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Assessment of skills training in the Community Work Programme of Erasmus.

Mogakane, Kgothatso Selby

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ASSESSMENT OF SKILLS TRAINING IN THE COMMUNITY WORK PROGRAMME OF ERASMUS

Kgothatso Selby Mogakane

A research report submitted to the Faculty of Management, University of the Witwatersrand, in 25% fulfilment of the requirements for the degree of Master of Management (in the field of Public and Development Management).

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Abstract

Skills training is one of the key pillars of development that was identified during the new democratic dispensation, post 1994. It was affirmed that political freedom would not be meaningful without active participation by people in the economy through job opportunities. Government has since 1994 introduced various economic programmes to address the triple challenges of inequality, poverty and unemployment. Skills training and development was the key driver in those programmes. In 2009 government introduced the Community Work Programme (CWP) in a bid to address unemployment. Central to its objectives, was skills training and development for participants of the programme. This was crucial to ensure a skilled and empowered workforce that would be able to contribute towards the development of the economy when trainees exit the programme, either because of better job opportunities or through self-employment. The study aims to assess the effectiveness of the programme as far as skills training and development is concerned by assessing one of the CWP major sites in Gauteng, namely, City of Tshwane in Erasmus and two other sites in the City of Joburg in Region F and Region G. The assessment period is between 2009 and 2014. The study employed qualitative research methodology using a case study approach and focus groups to interview and engage participants in all the 3 sites. Questionnaires were developed and distributed to all participants in the study. The architects of the programme, namely leadership of the custodian department (COGTA) and other sector departments, were engaged through interviews, and their contributions were taken into consideration with a view to making recommendations on possible improvements in the programme given the history and lessons learnt. The managers of the programmes at the site level were also engaged, the CWP site project management and the Local Reference Committee (LRC) members. Findings indicates that the programme has contributed significantly towards skills development of participants and that most of the participants who exited the programme were able to find better opportunities in the labour market and a few managed to start self-employment job initiatives. The findings reveal that support for the programme should go beyond just provision of skills training opportunities but also support programmes after exiting the programme (CWP Post Programme Support). This should be infused in the exit strategy of the programme. The findings also reveals that the quality of the skills training courses provided should be improved upon and more focus and bias should perhaps be on accredited training focusing on the youth.

Declaration

I declare that this report is my own, unaided work. It is submitted in partial fulfilment of the requirements of the degree of Master of Management (in the field of Public and Development Management) at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.

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Kgothatso Selby Mogakane

30 January 2015

Dedication

I dedicate this work to all my children hoping that they all get inspired by the level of education I have attained so far and that they get motivated to go beyond what I have achieved academically. I also want to dedicate this work to my mother, Elsie Mogakane, who turns 85 in August 2015 for always insisting that we go to school and for instilling and entrenching an academic culture and a hard-work ethic in all her children and for thus not having compromised when it came to ensuring that all of her eight children had some level of education in one way or another (all having achieved a minimum of matric), despite the fact that she hardly went beyond grade 8 herself. Last but not least, my brother Lourence Mogakane who said that it is only through education that this Mogakane family (referring to the late Seletial Elias our father, & Batsamme Elsie, our mother) will defeat poverty. My dear brother, my completing this master's programme & a declaration that poverty in our family will be a thing of the past is a vindication of you. Thank you for all the support you gave me throughout my formative years, and the same gratitude goes to your lovely and supporting wife Sarah Mogakane who gave me motherly love and offered guidance and motivation throughout my early years.

Acknowledgements

I am grateful to my supervisor, Prof. Pundy Pillay for his sterling guidance and for always insisting on academic excellence throughout the research process; the Department of Cooperative Governance for the financial support on my entire studies; the CWP unit head for allowing me to research on the CWP programme; Dr. Simphiwe Mngadi for her well thought contribution on CWP; the CWP participants in Erasmus –Tshwane Metro, CWP participants in Region F & G of City of Jo'burg Metro; CWP Implementing Agents & their site staff; All contributors and everybody who took part in the research process and in the final compilation of the research report. Without their assistance, this research would not have been possible.

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ABBREVIATIONS AND ACRONYMS

CBO	Community-based organisation
CoGTA	Ministry of Cooperative Governance and Traditional Affairs
COJ	City of Joburg
COSATU	Congress of South African Trade Unions
COT	City of Tshwane
CWP	Community Work Programme
DBE	Department of Basic Education
DCOG	Department of Cooperative Governance
ECD	Early Childhood Development
EPWP	Extended Public Work Programme
FBO	Faith-based organisation
HBC	Home Based Care
IA	Implementing Agent
IDP	Integrated Development Plan
LED	Local economic development
LM	Local Municipality
MIS	Management Information Systems
MISA	Municipal Infrastructure Support Agency
MMC	Member of Mayoral Committee
MoU	Memorandum of Understanding
NGO	Non-governmental organisation
NPO	Non-profit/not-for-profit organisation
PPE	Personal protective equipment
SDA	Skills Development Act
SETA	Sectoral Education and Training Authority
SPWP	Special Public Works Programme
TIPS	Trade and Industrial Policy Strategies
UIF	Unemployment Insurance Fund

GLOSSARY OF TERMS – DEVELOPED FROM CWP MANUAL

Implementing Agent	A non-profit entity appointed by DCoG to manage the implementation of the Community Work Programme in selected sites, excluding payments to participants.
Integrated Development Plan	A strategic development plan that guides the planning, management, investment, development and implementation decisions of a municipality, taking into account input from all stakeholders.
Local Development Forums	Structures created to mobilise the efforts of community actors and organisations to address local development issues.
Local Reference Committee	An advisory committee for Community Work Programme implementation, consisting of civil society representatives, the Municipality, relevant sector departments; the Ward Committee/s; the Implementing Agent; community development workers; traditional leaders, and the Site Manager.
Memorandum of Understanding	A partnership agreement between two or more institutions, to cooperate and collaborate in programme implementation and the CWP being the catalyst anchor programme.
Site	A selected local area in which the Community Work Programme is implemented, usually across two or more wards in a municipality.
Useful work	Work that contributes to the public good, community good, or social services. Useful work has to be labour-intensive and aim for a minimum of 65% to 35% wages to non-wages costs ratio.
Ward Committee	Structure created to assist the democratically elected representative of a ward (the councillor) to carry out her/his mandate. Ward committee members are members of the community representing a variety of interests within the community and the ward.

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Inadequate technical skills continue to be a leading human resource issue within industry in South Africa. Since 1994, numerous efforts have been made by the government, in some cases in partnership with the private sector industry and learning institutions, to bridge the skills gap by introducing skills training that addresses specific skills gaps (Jackson, 1992, p. 931). Many skills training courses are available at training institutions throughout South Africa, offering a range of trade and craft skills, however the impact this brings in denting the skills shortage that has engulfed South Africa, remains an academic debate. But what is for certain though is that project based training and on the job training exercises have proved over the past many decades to be an effective way of ensuring that people employed in various working environments get to grasp and possess the skills and knowledge necessary to carry out the jobs they are employed to do. However there is not enough evidence to say the same about its impact in ensuring that not only do people gain the necessary expertise to find better jobs but to start and create own businesses. Genuine partnership with communities is still a challenge.

This study aims to assess a skills training programme run through the Community Work Programme in all the provinces where the programme is being implemented but with a specific focus on a case study in one of the CWP sites in the Tshwane Metropolitan Municipality in Erasmus, and two support sites in the City of Joburg's region F and Region G. The CWP is managed by the Department of Corporative Governance and Traditional Affairs (CoGTA). The department rolls out the programme and implements it through service providers sourced from the non-governmental organisation sectors calling them Implementing Agents (IAs). These are non-profit entities appointed by CoGTA's CWP unit to manage the Community Work Programme, excluding payments to participants. They are usually appointed on a contract basis for a fixed period, normally 3 years. Implementing Agents are responsible for the day to day management of the programme and use their own appointed project managers to provide site administration on site.

Among others things, the IAs are in the context of training & skills development, responsible to put in place the institutional arrangements necessary to enable site establishment; and identify and initiate the training needed to enable effective CWP operations, in consultation with COGTA; ensure that training plans and training programmes are developed, approved by the Local Reference Committees, and submitted to COGTA, every year, and reviewed quarterly; and facilitate and implement training programs.

Having said that, skills training has been and continues to be used by the South African government to develop technical and practical skills in its job creating programmes. Skills training as in the CWP, helps to address three key important issues. First, it addresses the national skills shortage. It reduces unemployment by helping youth who have practical skills to enter the labour market. Lastly, skills training is a platform for youth to use their acquired skills to start their own small businesses. The importance of skills development is not only applicable and relevant to youth alone but to people, programme participants in general. Although the bias of this report is mainly on the youth, the Community Work Programme (CWP) employs people from poor marginalised and disadvantaged poor background with various age groups. As a result all people, programme participants, working in the programme are entitled to benefit from all training opportunities afforded through the programme.

As much as the Community Work Programme (CWP) is a poverty alleviation programme, it is equally a skills empowerment initiative. The CWP is designed to provide an employment safety net, by providing participants with a predictable number of days of work per month, thus supplementing their existing livelihood strategies and affording them a basic level of income security through work in a form of labour (CWP Implementation Guide Book, 2010, p 7). As alluded above the Community Work Programme aims to provide skills training to participants including youth in the nine provinces of South Africa where it is implemented. However, the actual skills training for the participants is provided by external service providers facilitated by the programmes's Implementing Agents (IAs).

This study aims to assess the skills training development that was provided to the programme's participants using Erasmus and two other sites in Gauteng between 2010 and 2014 as a case study. The skills training development programme provided to participants, was guided by a framework developed in the CWP's Training and Development Unit. The assessment of the Community Work Programme's skills training is necessary so as to identify risks, build on the

successes, tackle challenges, and make recommendations on how to improve the skills training programme for present and future CWP beneficiaries.

The CWP training unit has developed a framework for training and capacity building in recognition of the need to empower individuals engaged in CWP through the provision of training relevant to the various vocations or 'useful work' the participants get engaged in. The training is meant to empower both the participants in their individual capacities and the programme custodians on behalf of the community because the useful work undertaken is meant to make a positive contribution towards changing the lives of communities where we live, reside and work. The developed framework is a blue print for the programme's Implementing Agents (IAs) to use to develop their annual training plans, which must be linked to the approved site plans for CWP implementation on the ground, CWP sites.

The development of the framework considered a number of factors that would ultimately assist the CWP management during monitoring, evaluation and assessment of the programmes' training performance objectives. The following factors were thus considered:

Review of the current training programmes of IAs; Getting clarity on the training mandate with regard to the EPWP (the Expanded Public Works Programme – EPWP- is a sister programme to CWP) and CWP; Identification of prescribed training for site management and CWP participants as set out in policy directives of DCOG (Department of Cooperative Governance, and the Department of Labour; Statutory provisions in the Skills Development Act, the Skills Development Levies Act and the National Qualifications Framework Act that may have an impact on the training of CWP participants and site management; Policy directives as contained in manuals on the EPWP; Scrutinising papers dealing with the review of the EPWP with specific reference to critique and recommendations in regard to training provision; Entering into discussions with key stakeholders to obtain their input and comment on the proposed framework, which, if accepted, will have to be adopted by DCOG in consultation with key stakeholders (Capacity Building Framework for CWP, 2013, final draft paper).

The primary objectives of the capacity development framework of the CWP are in line with the overall objectives of this assessment training research report because much like this report's assessment of training rationale, the recommendations will serve to provide guidelines for the implementation of capacity building and training in the CWP and outline the set process to be

followed in the development of training plans. Perhaps as it will later be alluded in the concluding remarks of this research report, that the training and capacity guidelines and framework should have been developed much earlier during the piloting phases of CWP. Recommendations emanating from the training framework will also be shared in this research report in the conclusions and recommendations final section.

1.2 BACKGROUND.

The following brief background about the programme has been adapted from the 2014 revised Implementation Manual of the CWP:

The Community Work Programme (CWP) is an initiative designed to provide an employment safety net, by providing participants with a predictable number of days of work per month, thus supplementing their existing livelihood strategies and affording them a basic level of income security through work (labour). The programme is targeted at unemployed and/or underemployed people over 18 years of age, including those whose livelihood activities are insufficient to lift them out of poverty. It is implemented at the local level at a 'site' (which generally comprises a 'community') and is designed to employ a minimum of 1,000 people per site for two days a week, or eight days a month, up to a maximum of 100 days a year.

The CWP has been successfully implemented and managed by the Department of Cooperative Governance (DCoG) from 2010 to 2013, with three levels of agents:- Lead Agents, Provincial Implementing Agents and Local Implementing Agents. During this period, the CWP was expanded to 140 municipalities, with 148 sites. Participants numbers rose to just under 177 000. Also during this period, the CWP National Steering Committee, an interdepartmental advisory committee was maintained and continued to provide advice and inputs to the reports that were presented to The Inter-Ministerial Committee on Poverty, Unemployment and Job Creation. The Deputy President is chair of this committee.

From 2014, a single level of implementing agent was contracted to manage the CWP on behalf of DCoG. Payment of 'wage' to participants is also now managed by DCoG directly. The CWP was initiated by the Second Economy Strategy Project, an initiative of the Presidency, located in the Trade and Industrial Policy Strategies (TIPS), a policy research NGO. Implementation of a pilot programme to test the approach began in 2007 under the auspices of a partnership between the Presidency and the Department of Social Development, who constituted a Steering Committee and provided oversight. With donor funding from the Employment Promotion Programme (EPP), the pilot phase was implemented in four local areas: Munsieville and Bokfontein (implemented by the Seriti Institute); Alfred Nzo (implemented by Teba Development); and Sekhukhune (implemented by the Independent Development Trust). The EPP Reference Group included representatives from Government (the Presidency, the

Department of Labour), COSATU and BUSA. It was funded by the Department for International Development–Southern Africa (DFID-SA).

As a result of its performance during the pilot phase, the CWP was accepted in 2008 as a new element within the second phase of the Expanded Public Works Programme (EPWP), and provisionally located within its new 'non-state' sector. In 2009, as further lessons from the pilot emerged, it became clear that the CWP could achieve significant scale, and could also contribute to a number of key strategic goals of Government. In his State of the Nation Address on 3 June 2009, President Jacob Zuma committed Government to 'fast-track' the CWP.

