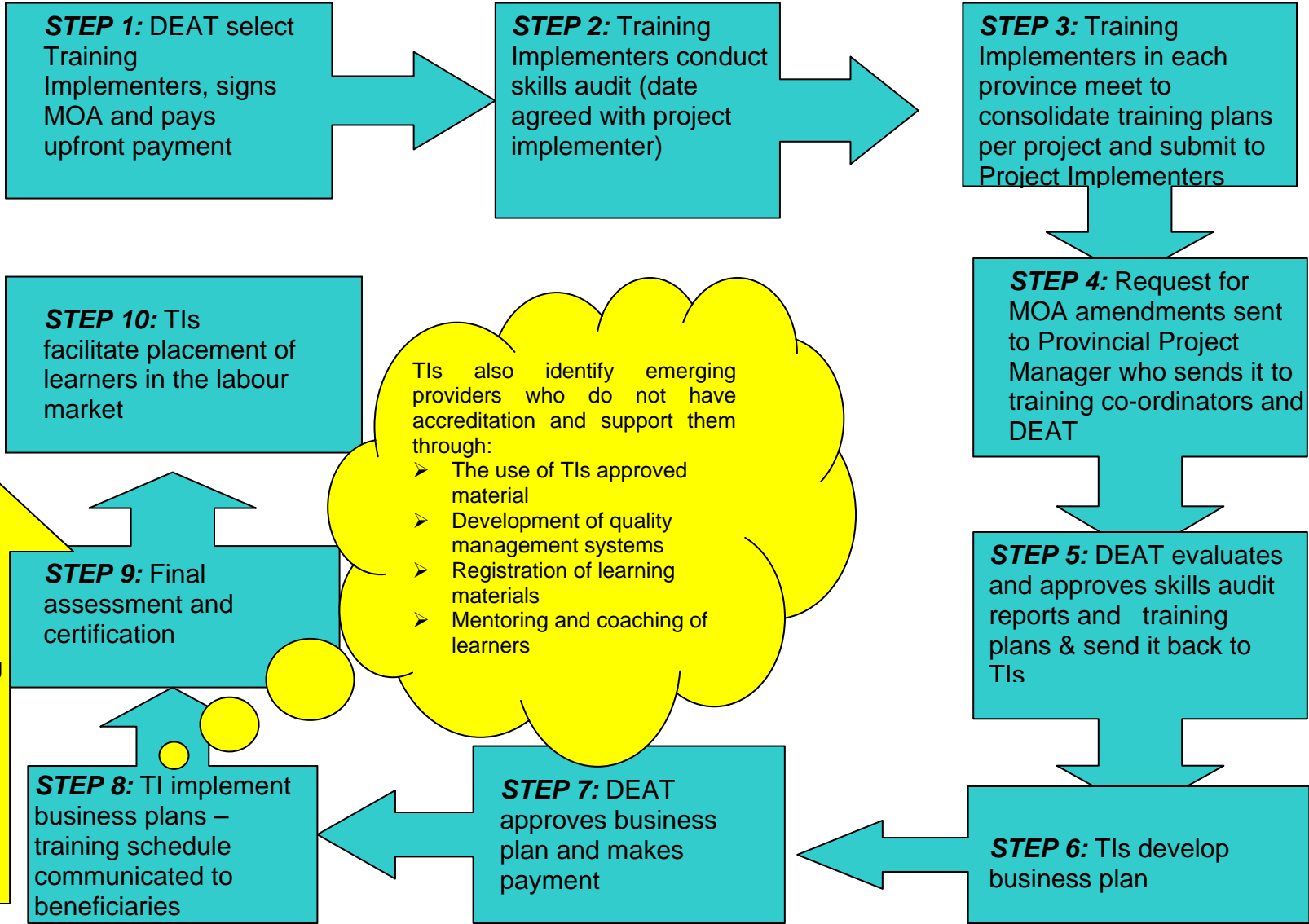
Road Construction
Plastering
Plumbing
Construction Supervision
Construction Carpentry
Painting
Mason Plastering
Construction Community Housing
Bricklaying
Craft Production
Bead Work
Fabric Painting
Leather
Wood Carving
Pottery / Ceramic

### 4.3.3 Roles and Responsibilities

ROLEPLAYER	ROLE
<b>DEAT</b>	The National Department of Environmental Affairs and Tourism is the overall co-ordinator and manager of the training process responsible for <ul style="list-style-type: none"> <li>• Approving audits reports</li> <li>• Approving training business plans</li> <li>• Approving payments</li> <li>• Overseeing implementation</li> </ul>
<b>Training Implementers (TI)</b>	TIs are private training providers appointed at a provincial level to: <ul style="list-style-type: none"> <li>• Conduct skills audit</li> <li>• Develop training business plans</li> <li>• Implement training</li> <li>• Conduct assessments</li> <li>• Facilitate the exit of learners into the labour market</li> </ul>
<b>Provincial Training Co-Ordinators</b>	Provincial training co-ordinators are DEAT officials responsible for overall co-ordination and management of training at a provincial level

### 4.3.4 The training process

The diagram below provides an overview of the training implementation process.



## 4.4 TRAINING IN THE DEPARTMENT OF ARTS AND CULTURE

### 4.4.1 Background

The National Department of Arts and Culture contributes to the EPWP programme through its Investing in Culture Program. The aims of the program are to provide access to skills and markets as a tool for urban regeneration, rural development, and job creation in line with the Expanded Public Works Programme. Some of the criteria for funding the projects include ability to address the national priorities namely, poverty alleviation, involvement of women, youth and disabled people and job creation. Projects must have potential to be marketable, be self sustaining, must be located in poverty nodes and provincial priority areas. They must be owned and driven by the community or the projects should directly benefit the community in terms of job creation, skills development or community partnerships. Projects that use raw materials should ensure that the resources are eco friendly and environmentally sustainable. One of the critical success factors in terms of realizing the above is the implementation of a clear EPWP aligned training strategy that would ensure that the beneficiaries acquire the necessary business skills for sustainability beyond the funding period.

### 4.4.2 Overview of training offerings

The Department of Arts and Culture (DAC), through the Investing in Culture initiative, is implementing its training programmes in partnership with MAPPP SETA. Standard Generating Bodies drafted and registered numerous arts and craft related qualifications with SAQA. The CBO's which are funded through Investing in Culture receive accredited training that is linked to related qualifications. MAPPP SETA coordinates all aspects of the training such as appointment of craft experts, master crafters, training providers, training material, assessment instruments and registered assessors and moderators. The SETA is also tasked to maintain a central electronic database that stores the required info regarding projects, learners, products, assessors, moderators and the progress and results of training, assessments and moderation. This will also ensure the transformation and geographic spread of the training provider base.

Discussions are in progress between the DAC, MAPPP SETA and SEDA to extend the partnership to include DTI (SEDA etc). This will assist with the transformation of identified CBO to sustainable businesses.