To reach the scale required to achieve the outcomes envisaged, it would be necessary to establish the CWP as a fully-fledged Government programme, with access to full programme funding. Accordingly, the decision was taken to locate the CWP within the Department of Cooperative Governance (DCoG), a department within the Ministry of Cooperative Governance and Traditional Affairs (CoGTA). This took effect from 1 April 2010. The Steering Committee was also expanded to include DCoG, National Treasury and the Department of Public Works.

The primary purpose of the CWP is to create access to a minimum level of regular and predictable work opportunities for those who need them most, targeting areas of high unemployment, where sustainable alternatives are likely to remain limited for the foreseeable future. In this process, the CWP's purpose is also to achieve the following:

- To provide an employment safety net, recognising that sustainable employment solutions will take time, and will reach the most marginalised last;
- To contribute to the development of public assets and services in poor communities;
- To strengthen community development approaches; and
- To strengthen the economic climate for people in poor areas, providing work experience, enhancing dignity, and promoting social and economic inclusion.
- The CWP provides access to a minimum level of regular work, on an ongoing and predictable basis, for those who need it most, at the local level. In practice, it offers two days of work per week (or the monthly equivalent), providing 100 days of work spread throughout the year.

- The CWP is designed as an employment safety net for participants, and not an employment solution; it provides a baseline in terms of income security and economic access and participation.

- The CWP is an area-based programme that is implemented in a defined local area (called a 'site') usually comprising two or more wards in a municipal area. Sites are primarily targeted in the poorest areas, where unemployment is high and permanent jobs are difficult to create or sustain.

- The CWP is meant to complement — and not to replace — the existing livelihood strategies of unemployed and underemployed people. It is intended to be an ongoing programme, with participants moving in and out of the programme as their needs change.

- The CWP uses community participation processes to inform and consult communities and local municipalities about the establishment of a site, and to identify 'useful work' and local priorities. This is usually through Local Reference Committees, Ward Committees or other local development forums.

- 'Useful work' is defined as an activity that contributes to the public good, community goods or social services. The work is generally multi-sectoral (undertaken across departmental mandates and spheres), and responds to priorities set at local level. Generally, a set of anchor activities are identified; activities which are ongoing and provide core work.

- The CWP prioritises labour-intensive activities (the ratio is 65:35 wages to non-wage costs at site level). This ratio requires partnerships with other players in order to co-resource/co-fund activities with high material inputs.

- The CWP is designed to operate at scale —where possible, to build up to and maintain participation levels of a target of 1,000 participants per site.

- Each CWP site is managed by an Implementing Agent.

- A CWP site requires formal and ongoing support from the local municipality.

- The CWP empowers communities to identify and undertake the work in accordance with their needs.

- The CWP seeks the highest participation rates in the poorest wards of the poorest local municipalities;
- Selection methods of participants are transparent and equitable; It includes all profiles, but seeks to achieve set participation targets for women, youth and people with disabilities.
- The CWP integrates the interests and efforts of a wide array of stakeholders, including national, provincial and local government, civil society, traditional leaders and local communities.
- The CWP identifies, prioritises and implements work in consultation with all local stakeholders, especially community-based organisations
- The CWP complies with conditions of employment, as determined by the Minister of Labour;

From the management of the programme at national level, through its coordination and implementation, to its ultimate beneficiaries, the CWP has a wide array of stakeholders. The following list is by no means exhaustive, but features some of the main CWP role players:

- CoGTA and its CWP Specialized Unit; CWP National Steering Committee; Provincial departments responsible for local government; CWP Provincial Steering Committee; Other national and provincial government departments; SETAs and training institutions; Municipalities; Ward committees; Traditional councils and leaders; CWP Local Reference Committees; Local communities; Local NGOs/CBOs/FBOs and their leaderships;

1.3 PROBLEM STATEMENT

The shortage of adequate skills training for young people remains one of the major drivers of high unemployment in South Africa (Gill, Fluitman and Dar, 2000, p. 463). In other words, although work vacancies in technical industrial fields exist, Cappelli (2012, p. 34) asserts that there is a high mismatch between the skill sets required by the industry and what the jobseekers have. The problem that this research seeks to address is the shortage and the inadequate skills that South African youth display when looking and entering the job market as well as when looking for opportunities to establish small businesses and create jobs. Our hypothesis could thus be 'The shortage and the inadequacy in skills training for government employment schemes and programme leads to participants in those programmes ill equipped, less confident and disadvantaged to get better working opportunities and self-employment – job creation initiatives, when exiting the programmes'. Hence the case study is the CWP.

The South African government has since 1994 introduced various skills and training programmes to better equip and prepare the youth and other unemployed persons when seeking sustainable job opportunities and entering the formal job market and also when establishing small businesses and entrepreneurship. The government has identified skills training as a priority area of focus (Dorrican, 2005, p. 12). One of the ways in which government has sought to address this inadequacy of skills, was through establishment of community driven development programmes with emphasis on training and skills development while participating in a programme. This research assessd the skills training of youth through the government's Community Work Programme in Erasmus CWP site and two other CWP sites in Gauteng (City of Joburg's Region F and G). The outcome of the study will help to address the problem statement and answer the research questions.

1.4 AIM OF THE RESEARCH STUDY

The aim of the study was to assess the skills training particularly for youth through the government-sponsored Community Work Programme's skills training programmes using Erasmus and the City of Joburg's Region F and G sites in the Gauteng Province as case study. The study aimed to further generate recommendations on future skills training programmes to

be provided in Erasmus and other areas particularly in Gauteng where this research was conducted.

1.5 RESEARCH OBJECTIVES

The research objectives are as follows:

1. To assess skills training provided to youth through the Community Work Programme in Erasmus, and the City of Joburg's Region F & G in Gauteng, and
2. To make recommendations to the management of the Community Work Programme regarding skills training for youth in Gauteng CWP sites.

1.6 RESEARCH QUESTIONS

The study will endeavour to address the following questions:

1. How is skills training on youth in the Community Work Programme in Erasmus, and City of Joburg's Region F and G in Gauteng Province implemented?
2. What recommendations can be made regarding skills training for youth in the Community Work Programme in Erasmus, and elsewhere in Gauteng where the programme is implemented?

1.7 RESEARCH REPORT OUTLINE

The research report as outlined in the introductory background remarks, seeks to assess skills training as practiced in the Community Work Programme so that some learnings and best practice can be attained to assist in the betterment and improvement of the programme especially as far as skills development and participants' exit strategies are concerned. The context and the rationale under which the CWP was conceived, its objectives and aims were outlined in chapter 1.

Chapter 2 aims to deal with literature review where theoretical arguments from academic literature will be reviewed and presented showing the need for this research. Concepts and definitions will be unpacked and the relationship between the research question and the theoretical framework will be discussed to identify gaps and opportunities for further studies and exploration that will assist in shedding further light on the research topic. The literature

review will largely be focusing on skills training and development drawing lessons from international literature, African literature and South African literature. The literature will focus on, among other things, the relationship between skills development and training in the work place, the relationship between academic knowledge, theory and development of practical skills and their relationship in producing a skilled and empowered workforce that contributes toward the economic development of the country.

Chapter 3 focuses on the methodology, approach and strategy adopted in carrying out the research. It outlines the qualitative methodology adopted. It elaborates on the case study research design utilised, the type of validation method used, triangulation, the type of sampling strategy adopted, the non-probability and purposive sampling approach, the data collection instruments used, interviews, data analysis theory adopted, grounded theory, and finally the data interpretation analysis approach adopted, thematic and narrative, how relevant this is to the research study. This chapter presents an opportunity to outline limitations and definitions of the research, outlining the limitations and ethical considerations

Chapter 4 is about presentation of the research data and analysis of the research information. This is about the outcome of the entire research. What the findings were and what they mean and imply, hence data analysis and interpretation. This chapter is the core of the research as this is where the hypothesis is confirmed or disproved. This chapter sets the tone for chapter 5.

This chapter, 5, concludes the research and gives way forward in terms of recommendations. This chapter determines whether the research was worth undertaking or not because it only through acting or implementing the research findings and recommendations that the whole exercise becomes worth all the effort taken.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Skills training is regarded as a complementary necessity to formal tertiary education, and considered necessary to prepare the participant for a specific trade, craft and career at different levels in the industry (Bosch and Charest, 2012, p. 19). Further, Stevens (1999, p. 334) states that skills training is generally associated with a technical and hands-on approach to skills development. Skills training is an old age concept in different continents for thousands of years. For example, Prais and Wagner (1983, p. 55) state how in the 19th century, Germany was perfecting the art of skills training (he calls it skills development) to make itself both an economic powerhouse and the military leader of Europe. For countries with high unemployment rates such as South Africa, skills training is quite often used as a harnessing wheel used to create technical and craft skills that have higher potential for job creation among the recipients of the skills training courses.

The study focuses on answering the question of whether the skills training for CWP in one project site (Erasmus) and two other sites (City of Joburg's Region F & G) in Gauteng have reached the desired objective of imparting the skills and knowledge required to enable the youth to enter the job market or alternatively to start their own small businesses after exiting the programme. The idea is to explore a number of positive, negative and neutral variables relating to the effectiveness of skills training. These variables, which are about the participants' objective and subjective responses relating to outcomes of skills training, should be able to qualitatively assist the researcher to understand the usefulness and importance of the skills training. The researcher's point of departure is that skills training should positively empower the programme's participants especially the youth to be able to sustain themselves economically when they exit the Community Work Programme, and that this literature review will adequately explore the concept of Skills Development as researched by others.

2.2 HISTORICAL PERSPECTIVE ON SKILLS TRAINING

Skills training, as defined by Moodie (2002, p. 334), is a broad discipline that in general describes a model of training and education that has a major emphasis on technical and practical training. A number of researchers have looked into the area of skills training from different perspectives. Lechner (1999, p. 18) maintains that most authorities on the subject of skills training focus on the effectiveness and impact of the training on the technical industry. Lechner (1998, p. 24), for example, explored how Germany rolled out massive skills training programmes that turned the country into Europe's biggest technical and engineering industrial hub.

One important issue that has been raised in the literature is the effectiveness of the skills training at the country level. As Becker and Hecken (2009, p. 25) state, most countries develop and/or sponsor such skills education and training programmes for a number of economic reasons, such as creating employment or developing industrial skills capacity. Becker (2003, p. 425) introduces the question of whether skills training effectively increases technical skills in a national industry. Further, as Becker (2003, p. 425) concludes, a number of countries have registered significant economic gains from skills training programmes. The case of Germany, as Lechner (1999, p.21) narrates, demonstrated how a sustained national rollout of skills training resulted in a ubiquity of skilled labour, driving technical industries to global leadership. In South Africa, as Sears (2011, p. 140) observes skills training programmes that were introduced in the mid 90s have recorded thousands of skilled individuals.

Perhaps the question becomes that of the scope of skills training programmes offered on project basis or on block release compared to the formal tertiary education model. Becker (2003, p. 425) states that there are entrenched negative sentiments that state that skills training provided on a block release basis is less qualitative (less significant) than educational training acquired through the formal education system prior to entering the job market. Another critic, Christie (1996, p. 409), also states that in many instances on the job participants are merely enrolled into skills training for the sake of doing a course although they have little or no interest in the field of their skills study.

A related and importance question worth for consideration in this literature review is that of the role of government in skills training and development. Despite poverty and votes consideration by politicians to be motivated in chartering this skills development terrain for economic development, what are the historic lessons that are emerging internationally?

Adam & Johanson (2004, pg, 18-19) advises on the issue of who should pay for skills development continued to occupy policy makers for a long and this continued in the 1990s. The conundrum was whether should it be government's responsibility to finance skills development from public revenues and provide it in government's sponsored institutes like SETAs (Sector Education & Training Authorities) in South Africa or whether should those who capture the benefits, employers and trainees pay for the training and should provision be left to the market and nongovernmental providers. In effect should all training be turned over to employers or private sector providers, in view of the private benefits obtained?

Middleton and Ziderman (1993), assert that historically, in industrial countries, virtually all middle-level skills training was shouldered by employers and provided on the job. Public interest in the skills of the work force and economic growth led government to assume responsibility for providing technical and vocational training in dedicated schools. The thinking in the 1950s and 1960s was that governments in developing countries needed to invest in occupational skills training to complement investments in physical capital. With donor assistance, governments built, equipped, and staffed vocational schools training centers to produce the skills needed for rapid industrialisation and replacements.

Technical and vocational education and training (1991, World Bank) was infused with broad social objectives, including fighting youth unemployment, relieving demographic pressure on higher education institutions by diverting student aspirations, and serving academically less able students. Proponents maintained that government must remain involved to compensate for limited private training capacity and willingness to pursue these goal and to stimulate economic growth supplies of trained workers (Middleton, Zilderman, and Adams 1993, p. 37).

Historic policy studies on training, advocates a two stage approach to skills development. The first stage according to Adams and Johanson (2004, pg 21) involves addressing important non-TVET issues, particularly creating a regularly framework that encourages investment in

physical and human capital; instituting macroeconomic policies that foster sustained output and employment growth, and especially strengthening primary and secondary education – recognising that basic education provides the foundation of skills and flexibility needed in any work force.

The second stage of the strategy entails the reform of skills development in three areas:

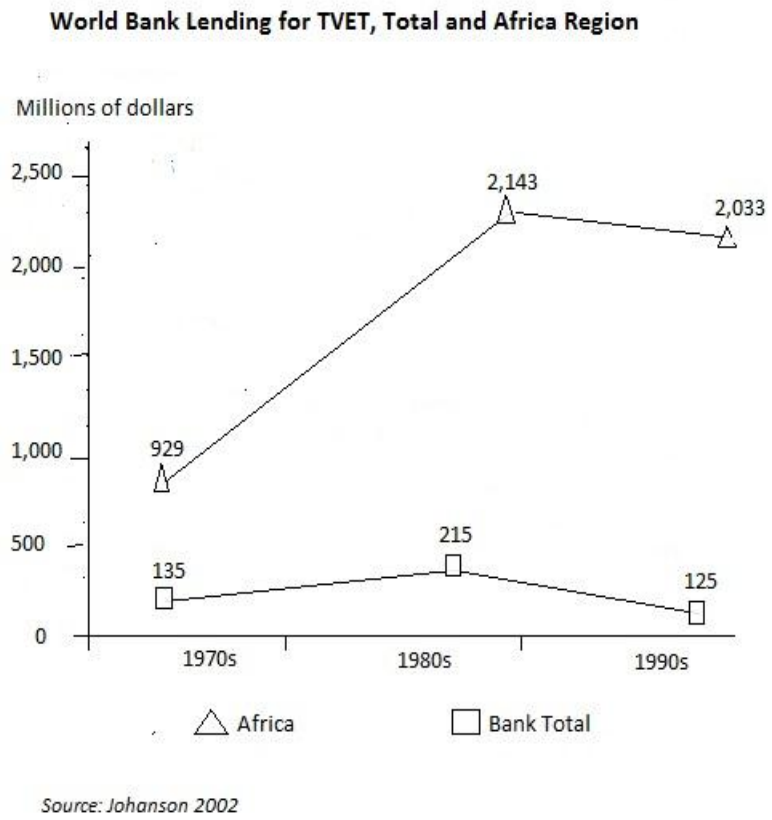
Improving the effectiveness and efficiency of public training by developing strong links between training institutions and enterprises, improving institutional responses to market forces, using resources efficiently, building capacity for policy implementation, and, diversifying the sources of financing through payroll levies and cost recovery; strengthening the private training by creating a favourable policy environment, strengthening employer training, and reducing the regulation of private training; and using training as complementary input in programmes designed to improve the incomes of the poor and socially disadvantaged by improving levels of general education, training for jobs in the informal sectors, improving access to wage employment, reducing legislative discrimination against women, and reducing the opportunity costs associated with training (World Bank 1991, pg.2, 30-63).