The following arts and craft related learnerships and skills programmes have been registered with SAQA and are applied in projects that are linked to the EPWP programme:

### Registered Learnership Qualifications and Skills Programmes in Arts and Craft sector

#### **Learnership: National Certificate in Craft Production: NQF 2**

Skills Programmes that are based on clusters of similar Unit Standards of the above learnership:

- Language and Communication
- Mathematics
- Craft Production
- Craft Marketing
- Craft Enterprise

- Importing and Exporting (Elective)
- Individual Development Planning (Elective)
- Computer Literacy (Elective)
- Basic Engineering
- Occupational Safety, Health and Environment (Elective)

*Initially crafters will be trained and assessed against the Skills Programme: Craft Production*

**Learnership: FETC in Craft Enterprise: NQF 4**

Skills Programmes that are based on clusters of similar Unit Standards of the above learnership:

- Communication and Language
- Mathematics
- Craft Product Design
- Produce product ranges
- Craft Enterprise

*Initially Project Managers will be trained and assessed against this learnership or Craft Operations Management; NQF 5*

**Learnership: National Certificate in Craft Operations Management: NQF 5**

Skills Programmes that are based on clusters of similar Unit Standards of the above learnership:

- Business Communication
- Business Administration
- Design Research
- Craft Production
- Craft Enterprise Development
- Employee Management and Development
- Business Development
- Human Resources Management (Elective)
- Business and Marketing Strategies (Elective)
- Arts and Culture Education (Elective)
- Overseas Export (Elective)

**Learnership: FETC in Heritage Practice: NQF 4**

Skills Programmes that are based on clusters of similar Unit Standards of the above learnership:

- Communication and language
- Mathematics
- Heritage management
- Heritage business development
- Heritage tourism (Elective)
- Heritage Conservation and preservation
- Preventative and interventive heritage
- Heritage Curation (Elective)
- Heritage communication

**Learnership: FETC in Music Industry Sound Technology: NQF 4**

Skills Programmes that are based on clusters of similar Unit Standards of the above

learnership:

- Communication and Language
- Mathematic
- Plan Production 1
- Plan Production 2
- Operate Sound Engineering Equipment
- Operate fundamental MIDI components
- Craft sound
- Business Planning
- Financial Management

**Learnership: National Certificate in Music Industry Sound Technology: NQF 5**

Skills Programmes that are based on clusters of similar Unit Standards of the above learnership:

- Information Technology
- Plan sound productions
- Set up, test and maintain sound equipment 1
- Set up, test and maintain sound equipment 2
- Engineer sound for productions
- Engineer sound for productions
- Performance
- Entrepreneurship
- Studio Management

**Learnership: FETC in Arts and Culture Administration: NQF 4**

Skills Programmes that are based on clusters of similar Unit Standards of the above learnership:

- Language and Communication
- Mathematics
- Project Management
- Project Team
- Project Finance
- Resource Mobilisation
- Project Administration
- Marketing
- Project Supervision
- Event Management (Elective)
- Marketing Resources & Performance (Elective)
- Computer Literacy (Elective)
- Community Needs Assessment (Elective)
- Advocacy (Elective)
- Assessment Evidence Preparation (Elective)
- Learner Support (Elective)
- Learning Process (Elective)

**Learnership: FETC in Live Events Technical Production: NQF 4**

Skills Programmes that are based on clusters of similar Unit Standards of the above learnership:

- Language and Communication
- Mathematics
- Lighting

- Audio
- Video
- Co-ordinate Technical Equipment
- Stress Management
- Small business
- Dealing with customers
- Financial decisions

#### **Dance Skills Programmes**

- Maintain optimal health
- History and Theory of Dance
- Practice of Dance Forms
- Perform Dance Form
- Master of Dance Forms
- Produce research project
- Manage own professional development

The Department of Arts and Culture also receives funding for EPWP training from:

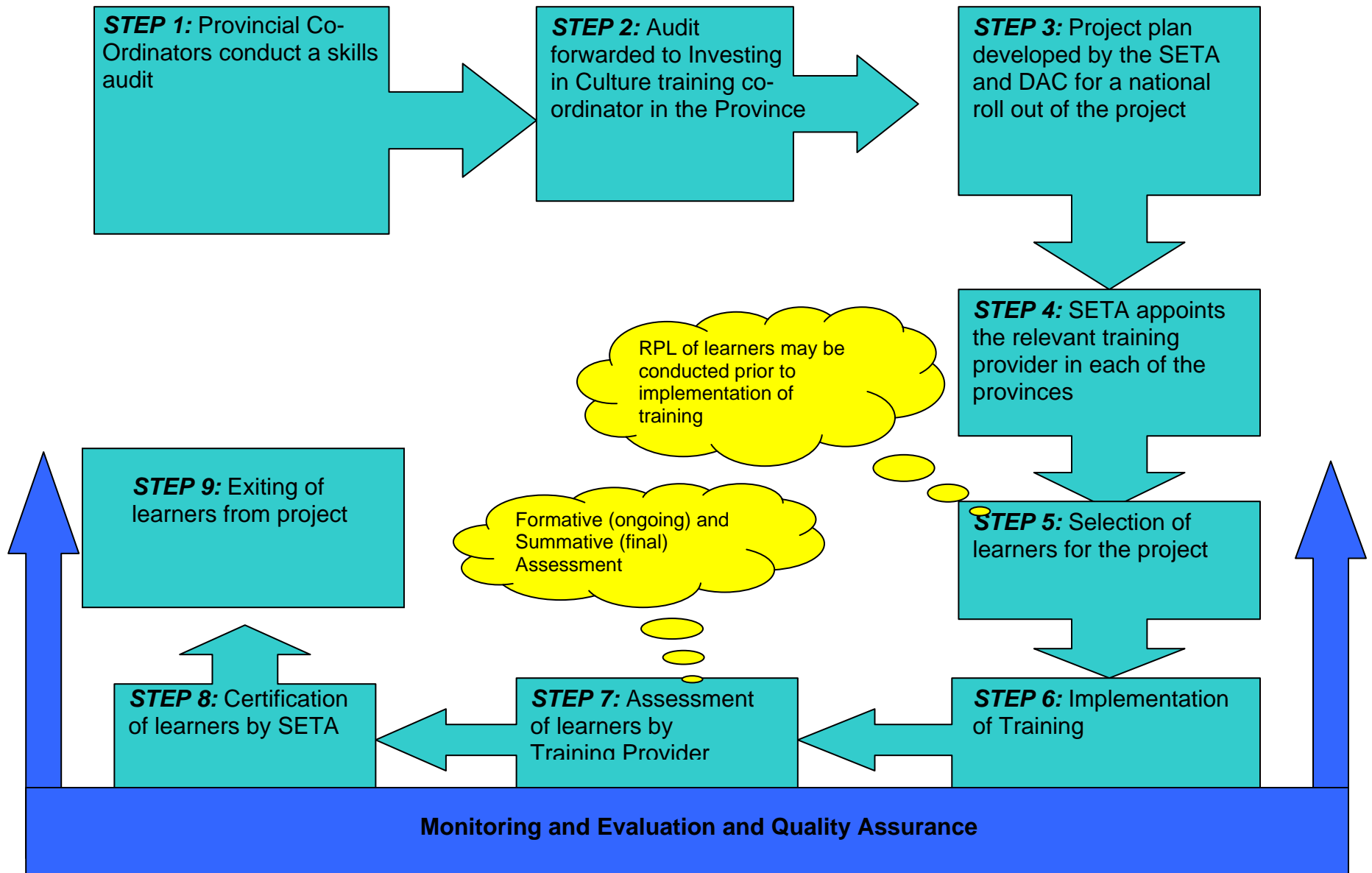
- The Department of Labour (courses other than identified Learnerships and Skills Programmes)
- The National Arts Council (NAC)
- The National Film and Video Foundation (NFVF)
- South African Heritage Resources Agency (SAHRA)

#### **4.4.3 Roles and Responsibilities**

<b>ROLEPLAYER</b>	<b>ROLE</b>
<b><i>DAC Head Office</i></b>	<p>The head office staff are responsible for:</p> <ul style="list-style-type: none"> <li>• Consolidation of training needs</li> <li>• Submitting reports to EPWP head office</li> <li>• Ensure training is implemented according to EPWP requirements</li> </ul> <p>Head office employs a chief director dealing with the EPWP at national level with provincial co-ordinators in each of the provinces.</p>
<b><i>DAC Provincial Co-ordinator</i></b>	<p>The provincial office staff are responsible for:</p> <ul style="list-style-type: none"> <li>• Project identification</li> <li>• Proposal compilation</li> <li>• Specific training needs analysis</li> <li>• Recruitment and selection of learner</li> <li>• Reporting to DOL provincial office</li> <li>• Co-ordinating training with DOL and / or SETAs</li> </ul>
<b><i>MAPPP SETA</i></b>	<ul style="list-style-type: none"> <li>• Funding and or coordination of accredited training</li> </ul>
<b><i>Department of Labour</i></b>	<ul style="list-style-type: none"> <li>• Funding of short courses</li> <li>• Appointment of training providers for short courses</li> </ul>



#### 4.4.4 The Training Process



## 4.5 TRAINING IN THE DEPARTMENT OF AGRICULTURE

### 4.5.1 Background

The LandCare programme of the Department of Agriculture is a community based and government supported approach to the sustainable management and use of agricultural natural resources.