Adams & Johanson (2004, pg 23-24) paints a bleak picture of a steady decline in skills development assistance from international donor funding in the period between the 1970s - 1980's to the 1990s largely because of the shift in emphasis from experiential training, vocational training, apprenticeship training to basic education.

Admas and Johanson (2004, pg 22) captures this decline by informing us that the reduced attention to skills development by the wider donor community paralleled the decline in Bank assistance. Skills development did not receive much attention in either national or donor agendas for the region over the past decade. The goals for Education for All state that All young people and adults must be given the opportunity to gain the knowledge and develop values , attitudes and skills which will enable them to develop their capacities to work. The Africa-led New Economic Programme for African Development (NEPAD) did not refer to skills development apart from the need to develop ICT specialists. The absence of skills development from the poverty reduction agendas was strikingly noticeable. Skills development as a means

to provide sustainable livelihoods was strikingly absent from many of the initial Poverty Reduction Strategy Programmes (PRSPs).

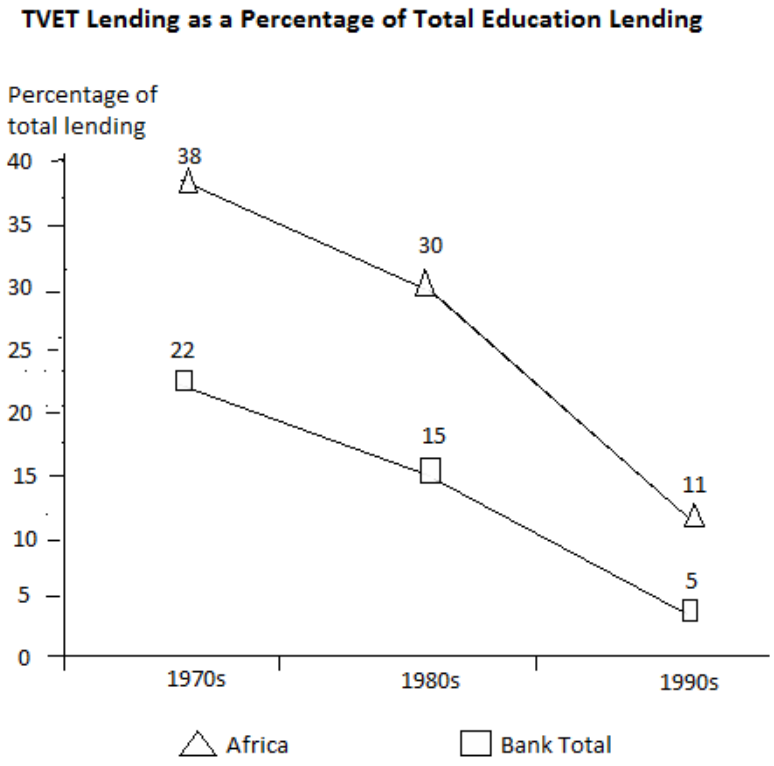
The following figures depicts the assistance decline spanning from the 70s to the 90s. South Africa was however trying to pick this support as a developing country since the mid-1990s and has been accelerated with successive democratic administrations:



Source: Johanson 2002

Figure 1- decline from $215 million to $125 million donor assistance-1990s

The figures show that assistance in the mid-1990s waned considerably. Assistance from World Bank diminished, and total lending for TVET fell slightly in total terms between 1980 and 1990, it decreased by 40 percent the region of Africa, 22 percent in the19870s and 19 percent in the 1980s. Figure 1 – 3 is depiction of this trend (Adams & Johanson, 2004, pg 22-23)



Source: Jahanson 2002

Figure 2 – a 22 % decline to 19% in the 1980s

In respect of this theoretical background, this study will assess the skills training programme that has been implemented in the Community Work Programme in Erasmus site and the two sites in the City of Joburg. The study will sample the two City of Joburg CWP sites to get a more conclusive representative finding. The study will assess the extent to which skills training has assisted the CWP participants in getting sustainable economic livelihoods after exiting the programme. The results of this study will add to what is already known about the effectiveness of skills training in the work place.

2.3 THE DEVELOPMENT OF SKILLS TRAINING IN SOUTH AFRICA

Post-Apartheid in 1994, a number of strategies and policies were developed and applied to address a number of issues. Addressing gaps in the skills of South Africans, especially of those from previously disadvantaged backgrounds, has been an unparalleled priority. As Natale and Libertella (2003, p. 88) explain, block release and project based skills training provide a reprieve to young and middle-aged people that could not go through the formal route of tertiary

education. Skills training provided the participants with practical skills that could be used to improve their standard of living through employment or self-employment.

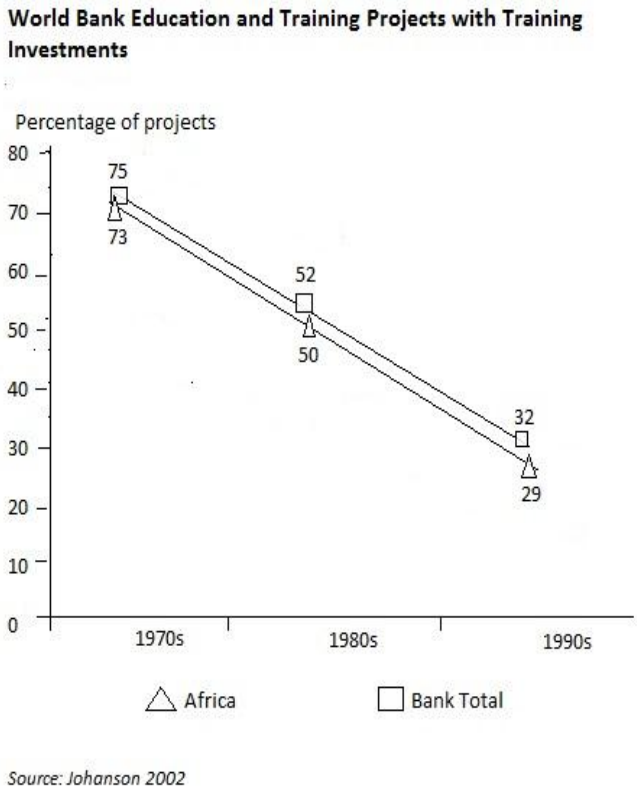


Figure 3 – decline in bank financed education, & training projects including training investments

2.4 THE NEED FOR SKILLS TRAINING IN SOUTH AFRICA

According to the Sector Education and Training Authorities, there are two important types of skills training in the work place, namely, block release and project based job skills training. These types of training have two broad aims. First, they aims to bridge the gap between the technical skills needs of industry and the skills availability in the labour force. In essence, it has the capacity to churn out significant numbers of skilled technicians and craftsmen that are relevant to the skills gaps identified within the South African labour market. Secondly, they aims to address the needs of those young people who could not access "formal" education. This is usually due to two scenarios. At the end of high school the young person did not get a sufficient pass mark to land him/her a place at a university, or s/he did not have the financial resources to pay for tuition at universities. Providing skills training empowers those young

people who would have never experienced further education and training. It therefore empowers young people to get technical and hands-on skills aimed at making the youth employable, or capacitating them to create own small businesses. The University of the Witwatersrand School of Governance is known to have provided part-time and block release skills training since its establishment more than 20 years ago.

2.5 ADVANTAGES OF BLOCK RELEASE AND PROJECT BASED SKILLS TRAINING

Jean (2000, p. 35) discusses a number of advantages of skills training, when compared to the traditional tertiary education approach:

- It gives an opportunity to young people who were not top performers academically, who otherwise would not be accepted into universities, to learn a particular trade while working.
- It is a proven tool to create jobs within a nation, especially among youth.
- It costs far less than the traditional tertiary education model.
- Participants earn a salary or wages while working and acquiring training at the same time
- It provides a practical, technically-oriented and hands-on skills transfer to learners.
- Once a skill has been mastered, it is likely to be used throughout the person's working career.
- The costs of setting up own small business after the skills training is not prohibitive. For example starting a carpentry business has minimal start-up costs.

2.6 ISSUES AND MYTHS AROUND BLOCK RELEASE AND PROJECT BASED SKILLS TRAINING.

Despite the advantages of the skills training in many countries globally, including South Africa, there are some issues and myths that potentially limit further and greater adoption of the skills training model. According to Kirkpatrick and Kirkpatrick (2006, p. 237), the following are key issues unsupportive of the concept of skills training.

- The deep-seated belief that block release skills training is for "losers" who could not make it to a traditional tertiary institute.
- Many curricula for block release training courses remain below industry standards.
- Courses offered during block release are often of inferior quality and non-accredited.

- Limited opportunities for further education after block release skills training; for example, it is apparently difficult to be admitted to a university to do a postgraduate qualification.

2.7 UNIQUENESS OF BLOCK RELEASE SKILLS TRAINING

Grubb and Ryan (1999, p. 319) assert that skills training offered during a block release has unique features that can be explored by policymakers, the government, private sector and youth to fill the skills gap, create employment and alleviate poverty. Further, Grubb and Ryan (1999, p. 319) state that some of the unique features of such skills training that make the training model stand out among other training models include the following:

- Direct transfer of skills, and the fact that block release and project based training graduates can already perform on the job.
- The fact that block release skills training is highly inclusive and project based is quite unique. This statement relates to the fact that the skills training does not focus only on high performers, but gives opportunities to any and all young people to pursue skills development in a field of their interest.

2.8 THEORETICAL FRAMEWORK ON BLOCK RELEASE SKILLS TRAINING

There are various theoretical and conceptual frameworks that underpin block release skills training. Some of the most important frameworks which have emerged over the years will be briefly discussed and one of them picked up for further exploration in this study. The theoretical frame works that will briefly be looked at are as follows: Reinforcement theory; social learning theory; goal theory; need theory; and human capital theory.

The reinforcement theory as espoused by Skinner (1953, p.125) move from the premise that people are motivated to perform or avoid certain behaviours because of past outcomes that have resulted from those behaviours. From a training perspective, reinforcement theory suggests that for learners to acquire knowledge, change behaviour or modify skills, the trainer needs to identify what outcomes the learners finds most positive and negative (Skinner, 1953 p.125). This is a case of weighing benefits against losses thus resulting in behaviour modification.

In the case of the Community Work Programme, work performed by the participants is identified by a local reference committee that comprise of various stakeholders residing in the area where CWP site exist. They perform any work that has public value like cleaning the surroundings to fixing infrastructure related projects. In Erasmus participants have a training programme of teaching primary school children about road safety. The idea is to reinforce safety practices to prevent pedestrian accidents, especially the school children. The participants started by learning about road safety themselves and transferred this to the school children. They participants also learnt how to designate road marks near school premises culminating in assisting the school children crossing the busy road while also stopping traffic to allow the school children to cross the road. This type of training relates to behaviour modification in that school children had to change their behaviour in the manner in which they were observing road rules and this drastically reduced the number of fatalities experienced before. Participants as trainers kept records of improvements in terms of reduction of accidents and this data represented positive reinforcements. In this case the school children and the school management found that the outcomes (safety) derived from the road safety training was positive thus outweighing the negative practices that resulted in road fatalities before the identification of this training. Good behaviour was reinforced and negative behaviour changed.

The second theoretical framework is social learning theory. This theory emphasises that people learn by observing other people whom they believe are credible and knowledgeable. It is linked to reinforcement theory because it recognises that behaviour that is reinforced or rewarded tends to be repeated. The models behaviour or skill that is rewarded is adopted by the observer. Therefore according to social learning theory, learning new skills or behaviours comes from directly experiencing the consequences of using that behaviour or skill, or the process of observing others and seeing the consequences of their behaviour (Bandura, 1986, p.122).

Learning according to this theory is influenced by self-efficacy (judgement about whether a person can successfully learn a knowledge and skill). Self-efficacy is a determinant of readiness to learn. The more a learner has high self-efficacy the more s/he will be willing to learn regardless of the conditions of the learning environment. Four process are involved in social learning theory says Mitchell (1992, p. 183) which are, attention, retention, motor reproduction and motivational processes.

In our Erasmus case study participants were taught how to build a pedestrian bridge. The community in Erasmus used to suffer when there were heavy rains because they could not cross from one section of the village to the another, but through acquiring new knowledge and skill in civil engineering, the participants were able to learn displaying a high level self-efficacy having engaged trainers from the local university of Tshwane and infusing the knowledge learnt with their indigenous knowledge.

The third theoretical framework is goal theory. According to Latham (1990,p.129), this theory assumes that behaviour results from a person's conscious goals and intentions. In other words, goals have the power to influence a person's behaviour by directing energy and attention, sustaining effort over time and motivating the person to develop strategies for goal attainment. Goals lead to high performance if there is high commitment towards achieving that goal (Locke & Shaw, 1981, p.152).

Goal setting theory is used in training programmes where participants can be provided with specific challenging goals and objectives. Ludgwig and Geller (1997, p.253) reminds us that goal theory is underpinned by two important aspects which relate to learning orientation and performance orientation, which refers to goals held by a participant in a learning situation. People with a learning orientation believe that training success is defined as showing improvements and making progress; they prefer trainers who are more interested in how participants are learning than in how they are performing. Errors and mistakes are viewed as part of the learning process argues Fisher and Ford (1998, p.397). People with a high performance orientation define success as high performance relative to others; they value high ability more than learning and they find that errors and mistakes cause anxiety and want to avoid them. Learners with a high learning orientation will direct greater attention to the task and learn for the sake of learning (process oriented) while performance orientation learners will direct more attention to performing well and less effort to learning, product oriented, (Cron & Slocum, 2001, p. 629).

For the Goal theory to be valuable it is important to encourage participants to set goals relating to learning and experimenting, de-emphasise competition among trainees, create a community of learning and allowing trainees to make errors and learn from them and to experiment with new knowledge, skills and behaviours during training.

In Erasmus participants displayed the level of goal orientation because their goal was to build a bridge, both the learning and performance orientation traits were at play because as the skills to build a bridge was new to them, a community of learning was created, mistakes were made in the process and they learnt from it, there was no competition as they had a shared vision and objective, they experimented with new knowledge and eventually their performance was outstanding and paid off.

The fourth theory that is of interest is the need theory. Need theories suggest that to motivate learning, trainers should identify trainees' needs and communicate how a training programme content relates to fulfilling those needs (Maslow, 1943, p.370). If participants feel that certain basic needs of theirs are not met, they are unlikely to be motivated to learn. Another implication of need theory relates to providing employees with a choice of training programmes to attend. Giving employees a choice of which training course to attend can increase their motivation to learn. This is because trainees are able to choose programs that best match their needs. In Erasmus we carried out a skilled audit, to determine areas of training required with the participation of the participants.

Needs theories help to explain the value that a person places on certain outcomes. Maslow (1943, p. 396) explains that a need as a deficiency that a person is experiencing at any point in time, motivates a person to behave in a manner to satisfy the deficiency. A well-known advocate for a need theory is Maslow and Alderfer who focused on physiological needs, related needs, and growth needs such as self-esteem, self-actualisation (McClelland, 1978, p.201). Maslow's hierarchy is typically represented as comprising five levels (physiological, safety and security, social, esteem-both self-esteem and the esteem of others – and self-actualisation). These are conative needs. Those that are relevant to training are called cognitive needs as they involve the desire to know, to solve mysteries, to understand and to be curious. Both Maslow and Alderfer believed that people start by trying to satisfy needs at the lowest level, then progress up the hierarchy as their lower-level needs are satisfied.

The applicability of the need theory in the CWP is that the programme aims to address basic needs of the community as it meant for the poorest of the poor. Training provided to participants is chosen by them as it relates to the type of work that they do. The wages that they receive are enough to satisfy their conative needs but as their basic needs are satisfied and

developing more, the participants are encouraged to exit the programme and graduate into more high paying jobs and give others who are less fortunate an opportunity to start from the bottom and try to satisfy basic needs in terms of their hierarchy.

The final theory that this proposal looks at is the human capital theory. This theory will be looked at in greater length later on as it the one that is best suited to link the theoretical framework with the overall topic objective. For the purpose of this section now, human capital theory as defined by Simkovic Michael (pg 527, 2013) is the stock of competencies, knowledge, social and personality attributes, including creativity, cognitive abilities, embodied in the ability to perform labour so as to produce economic value. He views it as an aggregate economic view of the human being acting within economies, which is an attempt to capture the social, biological, cultural and psychological complexity as they interact in explicit and/or economic transactions.

2.9 ASSESSING SKILLS TRAINING IN CWP.

In assessing skills training, firstly, key performance areas of the programme will be identified as well key indicators and key outputs. It has been almost five years since the programme has been running. Though the aim of the programme is for participants to exit the programme once they are skilled enough to do so, some of the participants are still in the programme while others have been promoted from unskilled participants to skilled participants. The research will look into the role of the skills training in enhancing some of the participants' promotion from unskilled to skilled labour. Some participants have graduated from the programme to become the Implementing Agents in the programme, others have positioned themselves to become service providers for the programme, while others have literally exited the programme through absorption into the public service, for example those who were doing (Early Childhood Development) ECD have now joined the education profession as teachers, some have progressed from Home Based Care workers (HBC) to become health care workers in the primary health care clinics, in the while others have managed to find work in the private sector e.g as electricians and others managed to established small businesses. Those that are still in the same position as they were 5 years ago will also be interviewed to assess how the training

programmes impacted on them. All these categories of people will be assessed to find out if the skills development training offered assist the programme in meeting its objectives.

2.10 KEY CONCEPTS DEFINING SKILLS TRAINING AND DEVELOPMENT

The training objective in the CWP programme is to create and produce capacitated cadres of participants who will be able to find better job opportunities as a result of skilled acquired in the programme. Equally important is to produce entrepreneurs who will be able to create jobs and create more job opportunities for other people to benefit. The latter objective is more encouraged and only the research results will reveal whether the training programmes as espoused by the programme custodians and management are living to its expectations. Equally important is for the programme implementers and beneficiaries on the ground especially through the Local Reference Committees to go out of their way in identifying beneficiaries who share the same vision and commitment of the programme pioneers. Petty et Al (2012, pg. 5) advises that "passion and commitment are key success factors for any entrepreneurial venture". They define an entrepreneur as a person who relentlessly pursues an opportunity, in either a new or an existing enterprise, and creating value while assuming both the risk and the reward for his or her efforts (2012, pg. 6).

How big or small a business should be, is determined by an entrepreneurial spirit and hunger from a person. In the context of the type of entrepreneur to be produced from CWP training and development, the focus is small business with the hope that it will grow to become big as time goes obviously with unrelenting effort from the potential entrepreneur and support from the programme and other partners. The goal of training is to teach employees new knowledge, skills, and behaviours that will lead, in turn, to improved job performance. Training is more than just learning, it is about putting it to use, argues Petty et Al (2012, pg. 590). If this context of providing training is anything to go by then, it becomes important for government training programmes like the CWP to also offer Entrepreneurial opportunity for its participants. That will opportunity will be beneficial both for the participants and the programme's custodians because that would mean an economically attractive and timely opportunity that creates value for both prospective participants and the programmes' owners. It involves much more than merely having a good idea about how participants can be trained or how training can be

provided. However research conducted by Petty et Al (2012, pg. 571) indicate that only 10 to 40 percent of the training provided to employees each year is ever actually applied on the job. In other words, the lion's share of the much financial resources that organisations spend on training each year is simply wasted argues Petty Et Al (2012, pg. 578).

Training and development programmes can be separated into two basic components. Employee training refers to planned efforts to help workers master the knowledge, skills, and behaviours that they need to perform the duties for which they were hired. In contrast, management development is more focused on preparing employees for future roles in business and emphasizes the formal education, job experiences, relationship formation, and performance assessment necessary to reach long –term career goals and fulfil managerial potential. If an employer fails to provide training, a new employee must learn by trial and error, which usually leads to a waste of time, materials, and money – and sometimes alienates customers.

Due to constant changes in products technology and policies, and procedures in the world of business, continual training often is necessary to update knowledge and skills – in firms of all sizes. Only with such training can employees meet the changing demands being placed on them. Alternatively orientation can be offered to new employees thus taking steps to help the newcomer adjust in a new environment which will minimize her or his uneasiness in the new setting. This can be done through informal methods e,g. others might be structured or formalised through policies and procedures. Written description of company practices and procedures.

Petty et al (2012, pg. 594) advises providing training with a view to improve quality. In this context, employee training becomes an integral part of comprehensive quality management programmes. It is important to remember that quality management also focuses on human performance and not only on machines, materials and process and measurements. Petty et Al advises (2012, pg. 597) that for any meaningful training to occur, training programs must be designed to promote high-quality workmanship. In other words, a well-planned training program will begin on the first day on the job, and it will be multi-dimensional. For starters you should clearly define what quality means in your company and explain how it is measured. But it will also help to describe some of the company's past problems, outline corrective actions that were taken, and summarise how it is currently reaching its quality goals.

In the words of the authors Petty et Al (2012) "[You should] train workers to see the connection between their actions and more broadly their work ethic, and the company's overall performance. By tying individual behaviour to an overall system of work, and then showing where that system can on occasion break down, you will be giving workers the information they need to be good stewards of your business".

Training for quality performance is to a considerable extent, part of the ongoing supervisory role of all managers. In addition, special classes and seminars can be used to teach employees about the importance of quality control and ways in which to produce high-quality work. On the job training, through job descriptions and job specifications, to help identify abilities or skills required for particular jobs. Effective training programmes can further be enhanced by encouraging employees through sharing of learning among its employees. Reporting back to employees after every learning opportunity or seminar.

Petty et Al (2012, pg. 595) also advocates for job instruction training as another type of effective on the job training approach. It is a systematic step-by-step method for on the job training for non-managerial employees that prepares them on operations of the company and helps them to boost high performance and is followed up based. This type of training can be beneficial to CWP participants as most of the beneficiaries as alluded in the background are labourers. Petty (2012, pg. 596) suggest that to get a better return on training and development spending, one should create a workplace environment that encourages people to use that training once they are back on the job. They following has been adapted to show how it can be accomplished.

Put it on paper. People are more likely to do what they write down – development of a personal action plan for implementing the training they receive. Such training requires its training participants to spell out what they will do to apply the concepts they have learnt and when. They also are asked to describe the results they expect, how those results will be measured, and when they expect to see them. Finally they must identify the assistance needed to implement their plan.

Measure results. Employees will be more like to put training to use if they know their performance will be assessed in light of the new concepts learned. Companies can do this my measuring skills addressed in the training or by assessing the productivity improvement of work groups.

Get peers to help. Many writers and commentators have from their vast and rich experience always preached that research has found that peer support had the greatest impact on the effective translation of training to workplace application. When trainees get together to discuss the use of training concepts, they are more inspired to give them a try.

Involve supportive superiors. Management involvement increases the odds that trainees will use what they learn. When supervisors meet with trainees, they can communicate expectations, promote focus on concepts, provide encouragement, and eliminate obstacles that can block success.

Provide access to experts. Companies can assist their employees with their action plans by helping to fill in gaps in their understanding. Lingering questions can be answered by providing access to reference materials, additional information on training topics, and experts within the company or from outside sources. Employees who have follow-up meetings with instructors are more likely to apply their training. Petty et Al (2012) concludes on this section by recommending the importance of development and the need for development, plan for development, time table for development, and employee counselling.

On the other hand Scott Shane (2005,pg 1), in his introductory remarks sees entrepreneurship as an important policy issue that could start with policy makers especially on government supported entrepreneurship. He argues that entrepreneurship is often seen by policy makers as a key for enhancing economic development, particularly in regions where entrepreneurial activity was once vibrant and is now lagging. To policy makers entrepreneurship is a good solution because it provides a relatively non-controversial way to increase the proverbial pie, creating jobs and enhancing per capita income growth. Therefore government officials frequently search for mechanisms to enhance entrepreneurial activity in their regions whether those mechanisms are tax policies, financing subsidies or other tools.

Using universities to enhance regional economic development through education, offering training to entities is the way to support the vision of policy makers argues Shane (2005, pg. 5). “Using universities to attract and train women and minority entrepreneurs who would otherwise not settle in a region” (Shane, 2005). He talks about searching for policy levers in universities to enhance economic activity.

Shane (2005) basically is an advocate for public/private partnerships. He terms it government –university-industry Research & Development partnerships or strategic research partnerships. This includes partnerships between government and universities. The partnerships extend across a spectrum of research and development activities, ranging from support of basic research to commercialization of university-based research; allowing for the participation of small and large firms; he says the threads binding the above programs together is that they each involve governmental efforts more closely and effectively to link universities and firms in the performance and transfer of academic R & D. these programs are intended to exploit, leverage or reap the economic benefits of academic R&D and of the public sector’s investment in supporting these activities.

The emergence and upsurge in academic entrepreneurship with more colleges and universities currently offering some form of entrepreneurship training, according to the Kaufmann Foundation – reflects a contemporary belief in the economic importance of firm formation and innovativeness as well, obviously, as that the skills necessary to overcome the technical, managerial and financial risks associated with new businesses can be taught (Feller, 2005, pg11).

Although variation in objectives, curriculum and student populations involved in academic entrepreneurship programmes can be expected given their large number, the programmes that are of relevance here are those that seek to bridge knowledge gaps between the technological and business compartments of faculty and student interests and skills. The major thrust of these programmes appears to be to the cross-training of students from business with those from engineering, life sciences and the physical sciences, so that each group has the skills necessary to commercialise a proto-invention that may have emerged from the student’s own research as well as inculcating a spirit of entrepreneurship among students by exposing them to ‘ real-life’ success stories and inserting them into networks of funding and technical support services, thus increasing the likelihood that the student will participate in the formation of a new firm

rather than seek employment in an existing firm. Or to adopt a framework offered by Baumol, these programmes may help the entrepreneur with innovative propensities to overcome lack of types of rather elementary knowledge that are particularly critical successful and innovative firms, such as guidance on different sources of funding (Stanley & Helper, 2005pg, pg 65).

Dimanescu and Bodkin, writing in 1986 (pg. 30), observed that the 1980s might be called America's R&D consortia years. Collaborative research agreements between industry, government and universities proliferated (1986, pg. 31).

The federal and state governments in the United States have long partnered with universities to promote economic development through entrepreneurship. In fact, even the land grant system that led to the formation of many American universities is, itself, based on the idea that universities should be established so as to create knowledge that entrepreneurs could use to improve local agriculture and manufacturing (Golub, 2003 & Rosenberg and Nelson,1994, pg. 34). The authors call it the, university spin offs to enhance economic development.

University spin off are some of America's best known technology companies e.g Hewlett Packard and Yahoo1. The creation and growth of new companies to exploit university technology enhances economic development. University spins off appear to have valuable job creating capabilities. From 1980 to 1999, American university spin offs were estimated to have generated 280 000. How about CWP spin offs. This happened in the UK as well, as espoused by Charles & Conway (2001, pg. 25) they report similarly strong job creation properties of university spin-offs not only restricted in the US. The multiplier effect of university spin offs must also not be overlooked, (Charles & Conway, 2001, pg. 35). Effectiveness of government policies is encouraging economic development.

Funding of academic research, provision of property rights for academic inventions; the Baydole- Act check it out; direct mechanisms to support development of spins offs e.g incubators; programs to reduce financing shortages in the early stage of technological development; policies to encourage movement of technically trained academics between the academic and private sectors.