The overall goal of LandCare is to optimise productivity and sustainability of natural resources so as to result in greater productivity, food security, job creation and better quality of life for all.

The vision for the National LandCare Programme (NLP) is to have communities and individuals adopt an ecologically sustainable approach to the management of South Africa's environment and natural resources, while improving their livelihoods. This means people use the soil, water and vegetation resources in such a manner that their own quality of life is improved and that future generations will also be able to use them to satisfy their needs. This implies that cultivation, livestock grazing and harvesting of natural resources should be managed in such a manner that degradation (such as soil erosion, nutrient loss, loss of components of the vegetation, increased run off of water etc) is curtailed.

To help achieve this, the national Department of Agriculture gives support for natural resource management through the National Landcare Programme. Through this Programme, community groups, Provincial and local governments are encouraged to responsibly manage and conserve the land, vegetation, water and biological diversity in their local area.

Furthermore, the national Department of Agriculture seeks to promote its National policy on Agricultural Land and Resource Management to all spheres of government and other stakeholders by implementing this Programme.

The goal of the National LandCare Programme (NLP) is to develop and implement integrated approaches to natural resource management in South Africa, which are efficient, sustainable, equitable, and consistent with the principles of ecologically sustainable development. *The NLP objectives are to:*

- Create 201 703 jobs and provide training through these jobs in order to facilitate long term employment
- Link people in the marginalized second economy with resources and opportunities to enable their participation in the developed first economy
- Integrate sustainable rural development and urban renewal
- Create land based livelihoods
- Promote community based natural resources management
- Develop the natural resources and cultural heritage
- Rehabilitate natural resources and protect biodiversity
- Promote tourism

### 4.5.2 Overview of training offerings

Training courses offered through the Landcare programme are currently not funded through the Department of Labour nor is training aligned to unit standards and qualifications. Training is

identified and implemented at a provincial level on a project by project basis – generally the training is offered through short courses or on the job capacity development.

Examples of training being offered in the Landcare programme per province are outlined below:

Province	Training Provision
Eastern Cape	112 projects are being run with training and capacity building offered in the following areas: <ul style="list-style-type: none"> <li>• Fencing</li> <li>• Handling facilities</li> <li>• Irrigation</li> <li>• Agro-processing</li> <li>• Conservation structures</li> <li>• Shearing sheds</li> </ul>
Gauteng	10 projects are being run with training and capacity development in: <ul style="list-style-type: none"> <li>• Tunnel installation</li> <li>• Supplying and erecting poultry structures</li> <li>• Supplying and erecting piggery structures</li> <li>• Building and equipping abattoirs</li> <li>• Building and equipping milking parlours</li> <li>• Supplying and installing irrigation systems</li> <li>• Fencing</li> <li>• Marketing and business development</li> </ul>
Free State	34 projects are being run with training and capacity development in: <ul style="list-style-type: none"> <li>• Marketing and business development</li> <li>• Erecting animal handling facilities</li> <li>• Fencing</li> <li>• Irrigation systems</li> </ul> Training to farmers on: <ul style="list-style-type: none"> <li>• Farm management production</li> <li>• Artificial insemination and record keeping</li> </ul>
Western Cape	143 Projects with training and capacity development in on and off farm infrastructure and marketing and business development.
Mpumalanga	76 projects with training and capacity development in on and off farm infrastructure and marketing and business development.
North West	93 projects with training and capacity development in on and off farm infrastructure and marketing and business development.
Northern Cape	13 projects with training and capacity development in on and off farm infrastructure

Province	Training Provision
	and marketing and business development. This province is also implementing 2 learnerships and 80 skills programmes.
Limpopo	61 projects with training and capacity development in on and off farm infrastructure and marketing and business development.
Kwa Zulu Natal	21 projects with training and capacity development in on farm infrastructure.

In all cases where departments in the Environment and Culture sector wish to access funding from the Department of Labour – the process outlined in Appendix 3 will be followed.

## 5. TRAINING IN THE SOCIAL SECTOR

### 5.1 STRATEGIC OVERVIEW

#### 5.1.1 Rationale for training in the Social Sector

The social sector is comprised of the Departments of Social Development, Education and Health. Much of the work of these three departments relies on the input of volunteers and civil society organisations. While a number of programmes being delivered in these departments present opportunities for job creation, two have been selected as the lead pilot programmes for the social sector EPWP. The two programmes being implemented include the Home Community Based Care programme and the Early Childhood Development Programme. The sector will undertake research to identify other possible programmes and, once agreed, commit resources to planning these effectively.

Currently some training programmes provided in the Social Sector are not accredited. A large proportion of training is provided by non governmental organisations and other related service delivery agents. The challenge within the EPWP is to translate all of this into accredited training and link the training more explicitly to possible exit opportunities for beneficiaries.

#### 5.1.2 Overview of training offerings in the Social Sector

##### ***Early Childhood Development***

The aim of the ECD programme is to skill 19 800 pre-dominantly female, parents and care givers over five (5) years, thereby increasing their capacity to generate an income and at the same time improve the care and learning environment of the children in their care. It is believed that these programmes will be beneficial for the development and success of children after they leave ECD programmes and enter the schooling system. The investment in ECD will pay off in lower repetition, higher achievement, and better cognitive development of children when they enter the schooling system.

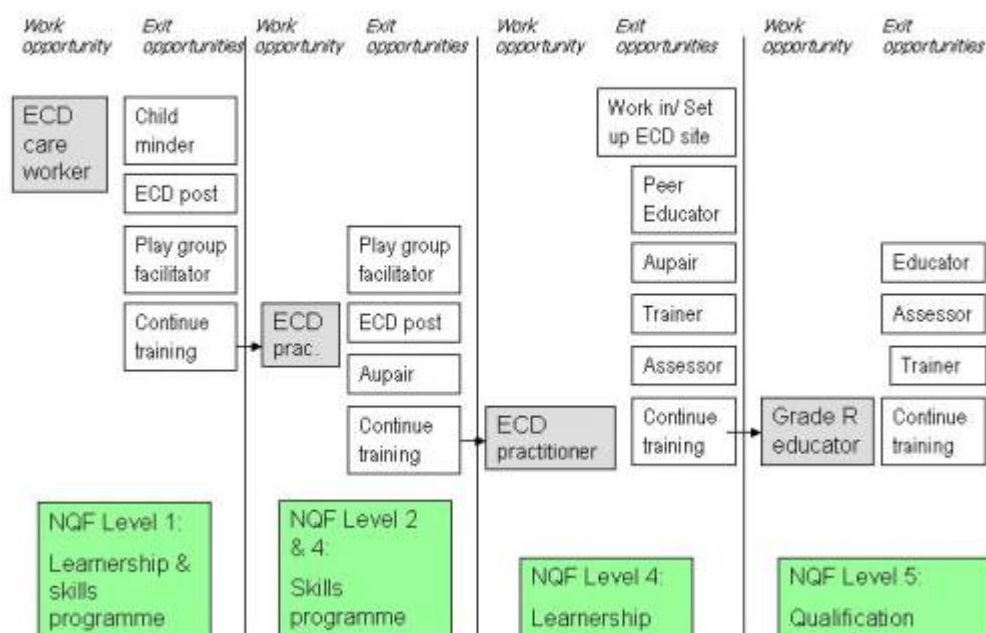
The ECD programme is provided in the diagram below. However the EPWP training for ECD practitioners is currently focused on:

***ECD Worker Level 1*** – The learners in this programme are trained against the Level 1 learnership or the Level 2/3 skills Programme

***ECD Practitioner Level 4*** – The learners in this programme are trained against the Level 4 learnership

***ECD Support Staff*** – These training programmes are directed to the cook, gardening and administration staff employed at ECD centres – although these positions are not a part of the ECD Practitioners they do provide employment and development opportunities for unemployed people in communities.

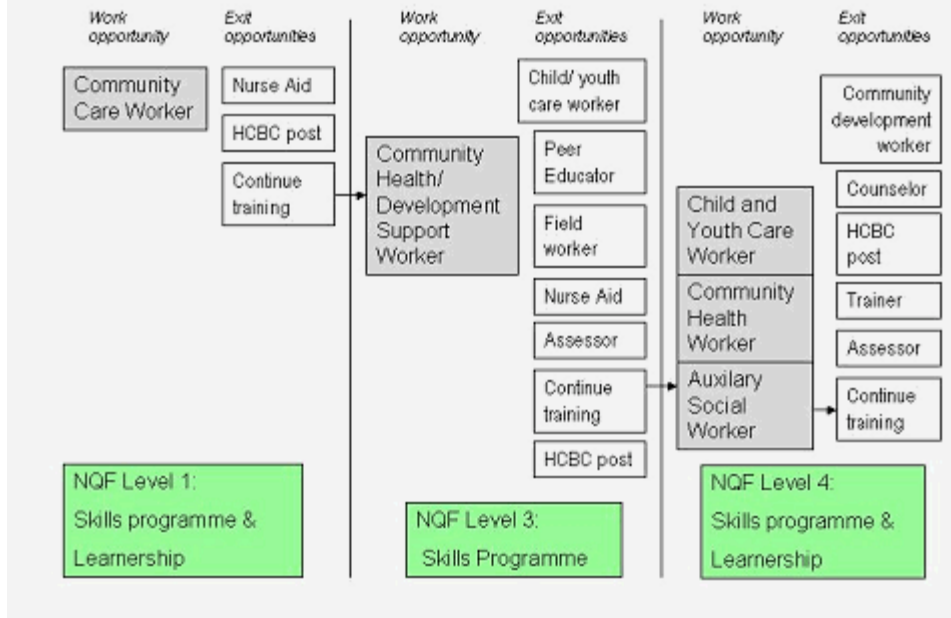
## Early Childhood Development (ECD) Overview



### **Home Community Based Care**

This programme targets 122 240 work opportunities, 17 400 of which will be through learnerships over five years through a three pronged programme in partnership with the Health and Welfare Sector Education Authority (HWSETA). The summary of the plan is outlined below:

## Home Community Based Care (HCBC) Overview



However; the EPWP training is currently focused on the Level 1 – Ancillary Health Care Worker and the NQF level 3 the Home Health Care and the Health Sciences and Social Services: Development Services certificates.

### 5.1.3 Roles and Responsibilities

ROLEPLAYER	ROLE
<p><b>The Service Delivery Agencies (NGOs, CBOs etc)</b></p>	<p>The Service Delivery Agencies are responsible for the overall implementation of the EPWP projects under the guidance of the public bodies / lead departments.</p> <p>They are therefore responsible for the following:</p> <ul style="list-style-type: none"> <li>○ Signing of contracts with EPWP participants</li> <li>○ Adhering to norms and standards of the EPWP</li> <li>○ Managing employment opportunities</li> <li>○ Reporting on employment and training opportunities</li> <li>○ Facilitating the training</li> <li>○ Record keeping</li> <li>○ Exit counselling</li> <li>○ Hosting learnerships (if applicable)</li> </ul> <p>In order for non-profit organisations to receive funding on an EPWP project they must meet the following criteria:</p> <ul style="list-style-type: none"> <li>○ NGOs registered with the Department of Social Development</li> <li>○ Registered with SARs for tax purposes as applicable</li> <li>○ Accredited with the SETA is training is aligned to unit standards and requires formal assessment <b>OR</b></li> <li>○ Registered on the Department of Labour database</li> </ul>
<p><b>Department of Social</b></p>	<p>The role of the Department of Social Development specifically in relation to the HCBC programme is as follows:</p>

<b>ROLEPLAYER</b>	<b>ROLE</b>
<b>Development</b>	<ul style="list-style-type: none"> <li>○ Community mobilisation and support committees.</li> <li>○ Provision of material assistance.</li> <li>○ Child care support and services.</li> <li>○ Counseling and support.</li> <li>○ Social security services.</li> <li>○ Capacity building.</li> <li>○ Networking and referrals.</li> <li>○ Pay stipends</li> </ul>
<b>Department of Health</b>	<p>The role of the Department of Health specifically in relation to the HCBC programme is as follows:</p> <ul style="list-style-type: none"> <li>○ Provide basic home care supplies and conduct home visits</li> <li>○ Provide information and educational services and material</li> <li>○ Provide counselling and support</li> <li>○ Networking and referral to health providers</li> <li>○ Pay stipends</li> </ul>
<b>Department of Education</b>	<p>The Department of Education plays the following role in relation to ECD programme:</p> <ul style="list-style-type: none"> <li>○ Paying stipends for NQF level 0-4 learners</li> <li>○ Providing ECD learner and teacher support materials to accompany the training</li> </ul>
<b>Department of Public Works</b>	<p>The Department of Public Works plays the following roles:</p> <ul style="list-style-type: none"> <li>○ Technical assistance to the HWSETA regarding the registration of learnerships (if applicable)</li> <li>○ Co-ordinating training across the projects</li> <li>○ Collating data on training</li> <li>○ Social Sector co-ordination</li> </ul>
<b>Department of Labour</b>	<p>The Department of Labour supports the roll out of training as follows:</p> <ul style="list-style-type: none"> <li>○ The DoL has a role to play through advising on programme policies, training, qualification frameworks and exit strategies and working with the SETAs on the expanded mandate regarding the EPWP.</li> <li>○ The DoL can provide the necessary support to the training component by assisting with quality assurance and monitoring the role of the SETAs.</li> <li>○ The DOL provides financial support through the National Skills Fund</li> </ul>
<b>Training Providers</b>	<p>Training providers are selected from the Department of Labour database or through the SETA lists of accredited training providers. Training providers are responsible for:</p> <ul style="list-style-type: none"> <li>○ Providing accredited and non-accredited training to the social sector EPWP programmes</li> <li>○ Assessing learners who have been through their training programmes</li> <li>○ Providing certificates to the learners</li> <li>○ Conducting recognition of prior learning assessments for learners as required</li> </ul>
<b>SETAs</b>	<p>Two SETAs are involved in the social sector training – namely the ETDP for ECD training and the HWSETA for the HCBC training.</p> <p>SETAs play the following roles in the Social Sector:</p> <ul style="list-style-type: none"> <li>○ Funding of training</li> <li>○ Quality assurance of training providers in their sectors</li> <li>○ Liaising with SAQA regarding the registration of unit standards and qualifications</li> <li>○ Liaising with the Department of Labour regarding the registration of learnerships</li> <li>○ Registration of assessors who assess learners against unit standards and qualifications</li> </ul>



## 5.2 EARLY CHILDHOOD DEVELOPMENT

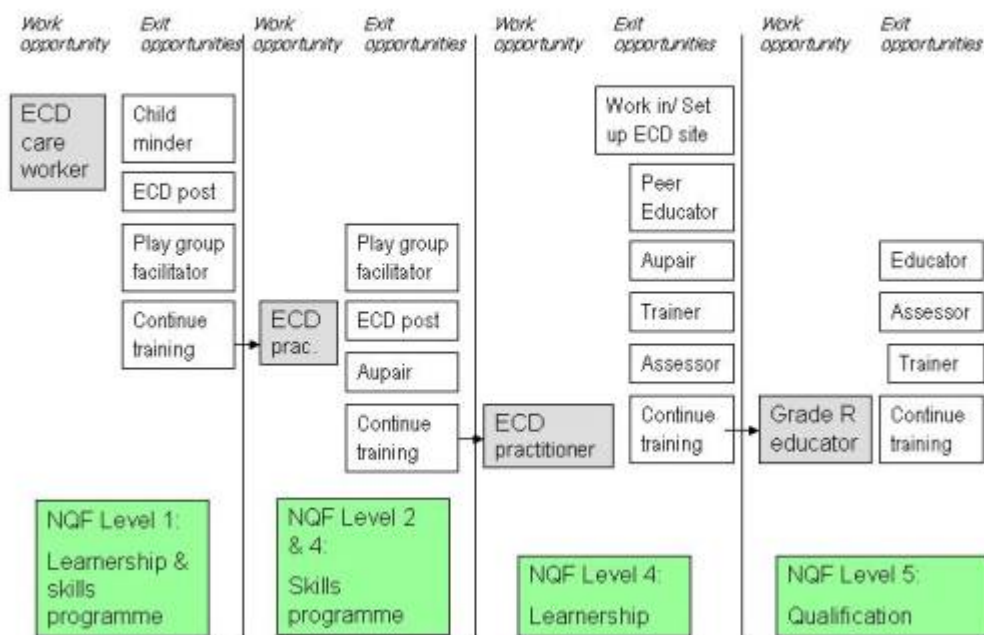
### 5.2.1 Background

Early Childhood Development (ECD) is commonly used as an “umbrella term” or a general classification that refers to the processes by which children from ages birth - 9 grow and flourish socially, physically, mentally, emotionally, spiritually and morally. The focus of the EPWP Early Childhood Development Programme is on children from birth to 6 years old.