Meyer & Babb (2005) wrote in their foreword that one of the key obstacles to the economic growth and social equity required of this country (South Africa) is the lack of skills while one of the strengths of many of our international competitors is the availability of skills at the middle level of the economy. They lament that absence of blacks and woman with skills exacerbate the situation

Lower end of the continuum, rural dwellers, youth and women. This people are relatively unemployable, it is in this sector that poverty and the need to survive are the greatest challenges.

Learnership is one of the vehicle for skills development, for it has contributed to addressing some of the key challenges of skills development within South Africa. These success ought to be celebrated. Those trapped in the poverty cycle to escape is through the provision of social and economically relevant skills/. The importance of identifying bureaucratic obstacles and replacing them with responsive, innovative and relevant skills development systems. Mayor and Babb (2005, pg.1) advocates for Systems approach to skills development.

What are the critical factors which are required for the attraction, retention and development of key skills in South Africa? The highest growth industries currently according to Statistics SA are construction and trade which largely provide temporary or contract opportunities for employment. Other sectors with opportunity for growth are financial services and telecommunications, which do not necessarily provide employment opportunities, and the skills required are often at a high level.

Unemployment Rate in South Africa decreased to 25.40 percent in the third quarter of 2014 from 25.50 percent in the second quarter of 2014. Unemployment Rate in South Africa averaged 25.27 Percent from 2000 until 2014, reaching an all-time high of 31.20 Percent in the first quarter of 2003 and a record low of 21.50 Percent in the fourth quarter of 2008. Unemployment Rate in South Africa is reported by the Statistics South Africa.

***Figure 4*: unemployment trends**



So not only is there an impact on employment, but also on the type of skills and human capital required across the sectors. There is a mismatch between the competence required and that which is currently available. The question is whether the learnerships and the apprenticeships are providing sufficient technical and critical sectoral skills?

What type of skills will be required in future, unfortunately the research cannot answer this question as it will be beyond its scope, rather our research should answer whether the type of training currently provided especially in the last years was sufficient enough to provide the programme participants with skills good enough to ensure that they participate meaningfully in the economy. The implementation of the CWP was based on studies conducted in the early 2000s that suggested then that there was a high shortage of artisans to deal with expansion. A lot of massive infrastructure programmes were in the pipeline such as the constructions of the World Cup Stadia and the requirements for upgrade our electricity supplies. The current electricity crisis vindicates a research by Meyer & Babb (2005, pg. 3) whose research clearly indicated that massive upgrades of electricity and transport infrastructure would be required by the turn of the decade beginning earlier than 2010.

The National Skills development strategy for 2005 to 2009, identified five key focus areas on trends associated with the type and level of skill labour could supply relative to the demand and identified targets and beneficiaries accordingly as follows: Prioritising critical skills for

growth and development; Stimulating quality training for all in the workplace; Promoting employability and sustainable livelihoods through skills development; Assisting new entrants to the labour market and self-employment; and Improving the quality and relevance of skills.

In support of the skills development strategy Meyer and Babb (2005) helped in crafting the future scenarios and they characterised them as follows:

Figure 5: **The Four scenarios**

Scenario	**Characteristics**
Dead End	Kleptocracy, greed, corruption, self-serving leadership, rampant individualism
Slow Puncture	Incremental changes, conservative leadership, beating the same path. Declining economy
Sharp Right Turn	Strong leadership focused on economic growth, elitist, growing inequality. Significant divide between economically advantaged and disadvantaged
All Aboard the Dual Carriageway	Focus on both economic growth and sustainable development. Bold, decisive leadership, empowered, self-sustaining communities. New economic growth, engendering values of Ubuntu, solidarity, self-reliance, participation, cooperation

These future scenarios were adapted from the African Leadership Institute in collaboration with the UNDP and the University of the Western Cape, using 2020 as the time horizon.

The above scenarios follows on the footsteps of the Dinokeng scenarios crafted immediately after the demographic dispensation in 1994, though those scenarios then forecasted on a future based on governance and democracy this post ones their forecast was more influenced by an economic imperative therefore having its pillars on skills development. The question that needs to be asked in respect of skills development is: what skills are required to support the emergence of the Dual Carriageway Scenario and how can the skills development system provide those skills argued Meyer & Babb (2005, pg5).

The answer to the question above lies in the development of the National Development Plan (NDP) which comes hot on the heels of the four scenarios. What does the NDP say about skills development through training and capacity development?

Let us re-fresh ourselves on the goals of the NDP in order to put a proper context, the relationship between what has been practiced in the development programmes of government, CPW in our research context and the future of skills training going forward as contained in government's development plan.

The NDP is government's development about the future of this country, this a 2030 vision that offers a long term development perspective of a defined desired destination and identifies the role that different role plays can play in attaining that goal, as a long term strategic plan, it serves four broad objectives:

Providing overarching goals for what needs to be achieved; building consensus on the key obstacles in achieving those goals (clearly inadequate skills being one of them), and what needs to be done to overcome those obstacles; providing a long term strategic framework within which more detailed planning can take place in order to advance the long term goals set out in the NDP; and creating a basis for making choices about how best to use limited resources.

The NDP aimed to eliminate income poverty – reduce the proportion of households with a monthly income of below R419 (US$42.2) a person (in 2009 prices) from 39% to 0%; and reduce inequality – the Gini coefficient should fall from 0.69 to 0.6.

This is what was said in the NDP will be achieved by 2030:

- Increasing employment from 13-million in 2010 to 24-million in 2030;
- Raising per capita income from R50 000 ($5 000) in 2010 to R120 000 ($12 100) by 2030;
- Increasing the share of national income of the bottom 40% from 6% to 10%;
- Establishing a competitive base of infrastructure, human resources and regulatory frameworks;
- Ensuring that skilled, technical, professional and managerial posts better reflect the country's racial, gender and disability makeup;
- Broadening ownership of assets to historically disadvantaged groups;
- Increasing the quality of education so that all children have at least two years of preschool education and all children in Grade 3 can read and write

This objectives and goals were adapted from www.sanews.gov.za, February 2013.

In contributing towards skills development and empowerment programmes, the NDP proposes the following:Strengthen youth service programmes and introducing new community-based programmes to offer young people life skills training, entrepreneurship training and opportunities to participate in community development programmes;

- Strengthen and expand the number of further education and training (FET) colleges to increase the participation rate to 25%;
- Increase the graduation rate of FET colleges to 75%;
- Provide full-funding assistance covering tuition, books, accommodation and living allowance to students from poor families;
- Develop community safety centres to prevent crime and include youth in these initiatives;
- A tax incentive to employers to reduce the initial cost of hiring young labour-market entrants;
- A subsidy to the placement sector to identify, prepare and place matric graduates into work, to be paid upon successful placement;
- Expand learnerships and make training vouchers directly available to job seekers;
- A formalised graduate recruitment scheme for the public service to attract highly skilled people; and,
- Expand the role of state-owned enterprises in training artisans and technical professionals.

Having touched on the development blue print it becomes imperative that an overarching strategy and alignment of policy and systems in respect of skills development becomes is one of the essential prerequisites for effective attraction, development and retention of the skills which are relevant to the economy. Alignment of key ministries in the skills development sector becomes critical and important. Meyer &Babb (2005, pg 8) raises three areas of concern that are apparent in the educational system. First, the lack of educational management skills is severely constraining the effectiveness of many schools. Secondly, the Further Education and Training System, in particular the “college” sector, is in many ways grossly ineffective. Finally, the South African Qualifications system has become a bureaucratic nightmare. They suggest the importation of skills that the economy requires where these are clearly not available in the country.

They clearly outline a critical role they think government can play in ensuring a level ground for skills training and development to flourish. The role of government is to lay down policy, to provide a systemic framework for skills development and to ensure that institutions produce people with the necessary generic skills, it is the private sector which will need to identify and build the skills the economy requires (Meyer & Babb, 2005, pg 10). They caution that many organisations adopt a minimalist approach to skills development. Such organisations take a short-term view and only train for short term requirements or to meet requirements to get their skills development levies back. Such organisations contribute to an unsustainable economy.

The key outcomes that the system need to deliver in Skills development system as coming out from the future scenarios discussed above and the NDP lies in the following observation: The desired future encompassed a system that facilitates the development of learners from schooling level so that they are able to achieve higher levels of learning, as well as the development of workplace readiness skills and the critical or scarce skills required across sectors. The relevance of skills stood out as a key factor in the desired future state, relevance not only to employment within a sector, but also relevance to self-employment and small-business development. The notion of targeting the youth and facilitating flexible learning pathways is clearly a need that must be met if the country's diverse skills needs of the future are to be satisfied (Meyer & Babb, 2005, pg 13). The main themes that emerge were: governance and structures; quality and provision; content and relevance.

On the job learning or training is one of the most effective ways of providing skills develop employees. However the for on the job learning to be successful, advises Meyer & Babb(2005, pg 23), it must be structured, outcome based and challenging. They say it should structure so as to ensure that the required learning domains are covered; it should be outcome based to ensure that learning actually occurs and that the progression from one phase to the next is based on learning progress rather than to be a time-bound programme.

Experiential learning is one other effective and efficient method of imparting skills development in the work place. Meyer & Babb (2005, pg.19) define experiential learning as the method that is concerned with the role of experience, teaching and learning in human relations and social structures. The approach is mostly reflective in nature, and provide a basis for critical reflection on practice, it has a way of challenging 'accepted beliefs', goals and methods and inviting us to re-examine our concepts and attempts to empower. Experiential

learning was an idea whose time came at a point of demographic, social and economic changes which made 'rational' partnerships between learners, educators, employers and governments more inevitable than they would otherwise have been Meyer & Babb (2005) reminds us.

Griffin & Mulligan (1992, pg. 44) puts experiential learning in a refreshing perspectives when they say, for a learner to be able to learn from his/her own rich resource of experience s/he needs to develop skills of inquiry which will enable her/him to reinterpret and appropriate this experience. The making sense of experience is a major task for adult educators, and was what Freire called critical reflection. A methodology which encompasses this critical reflection and enables the learner to make sense of and learn from his/her experience is 'experiential learning'. They conclude the elaboration of experiential learning as a process in which an experience is reflected upon and then translated into concepts which in turn become guidelines for new experiences.

As we conclude on the literature review governing this research topic, let us reflect on our choice of theoretical framework that we alluded earlier on in the beginning of the this literature review. We identified five theories that talks to skills development in the context of CWP, namely reinforcement theory, social learning theory, goal theory, need theory and human capital theory. The human capital development theory was chosen as the theory that is best suited to the theoretical framework of our research topic in the context of CWP.

Adams and Johanson (2004,pg 15) define Human Capital Development simply as a process that improves an individual's knowledge and skills, and bringing productivity in the home, community, or workplace. Simkovic (2013, pg 527 described it as the stock of competencies knowledge , social and personality attributes, including creativity, cognitive abilities, embodied in the ability to perform labour so as to produce economic value. He concludes by saying that many theories explicitly connect investment in human capital development to education, and the role of human capital in economic development, productivity growth, and innovation has frequently been cited as a justification for government subsidies for education and job skills training, as is the case with the Community Work Programme where the department of cooperative governance is not only subsidizing but giving participants free skills training in an effort to improve skills and bolster productivity.

The human capital theory is more concerned with a measure of the economic value of an employee's skill set. This measure builds on the basic production input of labour measure where all labour is thought to be equal. The concept of human capital recognises that not all labour is equal and that the quality of employees can be improved by investing in them. The education, experience and abilities of an employee have an economic value for employers and for the economy as a whole (Mock, 1998 pg.348).Economist Theodore Schultz (1960, pg127) invented the term in the 1960s to reflect the value of human capacities. He believed human capital was like any other type of capital; it could be invested in through education, training and enhanced benefits that will lead to an improvement in the quality and level of production.

The theory presupposes that investment in human capital exerts in the labour force the skill base indispensable for economic growth. Human capital arises out of any activity able to raise individual worker productivity. Workers making the investment decisions compare the attractiveness of alternative future income and consumption streams, some of which offer enhanced future income, in exchange for higher present training costs and deferred consumption (Ryder et Al, 2000, p.201).

However critics of this theory such as Stevens (1999, 230) point to the difficulty of measuring key concepts, including future income and the central idea of human capital itself. Not all investments in education guarantee an advance in productivity as judged by employers or the market. There is the problem of measuring both worker productivity and the future income attached to career openings (Strober, 1990, pg 214). In the Marxist renaissance of the 1960s, it was attacked for legitimating bourgeois individualism, especially in the United States of America where the theory originated and flourished (Braverman, 1974.pg 9).

The CWP is largely based on the human capital theory in that participants are encouraged to invest in their skills development programme. The Department of Cooperative Governance (Programme Custodian) has established a dedicated unit with training budget for all participants in the programme. The department has conducted a skill audit on all participants in the programme. All participants are encouraged to identify training requirements commensurate with their specific vocation and trade interest. Training is offered and once skilled, the productivity of the participant increases in the programme. The trained and skilled participant is encouraged to exit the programme. Exiting the programme means the participant is skilled enough to can establish his or her own company thereby employing more people and

alleviate unemployment. The skilled participant can also apply for a better paying job in the private sector. The skilled participant can also apply for a job in the public service or be recommended for promotion or absorption into the public service, subject to due process, after having demonstrated that the training investment has yielded positive results that rendering him or her competent to enter the formal mainstream job sectors.

In the context of this research, the human capital theory will assist in identifying skills development training benefits that have accrued to participants over the years from 2010 to 2013. The theory will lay a basis for evaluating the impact of skills development training on community work programme for participants in all sites that could be a subject of research for the future.

The images below depicts the model behind the human capital theory:

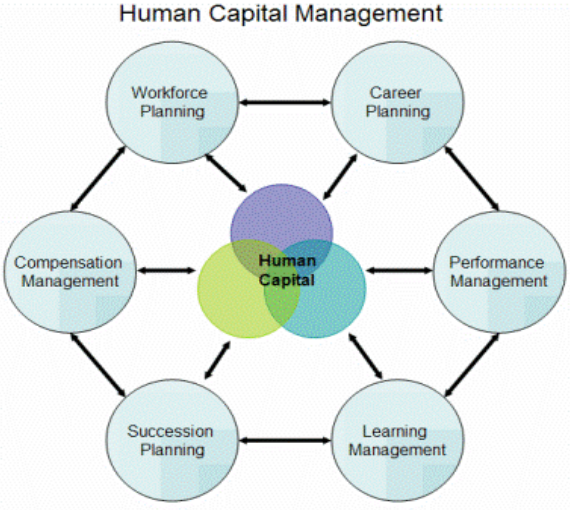
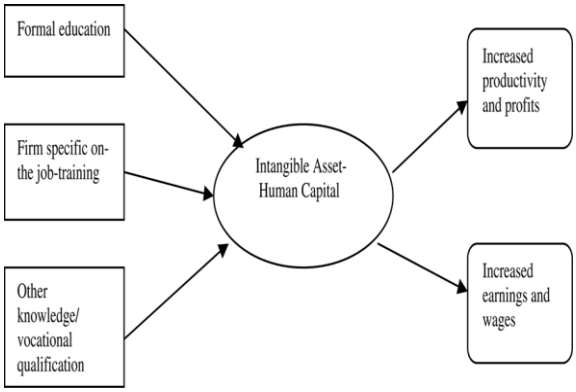


Figure 5: Human capital Management Model



Fig***ure 6: Human Capital Theory and Benefit-Cost Analysis***



Figure 7: Human capital business diagram management strategy

Fig 5- 7 models adapted from the Human Capital Management Strategy by Armstrong R and Baron A (2007): Achieving Added Value Through People.