Early Childhood Development is underserved and inadequately supported in South Africa as a whole. In order to address this challenge, Government’s Early Childhood Development programme, as proposed by Education White Paper 5, uses a model of implementation that seeks to develop ECD practitioners in the communities in which they live, thus stimulating skills development and job opportunities.

### 5.2.2 Overview of training offerings

#### Early Childhood Development (ECD) Overview



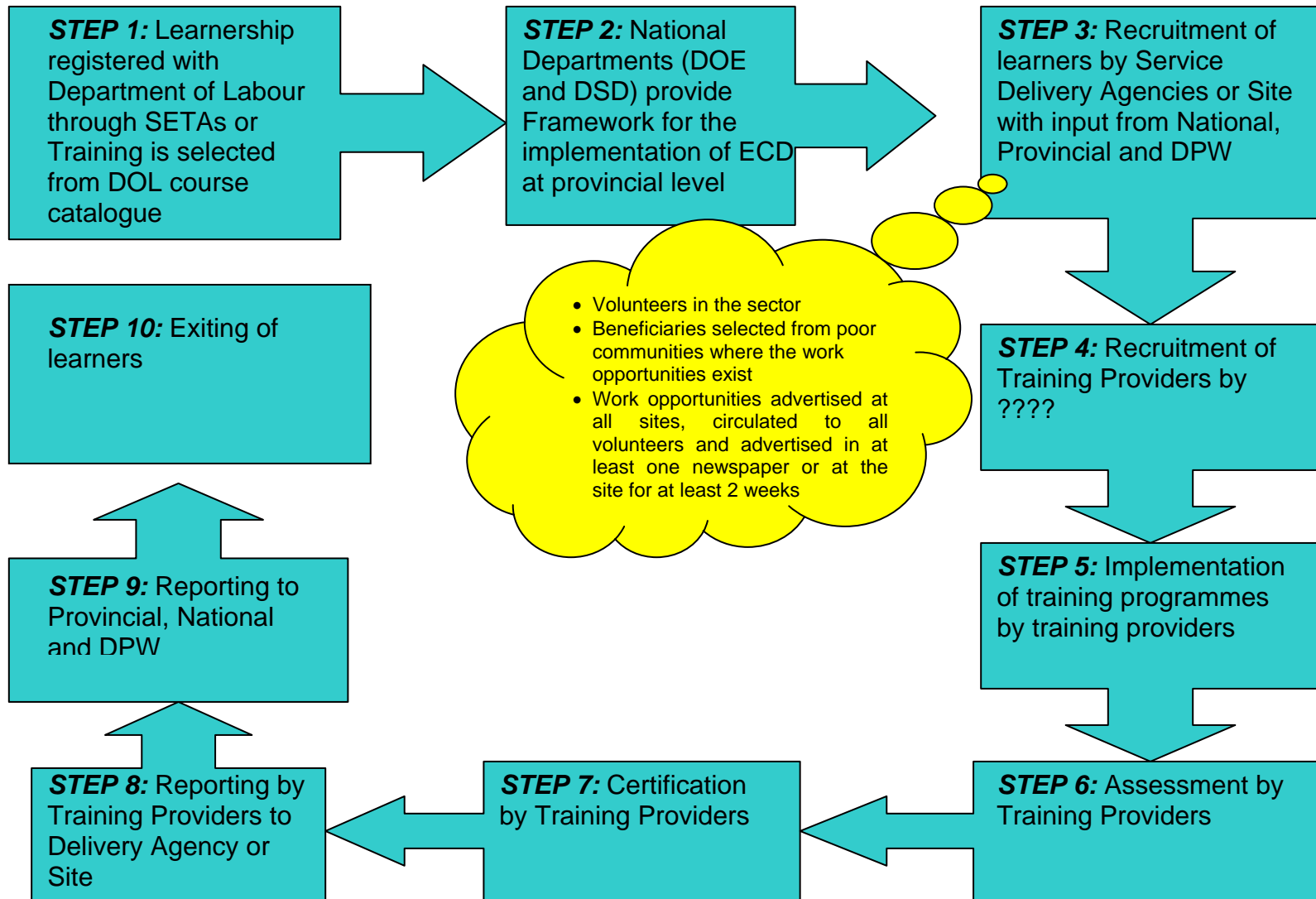
The diagram above provides an overview of the Practitioner levels; training programmes and exit opportunities for Early Childhood Development as a whole. The EPWP programmes have focused on ECD worker level 1; ECD Practitioner Level 4 and Level 2 as well as the support staff of ECD institutions:

	ECD CARE WORKER LEVEL 1	ECD PRACTITIONER LEVEL 4	ECD SUPPORT STAFF
Job Description	The Care Worker is responsible for setting up and managing a variety of learning activities for young children that are appropriate to their development needs.	The ECD Practitioner is required to manage a well run purposeful learning programme (for between 12-30 children) which is responsive to the interests and needs of children	<b>Cook:</b> Provide cooked meals for children at a full-day-care ECD center <b>Gardener:</b> Perform a range of tasks to cultivate and maintain gardens, in particular food-gardens at a variety of childcare settings. <b>Administrator:</b> Manage all administrative functions at the childcare setting
Target Beneficiaries	<ul style="list-style-type: none"> <li>o Volunteers from impoverished locations (especially rural locations)</li> <li>o Unemployed people with a household income of less than R1500 per month</li> <li>o Women, youth and the disabled</li> </ul>	<ul style="list-style-type: none"> <li>o Volunteers from impoverished locations (especially rural locations)</li> <li>o Unemployed people with a household income of less than R1500 per month</li> <li>o Women, youth and the disabled</li> </ul>	Support staff working at an ECD site or unemployed parents
Recruitment Criteria	<ul style="list-style-type: none"> <li>o A volunteer in an ECD facility for a minimum of 3 years</li> <li>o Reference from an ECD site</li> <li>o Aptitude for working with children</li> <li>o Grade 7 or equivalent qualification</li> </ul>	<ul style="list-style-type: none"> <li>o A volunteer in an ECD facility for a minimum of 3 years</li> <li>o Reference from an ECD site</li> <li>o Aptitude for working with children</li> <li>o Grade 9 or equivalent qualification</li> </ul>	<ul style="list-style-type: none"> <li>o A volunteer in an ECD facility for a minimum of 3 years</li> <li>o Reference from an ECD site</li> <li>o Aptitude for working with children</li> <li>o Grade 7 or equivalent qualification</li> </ul>
Training	<ul style="list-style-type: none"> <li>o Full learnership or</li> <li>o Skills programme at NQF levels 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>o Full learnership</li> </ul>	<ul style="list-style-type: none"> <li>o Skills Programme for Site Cook</li> <li>o Skills Programme for gardener</li> <li>o Skills programme for Office Administrator</li> </ul>
Funding of training	Training to be funded through the Department of Labour - National Skills Fund (NSF)	Training to be funded through the Department of Labour - National Skills Fund (NSF)	Funding from SETAs, project budgets or DOL
Outcomes	Basic certificate in ECD that improves the quality of ECD services for young children in a variety of settings by enabling	National Certificate in ECD that enable learners to understand and respond appropriately to the basic need of young children in all areas	<b>Cook Level 2:</b> <ul style="list-style-type: none"> <li>o Maintain a safe working environment</li> <li>o Handle and store cleaning</li> </ul>