The human capital theory moves from the premise that says improving the knowledge and skills of workers is expected to increase an economy's output of goods and services and contribute to economic development. Education and training are a form of investment. For the individual, the economic returns on this investment accrue in the form of increased earnings. For companies, the economic returns are seized through gains in productivity and profits. For an economy, the returns are found in the expanded output of goods and services and economic growth.

Adams & Johanson (2004, pg. 16) educate us that development of human capital not only leads to higher worker productivity but also facilitates the absorption of workers into the economy and improves their job mobility (ability to move into more productive jobs and sectors). The above statement captures what is at the heart of the Community Work Programme when training and development was introduced as a key and integral part of the programme. Investment in human capital also enhances business and technological innovation by improving the capacity of workers to apply and adapt existing knowledge and processes as well make new discoveries (Adams & Johanson, 2004, pg 16).

The authors puts a succinct conclusion for us about this theoretical framework when they say that, human capital is a critical input to determining the efficiency with which capital investments are utilised and production is carried out. Human capital accumulation is even more important than physical capital accumulation. Weak human capital in the form of

generally low levels of educational attainment can constrain the ability of workers to acquire new skills as markets change and thus slow both investment and market adjustments to new technology (Adams & Johanson, 2004, pg. 17).

2.11 CONCLUSION.

In conclusion, a well-recognised and supported model of skills training in South Africa that is tied to building practical skills, will go a long way in empowering young people, and creating employment that will alleviate poverty. This study intends to add to what is or may be already known regarding the skills development in the Community Work Programme's block release and project based training programme between 2010 and 2014. The recommendations generated will also increase knowledge about skills training in South Africa.

CHAPTER THREE

RESEARCH METHODOLOGY AND DATA COLLECTION

3.1 RESEARCH APPROACH

The nature of this study compels a qualitative research methodology approach due to the qualitative nature of the data analysis needed. Bryman (2012, pg 35) contrasts qualitative research from quantitative research by construing it as a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data. Bryman (2012) is shying away from giving a concrete and straight forward definition of what qualitative research is except by contrasts and comparison to other research methodologies such as quantitative strategy. This type of angle does not help our research in defining what a qualitative research is. On the other hand Maree (2010,pg 51) defines qualitative research as "a research methodology that is concerned with understanding the processes and the social and cultural contexts which underlie various behavioural patterns and is mostly concerned with exploring the "why" questions of research". Holloway & Wheeler (1996) unpacks the definition further by stating that qualitative research typically studies people or systems by interacting with and observing the participants in their natural environment (in situ) and focusing on their meanings and interpretations. Maree (2010, pg. 51) adds that the emphasis is on the quality and the depth of information and not as in quantitative research.

While deciding on the methods to use in this research, one was tempted to use a mixed methodology approach as suggested by Creswell, 1999; Onwuegbuzie, 2004; and Tashakkori & Teddie, 1998, because of the nature of this research but was dissuaded by Lee (1991: 87) who argued that quantitative and qualitative research are two different research approaches based on different paradigms and different assumptions about ontology and epistemology. In other words these research approaches are seeing and interpreting the world through different eyes.

One can therefore safely say that the choice of qualitative research approach for this research study was informed by the understanding that qualitative research focuses on describing and understanding phenomena within the naturally occurring context with the intention of

developing an understanding of the meaning imparted by the respondents – seeing through the eyes of the participants- so that the phenomena can be described in terms of the meaning that they have for the participants, which is exactly what the research approach on our choice of topic was all about.

As a qualitative researcher in this research, one believes that the world is made up of one's own assumptions, intentions, attitudes, beliefs and values and that the way of knowing this reality is by exploring the experiences of the CWP participants and the Custodians of the programme in an attempt to see how they have constructed this reality, a view shared by Maree (2010, pg 55). As a result, the stories, experiences and voices of the programme participants, our respondents in this instance, were the medium through which we explored and understood their reality. Applied research will in this instance be used because the outcomes of the research could assist in the further development of effective policies guiding the Community Work Programme especially as far as skills training and development of training courses and curriculum tailor-made for specific vocation that the programme participants are interested in is concerned using a case study design.

A case study research design was used because Erasmus site is in a bounded context and so are the other two sites in the City of Jo'burg Metro, Region F and G. These case study can provide a rich picture that could potentially become a prototype for learning, the informed reader, in this case the department of cooperative governance's community work programme unit may determine what is useful to take away when holistically analysed. Bryman (2012, pg. 67) associates case study with a location such as a community or organisation, an emphasis he says is a setting and while a helpful definition of a case study is that by Maree (2010, 75pg) who quoting from Bromely (1990, pg 302) defines a case study research as a " systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest". Yin (1984, pg. 23) sees a case study research method as an empirical inquiry that investigates a contemporary phenomenon and context are not clearly evident and in which multiple sources of evidence are used. A very useful description is by Maree (2010, pg. 75) who says from an interpretivist perspective, the typical characteristic of case studies is that they strive towards a comprehensive or holistic understanding of how participants relate and interact with each other in a specific situation and how they make meaning of a phenomenon under

study. The latter explanation largely captures the essence of why a case study approach was selected as a preferred research design method for our research design study.

A triangulation data validation method was used to observe and understand the research from different viewpoints and angles, in this case the views were generated from CWP management as the custodian of the programme; the sector departments as key stakeholders and, and the programme participants as beneficiaries of the programme (current and former participants of CWP). Data triangulation was used during the interview process to ensure that people with different status and positions within the CWP realm and different points of views were considered.

The unit of analysis were the individuals, the programme itself, and groups within the CWP.

3.2 SAMPLING STRATEGY

In conducting this study, the target population was defined as all youth between 18 and 35 years (inclusive) participating on the programme in Erasmus, and the other two other sites (City of Jo'burg Sites, Region F and Region G) in the Gauteng Province targeting those who have undergone at least one (1) skills training course through the Community Work Programme. At least not less than 300 participants minimum were selected for the study.

Non probability and purposive/ purposeful sampling was used because the selected sites are rich in participants having undergone training, there are lot of youths, the participants are quite vocal about the programme and they are all very committed and very participative in the programme's activities and as a result a great deal was learnt about the issues key pertaining to addressing the objectives of the research. It is also important to remind the reader that as indicated above three areas (three CWP sites) in the Gauteng Province were sampled and with CWP participants within each of those sites. There was two levels of sampling, i.e, context and then participants.

In sampling the CWP context, the research selected 3 contrasting CWP sites in and around the Gauteng CWP sites. These areas were chosen to exemplify a case on its own because of the different kinds of social and economic mix. For example Erasmus as the main case study, represents a peri–urban area (mix of rural & urban set up) within Gauteng CWP; Region F represented a pure urban set-up; and while Region G represented a rural set-up within the

Gauteng Province. A common strategy for this sampling was for both heterogeneity (different social and economic mixes of the three areas) and homogeneity (all within Gauteng Province – and perhaps a common heritage).

When sampling CWP participants, the research sought to generate a sample within each CWP area that exemplified the population (programme participants) under consideration. The sampling frame was the participants' MIS (Management Information System) registers. The research sampled one in three of some sub sites within each CWP site and then arranged interviews with individuals and groups of not more than eight participants per group in sites. Not less than 300 participants were interviewed across the three sites using a semi-structured interview guide. This sampling strategy allowed the researcher to examine similarities and differences among interviewees within each site and between sites.

A convenience purposeful sampling type was employed as the sampling was be based on time, money, location and availability of the targeted unit of study; and also because it was available to the researcher since he is an employee of the custodian department. The purposeful sampling ensured that much was learned and indeed a lot was discovered, understood and much insight was gained about the CWP skill training programme.

3.3 DATA COLLECTION AND STRATEGY INSTRUMENTS

The data collection method used in this research was mainly the qualitative research interviews. The purpose of using this type of research interview as Bryman (2012, pg. 209) puts it, was to "elicit information by the interviewer from the interviewee." The approach was less structured and greater interest was placed in the interviewee's point of view. Thus rich detailed answers were found as Bryman (2012, pg. 470) has realised.

The type of interviews conducted were semi-structured. This was captured in the interview guide attached as Annexure 1 and the interviewees had a leeway as Bryman puts (2012, pg. 471) in terms of how they responded. A list of questions that served as a guide were prepared for each of the categories of the interviewees. The interview process was fairly flexible. Since this case study had some elements of multiple case study research (three sites), the semi-

structured approach was framed in such a manner that it allowed and ensured cross-case comparability.

In the CWP management and sector department categories, individual interviews were conducted and while in the category of programme beneficiaries, the participants, both individual and focus group interviews was conducted.

The primary purpose of employing focus group interviews was to select groups (typically 6-8) on the basis of common characteristics to obtain perceptions, opinions and attitudes on the skills training provided. A careful planning of data collection and management was important and setting up of an atmosphere of trust was very critical. Not more than six questions in the main were asked for the focus groups, however an allowance for sub-questions and probes was catered for. The focus groups stimulated participants to think beyond their own perceptions, and were encouraged to articulate their own opinions and engage with options and opinions presented by others.

All interviews for all the categories were be recorded and transcribed with the permission of the interviewees.

3.3.1 DOCUMENTATION

An extensive and a variety of source documentation was consulted. Amongst others, journals from the wits school of governance library were used. Most of the journals and books were on skills training and development, economic development and entrepreneurship. Online publications were consulted in a very small scale though.

Government publications on skills development and poverty alleviation programmes were consulted. A document that was highly important and critical in this study was the CWP Implementation Manual and Capacity Building Framework from COGTA, government gazettes and publications from the department of labour and education as well as publication sources from the various SETAs. It was also invaluable to glance though some unpublished worked and writing that proofed valuable such as cum laud thesis of students in the school of public and development management who did related work such as a thesis from N. Dlakavu,

on Exploration of Factors Affecting Enterprising Rural Women in Libode, Eastern Cape; Policy Management Capacity in Mpumalanga Department of Education, by D. Mahlangu; and Management Challenges Facing Secondary Principals in Soutpansberg West Circuit, by S. Tshigomana. Though one did not necessarily quote anything from this student thesis, they were helpful in terms looking into how they structured their work and provided some guidelines in that regard as well as giving one the much needed motivation of forging ahead in this important task of completing the research report. Just looking at the bounded complete work was enough motivation to work harder.

3.3.2 THE DATA COLLECTION PROCESS

There were eight primary groups of respondents that needed to be interviewed as part of the data collection exercise. The targeted respondent groups were: The CWP management unit representing the custodian department in COGTA; The CWP Implementing Agents' Gauteng Provincial Project Managers of those whose sites were selected for this study; The municipalities under which the targeted CPW programme sites fell; The affected local reference committees; The concerned CWP Site Management Managers; and the Erasmus and the City of Jo'burg's region F and G participants (the primary programme beneficiaries)

Formal letters requesting the various groups to be engaged and interviewed were prepared and sent via email, attached please see a sampled copy of one of the letters as Annexure 2. All targeted respondents responded positively to the request. Even though this formal requests were followed up by telephonic confirmations, in some of the respondents, interview dates and times had to be re-scheduled to accommodate them on last minute changes were made. In some cases as it will be seen when discussing the process individually, as researchers we had to delay the allocated time to ensure that those who had tight and adhoc engagements, we had to rese-schedules several times and this affected the delivery and deadlines of completing this research. However the actual interview process went seamless and most of correspondents were highly cooperative and supportive.

The process of interviewing the CWP management started with a set of key questions specifically prepared for CWP management (see Annexure 3). The first person to be interviewed in the CWP management was the head of the Programme, the CWP National Programme Manager. He is a very senior person in the department at the level of Deputy Director General. It was not easy finding time to do the interview let alone to sit with him and

do the actual interviewing. However the semi structured interview assisted a lot because one was able to broadly raise issues around the skills training perspectives, how it started and what the objectives were in relation to where the programme is now regarding the approach embarked upon then and what the future holds. The type of questioning assisted a lot because he responded in a very relaxed manner and was able to open up and own up on things that did not go well including unintended consequences on certain policy decisions. He was also able to give his view on how the programme could be improved under his leadership going forward. The details of these findings will form part of chapter four and five on findings, analysis and recommendations.

The second set of interviews in the CPW management echelons was done with the CWP Cluster heads. There are three cluster heads in the programme, who are at the level of a Chief Director. The CWP is divided into three clusters country wide combining three province into a cluster. Gauteng, Limpopo, and Mpumalanga is one cluster named GLM; and we have North West, Free-State, and Kwa- Zulu Natal named NFK representing the second Cluster; and finally the Eastern Cape, Northern Cape and Western Cape, named the Triple Cs. All heads of these clusters were put into one group with a set of unstructured questions (see Annexure 4). This group of cluster heads was joined a by a fourth person heading the Training and Development unit of the CWP, she too is a senior manager in the CWP unit. All these heads formed a focus group of four people and shared their different experiences in the respective provinces and clusters and their views on skills training and development. The Training and development head raised very interesting and pertinent issues affecting training development and shared with us about the training framework and strategy that has been developed to give more impetus and meaning to the training of CWP participants. The CWP training head works very closely with the cluster heads as they are the programme managers in all the provinces. The cluster heads give content and direction in terms of what is required on the ground, CWP sites, that affect the effective and efficient way of rolling out the programme to its key beneficiaries. Their views will be dealt with and analysed in more detailed in the relevant chapter four.