	ECD CARE WORKER LEVEL 1	ECD PRACTITIONER LEVEL 4	ECD SUPPORT STAFF
	<p>practitioners to:</p> <ul style="list-style-type: none"> <li>○ Set up and manage a variety of active learning activities that are appropriate to the development needs of young people</li> <li>○ Interact and communicate with young children in a way that supports all aspects of learning</li> <li>○ Use an inclusive anti-bias approach</li> <li>○ Main a safe and healthy learning environment</li> <li>○ Establish a supportive and caring environment that meets children's basic and social needs and helps them manage their own behaviour</li> <li>○ Establish respectful and co-operative relationships with co-workers, families and community</li> <li>○ Contribute to programme planning and evaluation, the assessment of children's progress and administration of learning programme</li> <li>○ Identify and maintain standards of childhood care and educational practice and personal development.</li> </ul>	<p>of their development within a specific phase of development and in a specific setting by enabling practitioners to:</p> <ul style="list-style-type: none"> <li>○ Provide a wide variety of developmentally appropriate learning activities that support and extend learning</li> <li>○ Use a range of skills and techniques to stimulate children's learning on an individual basis in small and large groups</li> <li>○ Demonstrate inclusive and anti-bias attitudes, values and practices</li> <li>○ Protect the safety of children and adults and support food health practices</li> <li>○ Support each child's emotional and social development in ways that help them learn to manage their own behaviour.</li> <li>○ Establish positive and supportive relationships with co-workers, families and community</li> <li>○ Manage a well-run learning programme responsive to children's interests and development</li> <li>○ Demonstrate commitment to the development of high quality ECD services</li> <li>○ Develop entrepreneurial opportunities for setting up and managing an ECD site</li> </ul>	<p>equipment and materials</p> <p><b>Cook Level 3:</b></p> <ul style="list-style-type: none"> <li>○ Maintain a secure working environment</li> <li>○ Maintain hygiene in food preparation, cooking and storage</li> <li>○ Maintain effective working relationships with other members of staff</li> <li>○ Maintain a secure working environment</li> <li>○ Maintain hygiene in food preparation, cooking and storage</li> <li>○ Maintain effective working relationships with other members of staff</li> </ul> <p><b>Cook Level 4:</b></p> <ul style="list-style-type: none"> <li>○ Maintain the cleaning programme for own area of responsibility</li> <li>○ Accept and store food deliveries</li> <li>○ Monitor customer satisfaction</li> <li>○ Contribute to the identification of short term supply needs</li> <li>○ Source information about self-employment opportunities</li> </ul> <p><b>Skills Programme for Gardener:</b></p> <ul style="list-style-type: none"> <li>○ Perform basic infrastructural maintenance (Level 2)</li> <li>○ Source information about self-employment opportunities (level 3)</li> </ul> <p><b>Skills Programme for Office Administrator:</b></p> <p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>○ Attend to customer enquiries in an office setting</li> </ul>

	ECD CARE WORKER LEVEL 1	ECD PRACTITIONER LEVEL 4	ECD SUPPORT STAFF
			<ul style="list-style-type: none"> <li>○ Behave in a professional manner in a business environment</li> <li>○ Identify and maintain the types of records required in own industry and understand why it is necessary to create evidence and maintain confidentiality</li> <li>○ Maintain an existing information system in a business environment</li> <li>○ Receive and execute instructions</li> </ul> <p><b>Level 4:</b></p> <ul style="list-style-type: none"> <li>○ Source information about self-employment opportunities</li> </ul>
Exit opportunities	<ul style="list-style-type: none"> <li>○ Seek employment as an ECD care worker in a ECD facility</li> <li>○ Continue training at level 4.</li> <li>○ Provide relief playgroups for children</li> <li>○ Work as a child minder in a private home</li> </ul>	<ul style="list-style-type: none"> <li>○ Work as an Au Pair</li> <li>○ Peer educator</li> <li>○ Work in/ Set up an ECD centre</li> <li>○ Train as a trainer for level 1</li> <li>○ Work as an assessor or mentor for level 1 &amp; 4 learnerships</li> <li>○ Continue training for Grade R.</li> </ul>	

### 5.2.3 The training process



## **5.3 HOME COMMUNITY BASED CARE**

### **5.3.1 Background**

Home Community Based Care is the provision of comprehensive services including health and social services, by formal and informal caregivers in the Home and Community Based Care and Support Programmes.

The HCBC programme has been prioritised as a cost effective response substituting for a significant proportion of AIDS related hospital care. The EPWP is a critical component of the effort to deliver holistic HIV/AIDS and TB related services. It represents a strategic opportunity to address key pressure points in current interventions.

The programme aims to put in place the foundations for the roll out of the Community Health and Development Worker (CH&DW) Programme by equipping thousands of unemployed people with the foundation skills and experience to enter in a CH&DW training programme.

HCBC Services include:

- Early identification of families in need, orphans and vulnerable children
- Addressing the needs of child headed households
- Linking families and caregivers with poverty alleviation programmes and services in the community
- Patient care and support related to HIV/AIDS and other chronic conditions
- Information and education and communication
- Patient and family counselling and support
- Community mobilization
- Addressing discrimination against stigmatization and disclosure of chronic diseases
- Family support including capacity building, family planning, burials, support for children and social service advice
- Initiating and supporting Income generating projects

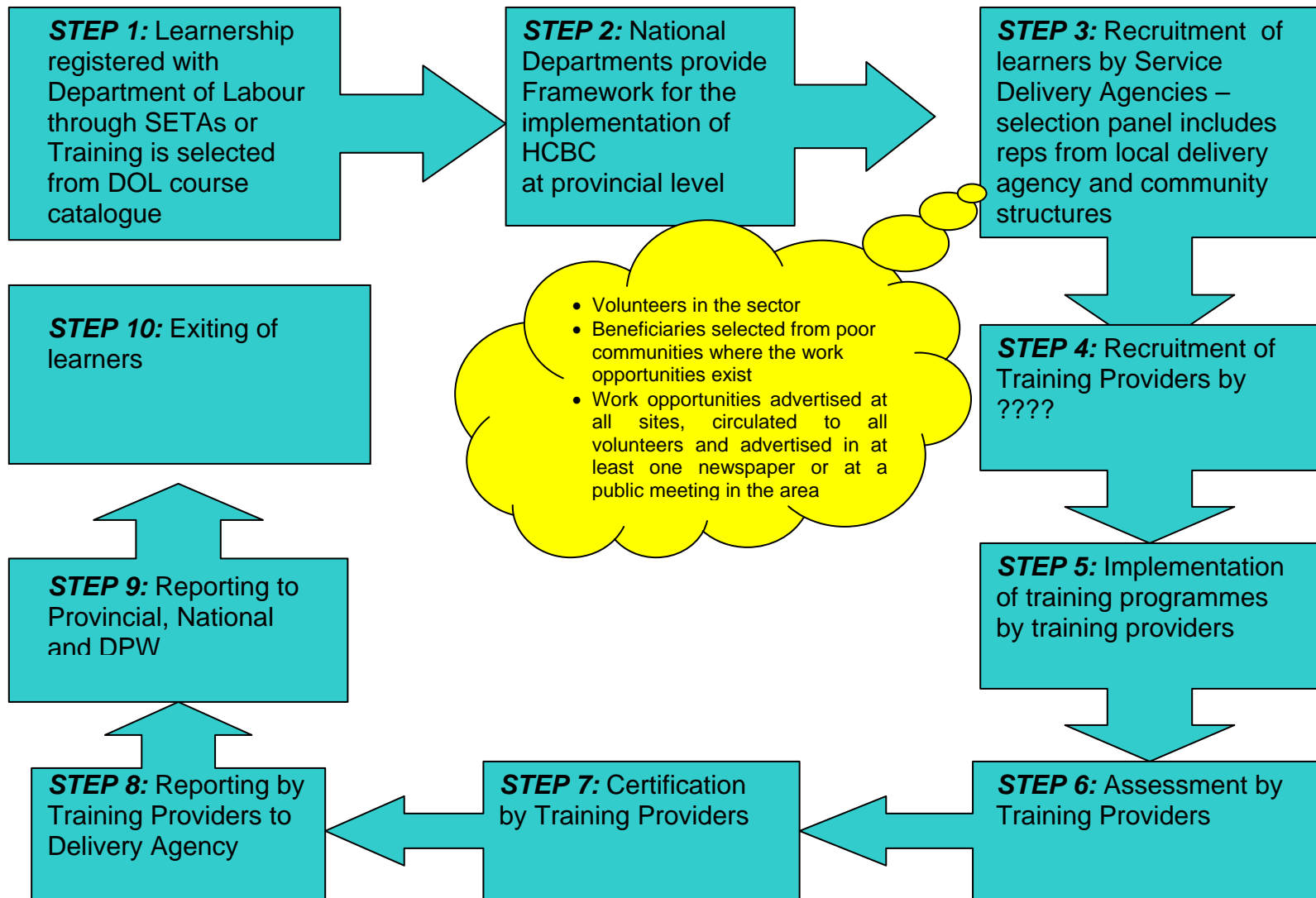
### 5.3.2 Overview of training offerings