The second level of interviews was conducted with the programmes' implementing agents. The implementing agents are non-governmental organisations contracted by the department of cooperative governance to run the programme on the sites on behalf of the department as the programme custodian. They are often referred to as the foot soldiers of the programme. Most of them who have been with the programme since its inception and during the piloting phases, they contribute to the programme in more ways than just with the implementation. They assist

in shaping the policy direction of the programme because of their vast experiences. Through the challenges and opportunities that they see on the ground, they are able to advise the programme management in the department on how to best deal with issues and policy directives. I call them the chief advisers of the CPW. The CPW implementation manual describes them as non-profit entities appointed by COGTA – CWP to manage the Community Work Programme, excluding payments to participants. They are usually appointed on a contract basis for a fixed period.

Implementing Agents (IAs) are responsible for oversight of site during inception phase, and for the facilitation process during consultation with local stakeholders, with the support of the local municipality. IAs are also instrumental in establishing Local Reference Committees (LRCs) for the CWP. The LRCS are formed by representatives from the municipality, councillors, ward committee representatives, traditional leaders, respected figures from the community, representatives from local civil society organisations and sector department officials. IAs are also responsible for establishing and initiating the mechanisms through which the CWP consult the community on needs and priorities. They put perspective on behalf of government on how the programme's objectives relate to ward committee processes, and how alignment with the Integrated Development Planning (IDP) process is ensured by facilitating an information gathering exercise that identifies: local role-players and capacity that could be mobilised to assist in running the CWP at local level; and needs and opportunities in order to inform the CWP work plan.

Over and above the critical role that IAs play as outlined earlier, they are expected to put in place the institutional arrangements necessary to enable site establishment; and initiate CWP implementation. They are very critical in identifying and initiating training needed to enable effective CWP operations, in consultation with COGTA; they ensure that training plans and training programmes are developed, approved by the LRCs, and submitted to COGTA, every year by the 31 March, and reviewed quarterly; and facilitate and implement training programs.

As much as there are four appointed implementing agents in Gauteng to manage CWP, only 3 implementing agents managing the three selected sites became relevant. Their project managers and site managers formed a focus group of 6 people. A semi structured interview in a form of broad set of questions was prepared for them (see appendix 5). The agents and their

site managers shared their experiences in the context of appropriate training for participants, how it was done and how could be improved. The manner of questioning and probing allowed the group to share their rich information voluntarily, eagerly, and enthusiastically.

The third group involved the municipal champions comprising of heads of departments within the municipalities who are responsible for the CWP in their municipal jurisdiction. In Tshwane, CWP is located in the EPWP unit, and in Gauteng it is located in the social development department. The function of a municipality in the programme is described as follows in the implementation manual of the programme: Develop and adopt a council resolution on formal support of the CWP in the municipal area and the initiate the Local Reference Committee; Support and participate in the efforts of the Local Reference Committee to ensure effective and optimal functioning; Incorporate CWP into the relevant ward plans and the municipal IDPs; Monitor CWP and provide oversight; Support local partnership development for co-resourcing, and improve useful work outputs; Update indigent registers with a view to making them reliable, credible and current. (The indigent register should be one of the primary sources for selecting participant, *if credible*); and Ensure that councillors, ward committees and municipal officials participate in the LRC and the CWP.

The unit heads of those departments and their political heads, called MMCs (Members of Mayoral Council) formed a group 6 focus groups and their views were heard (see Annexure 6) and documented in terms of how the programme was run how it could be improved in the context of training and development. It will be seen later in the findings and analysis how interesting the municipalities' views are on the programme. Their views raises many interesting issues which could also form a basis of further scope of research as far as the three spheres of government are concerned on their inter independence and autonomies on powers and functions, and collaboration, the whole cooperative governance approach. But that's a potential topic for another research.

The fourth group of interview was with the Province of Gauteng's Department of Infrastructure Development. (See Annexure 7) The province has a very critical role to play in programme. The overall role of the province is planning, coordination and cooperative governance and it is described as follows from the CWP implementation manual: Developing a provincial roll out plan for the CWP, including site selection (prioritisation of municipalities); Establishing a provincial structure for coordination with other stakeholders (e.g. relevant provincial

departments), and programmes (e.g. Food Security and Nutrition Programme, Comprehensive Rural Development Programme, War on Poverty). However, Provinces may also include the CWP as a standing agenda item in an already established forum; Facilitating the establishment and functionality of Local Reference committees in Local Municipalities and community levels; Oversight and monitoring of site implementation through frequent visits and regular meetings; Facilitating co-funding arrangements and other resources for the expansion of the programme; Identifying and unblocking bottlenecks, where there are implementation challenges.

In this group, only three people in management echelons were interviewed; they are the chief director, the director and deputy director as well as their learnership students who comprised of a group of 6. The management of the programme in province is located in the Department of Infrastructure Development (DID) currently, unlike in other provinces were the sister department of CoGTA is responsible for coordination, the provincial CoGTAs. The situation is unique in Gauteng because it was felt that the programme could do well in DID a it also coordinates EPWP.The views of the province were important and critical because as EPWP they run many community oriented programmes and projects like the Sivuseni programme. They also do a lot learnerships and training programmes in the realm of EPWP. They have now launched a phase 3 of the programme and a new approach towards project based training.

Interviews were also held with the Local Reference Committees. Three local reference committees (LRC) were interviewed in each of their localities of the three sites (See annexure 8 for set of broad questions). Only the top three in local reference committees were interviewed largely because of their availability and importance in the running of the LRC. Local Reference Committees are community based development forums that are intended to support the CWP in the wards it is implemented in. The fact that many CWP projects straddle two or more wards in a municipality means that a single ward committee would not suffice in supporting the CWP. The Local Reference Committee is formally initiated through a Municipal Council Resolution that supports the CWP in its locality, and recognises that the local advisory structure for the CWP is the Local Reference Committee (LRC).

LRCs are advisory committees. They approve the site plan on a quarterly basis, link the CWP to the community, ensure that useful work benefits the community and generally provide local level oversight. LRCs also approve the method of selection of participants and oversee the

implementation thereof. The initiation of the LRC is through a municipal resolution that supports the CWP and recognises the LRC as a local CWP structure.

The last but certainly not the least group to engage and interview were the participants themselves. These are the core and key group of beneficiaries for CWP. These are the core groups whom these assessment is focusing on. CWP participants are made up of people from poor backgrounds, mostly women, the disabled, the unemployed and underemployed and the youth. It is the latter group that the assessment largely focused on from the three CWP regions in Gauteng, Erasmus in Tshwane, Region F and G in City of Jo'burg.

The CWP Implementation manual and guide does not say much about the targeted beneficiaries except somewhere in the key features of the programme where a mention is made about poor people being the main target of the programme, but there is no dedicated detailed chapter describing the actual type of people the programme is targeting except for the following adapted from the Implementation guide:

- The CWP provides access to a minimum level of regular work, on an ongoing and predictable basis, for those who need it most, at the local level. The CWP is designed as an employment safety net for participants, and not an employment solution; it provides a baseline in terms of income security and economic access and participation.

- Sites are primarily targeted in the poorest areas, where unemployment is high and permanent jobs are difficult to create or sustain.

- The CWP is meant to complement — and not to replace — the existing livelihood strategies of unemployed and underemployed people. It is intended to be an ongoing programme, with participants moving in and out of the programme as their needs change.

When engaging the sampled participants during the interview process, a questionnaire was prepared and distributed to all potential respondents who agreed to participate in the study (see Annexure 9 & 10 Respectively – questionnaire & focus group questions). The reason for using the questionnaire was to ensure objectivity of answers given without undue pressure from their fellow workers. One was mindful that since the target group were age from 18 years, some of them were not yet confident in expressing themselves freely in public and among peers, so the

questionnaire gave them some sense of privacy to be able to assert themselves in confided space. The idea was to get as many views as possible from participants. Over and above the questionnaire, focus groups of between six to eight participants was organised and a total of approximately 35 groups were interviewed and a sample of dominant and strong views on the study will emerge later on in the presentation of the findings. This was important to ensure reliability and validity of information obtained from the questionnaires.

However a total of 350 questionnaires was prepared and approximately 300 respondent positively. Participating respondents were taken through the questionnaire and it was ensured that each and every participant was familiar with the questions and understood what was being asked, and hopefully everybody responded from an informed point of view. For an opportunity was afforded to everyone participating to ask questions of clarity and to engage in any question they wanted to. The other 50 or so could not participate largely because in some cases my interview schedule did not correspond with their coming to work on those particular days because participants only work two days a week that became a limitation in itself. Only those participants whose work schedule fell on the days that I came to conduct the interviews were able to participate in the study. However almost all the coordinators participated actively because they work five days a week as supervisors and skilled workers, so they were available.

What follows next in this chapter are the attributes of how the research methodology assisted the research in realising its objectives at the backdrop of having outlined the data collection process with the affected participants.

3.4 DATA ANALYSIS

A qualitative analysis of collected data was performed. A grounded theory approach as a strategy for qualitative data analysis was used. This approach was augmented by coding and narrative analysis. Coding assisted the grounded theory in reviewing transcripts and filed notes as well as giving labels to the data portion that seemed to have theoretical significance.

In the data analysis stage the research hypothesis was put to the test through the substantive theory. Since this research was historical in approach meaning that it was based on assessing training skills between 2010 and 2014, memos as an aid to generation of concepts and

categories was useful when doing assessments which were time and period bound. Chapter 4 is specifically dedicated to present the analysis. This chapter is only dealing with the process.

3.5 DATA INTERPRETATION

A thematic analysis was helpful in interpreting the data as themes tended to emerge when conducting the assessments. From the thematic analysis, a framework emerged that eventually formed the basis upon which recommendations were generated based on the outcome of the research results. A matrix based approach was useful for the thematic analysis and interpretation. Full data interpretation results are contained in chapter 4.

A narrative analysis was unavoidable simply because the research was informed by a lifespan upon which the research focus was based and also because of accounts relating to episodes and to the interconnections between them as Bryman (2012,pg. 582) also alludes in his experience. A narrative account assisted in understanding the evolution of the programme from its inception and pilot stages up to its current maturity. Setting up narratives for all different categories in the research interviews became critical.

3.6 DATA QUALITY ASSURANCE

- Strategies to enhance internal and external validity such as triangulation, member check and researcher reflexivity were employed. In trying to curb and control bias - the sampling method was purposeful sampling, as it was based on availability of participants during the period of study. In this case, anyone had a chance to be picked. This eliminated any bias.
- Reliability, dependability, credibility and authenticity of the information researched and sourced was critical in this research. This was critical because the research findings might be used by the department of CoGTA to further improve the programme or to build upon when evaluations of the training programmes are conducted in the future.
- There were no ambiguity of question statements – prepared questions based on semi-structured interview were clear and simple enough for all of the participant to understand without prejudice. Any participant who did not understand a question received assistance from the researcher.

- Safe data storage – All hard and soft copies of the information collected is stored in a safe retrieval system to maintain confidentiality and prevent loss of data or data quality.

3.7 ASSUMPTIONS AND DEFINITIONS

The researcher assumed that at least 300 youths who participated in the skills training courses organised by the Community Work Programme were willing and participated without any coercion. This was further confirmed by the request from some participants who voluntarily wanted to write their names on the questionnaires even though a space for writing names was not provided to guarantee confidentiality of respondents.

3.8 LIMITATIONS OF THE STUDY

The following were the limitations of the study:

- Although this was an assessment study meant to provide objective information about the skills training programme, some of the statements in the questionnaire required subjective responses. This will be clearer as you study the research findings.

- The researched respondents have received the skills training through the Community Work Programme in different time periods between 2010 and 2014. The ability to respond to some of the statements on the questionnaire, especially when it related to effectiveness of the training, and how participants have used their skills training so far since their graduation, was affected in a small scale and varying degree, but without necessarily affecting the quality and authenticity of information received.

3.9 ETHICAL CONSIDERATIONS

3.9.1 Ensuring informed consent

The participants for the study all received the attached covering letter (as in Appendix 2) that explained the aims, objectives, and the extent of the participants' involvement in the study after they have provided informed consent. Also, participants were informed that they had the right to withdraw their participation at any level in the study process.

3.9.2 Ensuring no harm to the participants

Participation in this study did not expose the respondents to any known harm. The data collection process only included the participants completing a questionnaire and participating in the group focus interviews.

3.9.3 Ensuring confidentiality and anonymity.

The researcher kept the information and data collected safely, securely and in a way that protected the identities of the participants.

3.9.4 Ensuring permission to complete the study

Permission has been sought to conduct the study with the participants and from the National Programme Manager of CWP in the Custodian Department, COGTA (see Annexure 11 – signed letter).

CHAPTER 4

PRESENTATION OF RESEARCH DATA AND ANALYSIS OF RESEARCH INFORMATION.

4.1 INTRODUCTION

This chapter is the culmination of the whole research process as we get to find out and understand what the respondents had to say about the skills training provided in the CWP work by the custodian of the programme, CoGTA, through the Implementing Agents. As a recap, in our introductory chapter we said the purpose of carrying out this research was to assess skills training that was provided to the programme's participants using Erasmus CWP and two of City of Jo'burg's Region F and G CWP sites as a case study.

The CWP as a programme was supposed to identify categories of training to be provided to participants based on the type of 'useful work' carried out on sites. A useful work is defined as work that contributes to the public good, community good, or social services. Useful work has to be labour –intensive and aim for a minimum of 65% to 35% wages to non-wages costs ratio (CWP implementation manual, June 2013). The type of useful work is determined by the LRC in the community where the programme is being implemented. Useful work normally comprises of the following broad categories: Food security support; Informal settlement upgrading/urban renewal activities; Environmental programmes; Support to schools; Miscellaneous maintenance tasks; Home-based care and Auxiliary care services; and Rural road maintenance.

It is very important to note that categories of useful work are supposed to be complimented by a training programme that is informed by skills audit performed on each site. The research revealed that training that was performed in the past, was fraud with the following challenges Training programs prepared by IAs in the past were not linked to the site plans; No uniform approach was followed in regard to the development of the training programs; No indication was given that a structured training needs analysis was undertaken to identify organisational and individual training needs; Training programs were not addressing the critical needs of the participants to become self-employed or employable; Training interventions apart from life skills training, not critical to the needs of the participants to conduct the work they were employed for, was being included in the program; The Training programs did not reflect

whether money that may be spent on training was budgeted to be spent; Imbalance in the training provided for the IAs site management staff *vis. a vis.* the CWP participants.