	COMMUNITY HEALTH WORKER / ANXILIARY SOCIAL WORKER
Job Description	<p>The Community Health Worker is responsible for</p> <ul style="list-style-type: none"> <li>○ Mobilising community members to determine health needs, take responsibility for health and mobilise health resources.</li> <li>○ Acting as an advocate to improve health</li> <li>○ Coordinating the access of other health workers into households and communities in order to ensure the efficacy of service against community consulted needs.</li> <li>○ Providing specific primary health care services to community members</li> <li>○ Providing basic counseling services</li> <li>○ Disseminating health information</li> <li>○ Carrying out health promotion activities</li> <li>○ Transferring health and wellness skills to other community members</li> </ul> <p>The Auxiliary Social Worker is responsible for:</p> <ul style="list-style-type: none"> <li>○ Early identification of families in need, orphans and vulnerable children</li> <li>○ Addressing the needs of children headed households</li> <li>○ Family support and capacity building</li> <li>○ Counseling and support groups</li> <li>○ Information and education</li> <li>○ Advice about social services</li> <li>○ Referrals</li> </ul>
Target Beneficiaries	<ul style="list-style-type: none"> <li>○ HIV+ people not receiving a state grant</li> <li>○ Adult dependents of a household with terminally ill members</li> <li>○ Only one person per household to be targeted</li> <li>○ Unemployed people with a household income of less than R1500 per month</li> <li>○ Women, youth and the disabled</li> </ul>
Recruitment Criteria	<ul style="list-style-type: none"> <li>○ Demonstrated community involvement and a volunteer in a funded HCBC facility for a minimum of 1 year</li> <li>○ Good reference from a HCBC</li> <li>○ Aptitude for health care/ social services support work</li> <li>○ Understanding of the needs of a community</li> </ul>
Training	<ul style="list-style-type: none"> <li>○ Full learnership</li> </ul>
Funding of training	Training to be funded through the Department of Labour - National Skills Fund (NSF)
Outcomes	

	<b>COMMUNITY HEALTH WORKER / ANXILIARY SOCIAL WORKER</b>
Exit opportunities	<ul style="list-style-type: none"><li>○ Seek employment as a community health worker in a HCBC facility</li><li>○ Seek employment as a trainer for level 1 &amp; 3</li><li>○ Seek employment as a assessor/ mentor for learnership at level 1 or 4</li><li>○ Seek employment and further training as a counsellor</li><li>○ Diversify into a community development worker post</li><li>○ Continue training as a professional health care/ social worker.</li></ul>



### 5.3.3 The training process



## 6. TRAINING IN THE ECONOMIC SECTOR

### 6.1 STRATEGIC OVERVIEW

#### 6.1.1 Rationale for training in the Economic Sector

The EPWP is tasked with providing work opportunities for unemployed South Africans using two methods:

- Through employment on public works programmes
- Through supporting entrepreneurial opportunities for start up business owners – who will obtain government contracts and will employ other unemployed people in their businesses

The economic sector concentrates on the second method. As such, cabinet has mandated the EPWP economic sector to develop 3000 sustainable businesses in various sectors through structured learnership programmes. It is also estimated that each emerging enterprise will employ 3 people – thereby creating 12000 work opportunities. These learnerships are known as Venture Creation Learnerships and are registered at levels 2 and 4 on the NQF. The implementation of the Venture Creation Learnerships is aimed at ensuring that the emerging enterprises are sustainable small businesses after the end of the EPWP.

#### 6.1.2 Overview of training offerings in the Economic Sector

The EPWP Venture Creation Learnership is aimed at addressing the common challenges faced by emerging enterprises; namely lack of business skills, lack of access to finance and lack of access to markets.

The learnerships are 2-3 year full time programmes. The following registered learnerships are used:

- New Venture Creation Learnership Level 2 (NVCL2)
- New Venture Creation Learnership Level 4 (NVCL4)
- Construction Contractor Learnership Level 2 (CC02)

Some of the areas covered by the learnerships include:

- Identifying and demonstrating entrepreneurial ideas and opportunities
- Matching new venture opportunities to market needs
- Determining the financial requirements of a new venture
- Producing a business plan for a new venture
- Managing the finances of a new venture
- Managing business opportunities
- Managing the marketing and selling processes in a new venture
- Describing the composition of a selected new venture's industry / sector and its procurement systems
- Applying basic business ethics in a work environment
- Behaving in a professional manner in a business environment
- Applying the basic skills of customer service

### 6.1.3 Roles and Responsibilities

ROLEPLAYER	ROLE
<b>National Department of Public Works (NDPW)</b>	The NDPW is the overall co-ordinator and key stakeholder in seeking SETAs and public bodies to participate in the NVCL. The NDPW contacts all SETAs and requests their participation and funding of learnerships within the economic sector.
<b>SETAs</b>	SETAs are responsible for the funding of the learnerships – including the paying of the training providers, learning materials, learner allowances and stipends, assessment and mentoring according to the SETA funding model.
<b>Executive Committee / Team</b>	The executive committee is comprised of representatives from the NDPW, SETA (s) and national/provincial/municipalities as applicable. This committee is appointed to co-ordinate, control and oversee the implementation of the learnership.
<b>Management Committee</b>	The management committee includes the executive committee as well as representatives of the appointed training provider and mentoring provider. This committee co-ordinates the day to day implementation of the learnership.
<b>Public Bodies</b>	The public bodies provide learners with government contracts, as part of the practical component of the learnership. As such they act as the employer in the learnership agreement. Several national departments, provincial department and municipalities have currently entered into venture learnership agreements.
<b>Financial Services Providers (e.g. ABSA)</b>	ABSA is currently providing learners on Venture Creation Learnerships with access to finance as well as monitoring the learner's cash flow and accounts, and providing financial training.
<b>Mentors</b>	Mentors are appointed by the public bodies to mentor learners during the course of the learning programme. The main role of the mentor is to support the emerging learner entrepreneur and to impart knowledge that will enable the entrepreneur to compete independently as soon as possible. Support is provided for the following; accessing finance, dealing with banks, business management, procurement of supplies and other services, ; technical knowledge and advise; project planning and management; contract management advise; advice on fulfilling of statutory and tax obligations; and advice on labour relations issues and human resource management.
<b>Accredited training providers</b>	All training providers appointed for learnerships must be accredited with the relevant SETA for the qualifications for which they are delivering the learning programme. The role of the provider is to deliver the training materials, to assess the learners against the qualification, to support the learners appropriately and to provide certification to the learners once the programme is completed.

## 6.2 LEARNERSHIP IMPLEMENTATION

### 6.2.1 Overview of learnerships in the Economic Sector

Learnerships are structured training programmes which incorporate formal classroom based training and workplace learning. Learners who embark on these programme and are deemed competent - will receive a nationally recognised qualification at the end of the programme. The qualifications associated with learnerships are registered with SAQA.

The following three learnerships are being implemented in the economic sector:

	NAME OF THE LEARNERSHIP (SAQA Qualification Name)	SAQA ID	LEVEL
a.	New Venture Creation Learnership (National Certificate: New Venture Creation(SMME) )	49648	NQF Level 2 (NVCL2)

b.	New Venture Creation Learnership (National Certificate: new Venture Creation(SMME) )	23953	NQF Level 4; (NVCL4)
c.	Construction Contractor Learnership (National Certificate: Construction Contracting)	20813	NQF Level 2 (CCO2)

Each learnership qualification will have the following:

- A SAQA identity number which indicates that it is a qualification registered on the SAQA database and recognised nationally
- The NQF level
- The field of study and the SAQA bodies responsible for its development and registration (SGB and NSB)
- Registration start and end date
- A credit allocation – this provides an indication of the length of time it will take the average learner to become competent in all the unit standards of the qualification (one credit = 10 hours of learning)
- A purpose and rationale which indicates the overall intention of and context for the qualification
- Unit standards which make up the qualification – these unit standards are the building blocks for the qualification as a whole

**ADDITIONAL INFORMATION**

The full qualifications are available for viewing on the SAQA website – [www.saqa.org.za](http://www.saqa.org.za) – follow the links to the qualifications and unit standards. Click on ‘Registered Qualifications and Unit Standards’ , then “Search for a Qualification”. The qualification ID number or title can be used to access the qualification.

The following table summarises pertinent information for each of the qualifications:

**Name of Qualification:**

National Certificate: New Venture Creation (SMME) NQF 2

**Credits:**

138

**SETA through which the learnership is registered:** SERVICES SETA

## **UNIT STANDARDS AND CREDITS**

### **CORE UNIT STANDARDS:**

- Apply basic business ethics in a business environment (2 credits)
- Apply the basic skills of customer service (2 credits)
- Behave in a professional manner in a business environment (4)
- Determine financial requirements of a new venture (8)
- Identify and demonstrate entrepreneurial ideas and opportunities (7)
- Identify the composition of a selected new venture's industry/sector and its procurement systems (8)
- Manage business operations (8)
- Manage finances for a new venture (10)
- Manage marketing and selling processes of a new venture (7)
- Match new venture opportunity to market needs (6)
- Produce a business plan for a new venture (8)

### **FUNDAMENTAL UNIT STANDARDS:**

- Access and use information from texts (5)
- Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems (3)
- Demonstrate understanding of rational and irrational numbers and number systems (3)
- Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts (3)
- Maintain and adapt oral communication (5)
- Use language and communication in occupational learning programmes (5)
- Use mathematics to investigate and monitor the financial aspects of personal and community life (2)
- Work with a range of patterns and functions and solve problems (5)
- Write for a defined context (5)

### **ELECTIVE UNIT STANDARDS:**

- Apply health and safety to a work area (3)
- Investigate the structure of an organization as a workplace (8)
- Keep informed about current affairs related to one's own industry (4)
- Maintain an existing information system in a business environment (4)
- Operate and take care of equipment in an office environment (2)
- Process numerical and text data in a business environment (2)
- Administer contracts for a selected new venture (10)
- Apply basic HR principles in a new venture (4)
- Apply knowledge of self and team in order to develop a plan to enhance team performance (5)
- Assemble, install and dismantle exhibition stands (5)

## UNIT STANDARDS AND CREDITS

- Co-ordinate meetings, minor events and travel arrangements (3)
- Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace (4)
- Monitor and control the receiving and satisfaction of visitors (4)
- Outline the legal environment of a selected industry (2)
- Plan and prepare meeting communications (4)
- Plan, monitor and control an information system in a business environment (3)
- Prepare and process documents for financial and banking processes (5)
- Tender for business or work in a selected new venture (8)

**Name of Qualification:**

National Certificate: New Venture Creation (SMME) NQF 4

**Credits:**

162

**SETA through which the learnership is registered:** SERVICES SETA

## UNIT STANDARDS AND CREDITS

### CORE UNIT STANDARDS:

- Apply innovative thinking to the development of a small business (4)
- Apply the principles of costing and pricing to a business venture (6)
- Demonstrate an understanding of an entrepreneurial profile (5)
- Demonstrate an understanding of the function of the market mechanisms in a new venture (5)
- Demonstrate knowledge and application of ethical conduct in a business environment (4)
- Determine and manage the human resource needs of a new venture (4)
- Develop, implement and evaluate a marketing strategy for a new venture (8)
- Develop, implement and monitor a quality policy for a new venture (4)
- Finance a new venture (5)
- Implement an action plan for business operations (4)
- Manage finances of a new venture (5)
- Manage time productively (4)
- Mobilise resources for a new venture (4)
- Monitor productivity in a business venture (5)
- Negotiate in a new venture (4)

## **UNIT STANDARDS AND CREDITS**

- Plan strategically to improve business performance (4)
- Produce business plans for a new venture (8)
- Research the viability of new venture ideas/opportunities (5)
- Tender to secure business for a new venture (5)

### **FUNDAMENTAL UNIT STANDARDS:**

- Accommodate audience and context needs in oral communication (5)
- Interpret and use information from texts (5)
- Use language and communication in occupational learning programmes (5)
- Write texts for a range of communicative contexts (5)
- Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems (6)
- Engage in sustained oral communication and evaluate spoken texts (5)
- Read analyse and respond to a variety of texts (5)
- Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts (4)
- Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues (6)
- Use the writing process to compose texts required in the business environment (5)
- Write for a wide range of contexts (5)

### **ELECTIVE UNIT STANDARDS:**

- Contract service providers (3)
- Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit (8)
- Describe and apply the management of stock and fixed assets in a business unit (2)
- Develop administrative procedures in a selected organisation (8)
- Display cultural awareness in dealing with customers and colleagues (4)
- Function in a Team (4)
- Interpret basic financial statements (3)
- Manage service providers in a selected organisation (5)
- Motivate a team (6)

**Name of Qualification:**

National Certificate: New Construction Contracting (Level 2)

**Credits:**

190

**SETA through which the learnership is registered:** CETA (Construction Education and Training Authority)

## **UNIT STANDARDS AND CREDITS**

### **CORE UNIT STANDARDS:**

- Demonstrate an understanding of a general business plan and adapt it to a selected business idea (7)
- Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities (2)
- Demonstrate the ability to start and run a business and adapt to a changing business environment (3)
- Identify, analyse and select business opportunities (3)
- Apply basic business concepts (8)
- Apply construction contract documentation (15)
- Apply health and safety to a work area (3)
- Apply quality principles on a construction site (12)
- Comply with legal requirements for a construction contract (8)
- Describe the construction industry composition its work procurement systems and communication techniques (3)
- Implement construction site management procedures (18)
- Implement site administration procedures on a construction project (10)
- Manage construction resources (20)
- Setup and manage a construction contracting business (12)
- Tender for construction contracts (20)

### **FUNDAMENTAL UNIT STANDARDS:**

- Access and use information from texts (5)
- Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems (3)
- Demonstrate understanding of rational and irrational numbers and number systems (3)
- Maintain and adapt oral communication (5)
- Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts (3)
- Use language and communication in occupational learning programmes (5)
- Use mathematics to investigate and monitor the financial aspects of personal and community life (2)
- Work with a range of patterns and functions and solve problems (5)
- Write for a defined context (5)
- Apply basic business concepts (8)
- Read analyse and respond to a variety of texts (5)

### **ELECTIVE UNIT STANDARDS:**

- Apply surveying techniques on a construction contract (10)
- Understand and apply business finances (2)



For more detail on the implementation of learnerships in the Economic Sector please refer to the **The Management Plan for the Economic Sector EPWP Venture Learnership Programme.**

As in all other sectors – departments and implementers wishing to access funding from the DOL will follow the processes outlined in Appendix 3.