When interviewing the CogTA training coordinator, she spoke extensively about the challenges identified above and she indicated that a Capacity Building Framework was developed in an attempt to respond to those problems. The training coordinator alluded that the training mandate with regard to the CWP as stated in the Community Work Programme Implementation Manual, is to complement the objectives of the programme of providing an employment safety net, by providing participants with training skills that would assist in the realisation of that goal. For CWP can only become a safety net if it is supported by participants who knows what they are doing when carrying out the useful work. Participants will only know what they are doing once they have been effectively trained.

Concomitantly, the successful implementation of the Community Work Programme (CWP) requires well-capacitated teams with a sound understanding of the CWP, and their respective functions and roles within it. It is against this background that Capacity Building and Training is regarded as a very important component of the CWP in order to enable effective CWP operations, improve the knowledge and skills of participants and thereby making them more employable (CWP Training Coordinator, during the interview).

When training programmes were developed for the CWP, the training developers were mindful of the legislative requirement in the country governed by the Skills Development Act of 1998. South Africa as a constitutional state requires that all practices in all spheres of government must observe the rule of law, hence CWP management, sought to ensure that the recommended training programmes are in line with the legislative prescripts. The prescripts provides for the following amongst others things: The Skills Development Act, 1998 (Act No. 97 of 1998), the overall aim of the Act is to improve the skills of the people of South Africa. The Skills Development Levies Act, 1999 (Act No. 9 of 1999), the purpose of the Act is to introduce a levy payment system which funds skills development in South Africa; and The National Qualifications Framework Act, 2008 (Note the NQF Act has repealed the South African Qualifications Act No. 58 of 1995 in its entirety). The objective of NQF Act is to provide for the further development, organisation and governance of the National Qualifications Framework. The NQF is a comprehensive system approved by the Minister for the

classification, registration, publication and articulation of quality-assured national qualifications. Training provided in the CWP had to adhere to those provisions.

In the CWP, three training programmes could be offered under the skills development legislation. These programmes were: Learnership; Skills Programme; and a Short Course Training. Plans submitted by IA's therefore reflected whether the type of training to be provided on those three categories. A brief explanation of the three programs is set out hereunder as figure 8.

LEARNERSHIP	**SKILLS PROGRAMME**	**SHORT COURSE**
A learnership is a structured training programme which: Relates to an occupation; Consists of a structured /classroom learning component as outlined in a three party agreement between employer, provider and learner; 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; Includes practical work experience; Leads to a qualification registered on the NQF; Learnerships require on-going mentorship and coaching as well as assessment in order to fully support the learner; Learnerships need to be registered with the Department of Labour through the SETA.	A skills programme is a shorter programme which is not necessarily governed by a formal agreement as in a learnership and: Relates to an occupation; May consist of a structured/classroom learning component – formal agreement not necessary; May include practical work experience; Leads to at least one unit standard registered on the NQF and can be used as a building block towards a qualification; 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.	Short courses tend to provide more informal training – not necessarily related to a unit standard or qualification but still addressing a specific training need. A short course: Relates to a distinct skill; Should ideally be outcomes based; May include practical work experience; Leads to learning outcomes

Figure 8: Three broad categories of training informing CWP training plans

The highlight of the interview with the CWP training coordinator was her conceding that the CWP training programme as conceived during the initial phases of the programme did not live up to expectations. She however indicated that because the CWP was a first of its kind in the country, there were many lessons learnt in the first five years that only serve to improve the programme going forward, hence the capacity building framework. She emphasised that the developed capacity building framework was a first and critical step in ensuring that the training programmes were of value and importance to the programme as a whole. She indicated that in her own assessment, it was important for CWP to collaborate more with other role plays in the training sector. She wanted to see more of SETAs playing a critical and tangible role. She

wanted to see departments in the training and programme space establishing a forum where ideas and where possible budgets could be shared to truly establish a single window of coordination when capacitating programme and training beneficiaries.

4.2.1 Stakeholder assessment of CWP training

The head of the CWP Unit, the National Programme Manager was of the view that the programme did not put much emphasis on the training aspect simply because the initial mandate of the programme was job creation and poverty alleviation. He said the programme initiators were much preoccupied with the plight of the unemployed and hungry citizen. He then alluded to the fact that experience has shown that for the programme to succeed, skills development was very importance. For he said it was realised that useful work could not happen without a skilled labour force. He referred the research team to the capacity building framework which was intended to address skills challenges in the second phase of the programme that started with the introduction of the single layer of implementing agents.

The cluster heads corroborated the views of the National Programme Manager and added that no business plan should be approved without training plans. The province and the municipality felt that training can only succeed if all role players worked together and sector departments are more involved and partnerships are strengthened. Their concerns were more on silos experienced in government programmes and they felt that CWP was no exception. They mentioned that it is only in Gauteng where EPWP the sister programme of CWP where provincially this programmes are coordinated from one office. The province challenged the National Office of CoGTA and Public Works to put EPPW and CPW under one umbrella since they have the same objectives. The municipalities on the other hand felt that the programme needed to be coordinated more at the local level including the facilitation of training. All stakeholders nonetheless felt that training was important in CWP and that it did not leave to its expectation simply because the first five years was a learning experience and much training policy was still developed and that the first five year phase of the programme focused much on hard core poverty alleviation and just alleviation of unemployment without necessarily looking into the quality of jobs. The quality of jobs could only be realised if the participants were skilled in what they were doing and that’s were skills training come in.

The following table sums up what CWP management (in their words) had to say about their assessment of the skills training to CWP participants since the programme's inception and what their views are in improving the programme through skills training and development going forward:

Table 1: **CWP management views**

"The primary objective of the CWP is to provide work opportunities to the poor and unemployed for which they receive a stipend that enables them to acquire basic necessities (such as food) thus alleviating the effects of poverty and unemployment. Skills development is a secondary objective of the CWP. Training in skills that are required to produce quality "useful work" outputs at the sites and promote safety while participants are doing the work is prioritized. Training that would enhance employment or self-employment prospects for participants is also provided to a limited extent. CWP training and skills development contributes only minimally to the alleviation of the effects of poverty, unemployment and inequality. It is important to indicate that it is our belief that the eradication of these ills is a goal that is unattainable because they have been there since time immemorial and will remain a feature of human existence, albeit in varying degrees in various parts of the world. While South Africa ranks high on the world scale in unemployment levels and inequality, very few countries, if any, can claim a 100% equality and zero unemployment, hence my belief that no country can totally eradicate these social ills. "Social protection programmes" such as the CWP, therefore, are interventions that cushion the poor and unemployed from the harsh effects of these ills by providing some level of relief in the form of wages or stipends which enable them to access the basic necessities of life such as food. In our view it is not the absence of skills that renders people "poor and unemployed." , this is far from the truth. In South Africa, we face a serious "unemployed graduates" phenomenon. This phenomenon is largely as a result of a mismatch between the skills that these graduates have and those that are required by the economy – a problem that has its roots in weaknesses in the education system such as poor vocational guidance and poor grounding in study areas that would build a foundation for the acquisition of skills that a growth-focused economy would require. The erroneous mindset that says "getting a degree (any degree) is what will place me higher on the social ranking scale" also contributes to this phenomenon and results in people leaving institutions of higher education with a piece of paper that is worthless in as far as the needs of the economy are concerned. Further Education and Training (FET) colleges which should be

more "skills" orientated (notwithstanding their own challenges) are often shunned and looked down on by young people and their parents who seek to "gain social status" through having a degree.

Furthermore, despite some scorning any reference to Apartheid after 20 years of democracy, realistically, 20 years of democracy is insufficient to reverse the inequality that was perpetuated by apartheid and its predecessor, colonialism over centuries. The remnants of these systems still affect the structure of the South African economy today. They retard the country's ability to grow and absorb the relevant skills that do exist and generate sufficient revenue to strengthen government's social response. With economic power still being largely in the hands of those whose allegiance and loyalty might lie in Europe and elsewhere and who do not sufficiently invest in the country's economic growth, programmes such as the CWP are the equivalent of a plaster on a gunshot wound.

It is unrealistic to expect a programme such as the CWP to solve societal challenges rooted in the education system and in the structure of the economy. All the CWP was designed to do and can do is to provide social relief. The CWP has skills development and training as a secondary objective and thus contributes to government's skills development agenda within the parameters imposed by the programme's mission which dictates its primary focus. The CWP management has identified and is using partnerships as a vehicle for strengthening skills development. These partnerships include those with sector departments who possess technical expertise in some of the areas of work undertaken in the CWP. For example, the partnership with the Department of Social Development has facilitated access to expertise residing in other social sector departments such as the Department of Health. The latter has assisted with providing basic training in home-based care for some of the CWP sites. While this training does not lead to any certification, it ensures that the home based-care services provided by CWP participants in the communities where they undertake "useful" work adhere to the set standards and therefore contribute to the well-being of the recipients of the services.

Some of the partnerships are with tertiary education institutions who offer professional training for which participants can receive qualifications that they can use after they leave the CWP. An example is a partnership which has been forged with the University of the North West. Through this partnership, with effect from this year, 75 participants are going to be receiving professional training as Grade R educators. The qualification they will obtain upon completion of their studies will enable them to earn a living for life. However, while skills development opportunities such as the one described above are applauded, they cannot benefit the majority of CWP participants for reasons already stated but also because some of the participants do not have the basic skills and knowledge to build on. Some cannot even read or write. For these, the CWP can facilitate the provision of Adult Basic Education and Training. Partnerships are the best mechanism / vehicle for creating training / skills development opportunities. The enforcement of the directive of IAs providing mostly

accredited training that would be recognized outside the CWP proved difficult because of the lengthy process and costs involved in the accreditation of training materials and training practitioners.

CWP sites themselves can sometimes provide learning experiences which participants can apply in contexts outside the CWP. Not all participants possess the basic (literacy and numeracy) skills and personality attributes that would enable them to benefit from any meaningful formal training interventions. There is now a focus on creating synergies between the Capacity Building & Training and the Partnerships & Stakeholder Liaison Units of the CWP as well as holding other units accountable for working with and contributing to the work of these two units. The CWP has the responsibility to ensure that participants are able to do the useful work they undertake at sites accordingly and safely (where applicable) and that they get their stipends. If, for example, work to be undertaken entails renovating a community hall and that renovation involves plastering, painting and tiling, participants are trained in those skills so that the renovations are of acceptable standards. It is beneficial to the extent that participants learn new skills in the execution of their work on site and receive relevant on-site training as well as other training that would equip them with skills that would be transferrable to other contexts outside the CWP. Whether the latter happens or not depends on both the availability of training opportunities and prior skills / knowledge participants bring which can be building blocks for the acquisition of additional skills.

The primary consideration in deciding on training to be provided is the work that is to be undertaken and whether participants require training to do it. The secondary consideration is life skills (e.g., Financial Literacy). Of course, some of this training could lead to possible self-employment or absorption into the labour market. Government's role is facilitative - creating an environment for skills development, formulating policies and regulations, building the right institutions, etc. By strengthening educational institutions and intervening in curriculum development and how learning happens will ensure that the country produces the required skills. Providing incentives for apprenticeships and on-job-training will help narrow the critical skills gap. Government has to create an environment that is conducive for the private sector and other players in the economy to grow the economy and create jobs. Government does this through policies, infrastructure development, investment incentives, etc. (Again, bear in mind who the key role players in the private sector and the economy are and where their priorities and loyalties lie.) Government programmes such as the CWP are necessary as short- to medium-term interventions while the structural obstacles in the economy are being addressed.

Although these programmes play an extremely important role in providing participants with income that makes a difference between going to bed hungry and having a meal, their skills development capacity is extremely limited primarily because they were not designed to

develop skills. In addition, important to note is the fact that even if all the unemployed people in the country received some skills training, there would be no guarantee that they would find jobs or create jobs for themselves and others. As demonstrated by the unemployed graduates phenomenon, the question would remain whether those skills would be the skills that the South African economy needs to grow – skills that would enable them to work in areas such as mining, manufacturing, agriculture, etc., areas that government has identified as focus areas for economic growth. Attitudinal barriers to taking up careers in fields such as Agriculture are an issue to be addressed. Despite the fact that no-one would have a meal on any one day if there were no farmers and the products they produce, the perception that farming is not a sophisticated or prestigious enough field limits the number of young people who pursue a career in this field.

South Africa is facing an energy crisis as we speak. Would the CWP, for example, be able to skill participants so that they are able to contribute to the country addressing this crisis? The answer is "No." That would be an unrealistic expectation for the CWP although it might not be for an educational institution. In my understanding "Skills training" refers to training that focuses on equipping the trainee with the practical know-how of doing something, executing a task or carrying out an activity. In the context of the CWP, this refers to primarily participants being taught how to do their work on site. Once they leave the CWP, they may apply the skills elsewhere.

The training was largely non-accredited. A directive was issued to IAs to provide a higher proportion of accredited training and to report on these in their monthly reports. However, I am not aware of any analysis that was undertaken to look at the ratio of accredited to non-accredited training provided. The challenge of time and cost linked to accreditation was, however, reported by IAs as prohibitive. Now, training is more partnership-driven. However, training remains a secondary objective of the CWP. This limits the scale of training which has a lifespan beyond CWP work.

The partnership around Grade R educator training is a good example of how partnerships can assist in building the bridge between CWP and future careers of participants. However, a very small percentage of participants can benefit from such training for reasons already alluded to – the nature / design of the programme, the attributes of participants, the failure of the economy to generate jobs, etc".

4.2.2 Assessment of the skills training with CWP Participants in Erasmus – City of Tshwane; and Region F and G in City of Jo'burg.

Erasmus is a sprawling settlement approximately 40 kilometres east of Pretoria in Tshwane City, The area is governed by the Tshwane Metropolitan Council. The area used to fall under the Northwest Province under the Madibeng municipality. It was re-demarcated into Tshwane in the early 2000s when the re-demarcation board considered municipal and provincial jurisdictions. The village resembles what can be termed a peri-urban area. Peri-urban for our purpose refers to an area that has characteristics of both rural and urban settings. It is urban, a township or location in local South African Black lingua-franca, because it was proclaimed a township in terms of the land tenure and township acts and the area has access to electricity, water infrastructure, and any other urban infrastructure found in the townships and it is bordered by one of the biggest townships in the Tshwane municipality, Soshanguve. The people are generally poor. On the other hand it has rural features because the stand sizes are quite sizable than a usual RDP 300- 400 sqm size township stand. The sizes of the stands there almost resembles those of a plot, ranging from 2000 square metres to a hectare. There are a few households who rear and raise animal husbandry, farming and agriculture is big compared to the rest of the surrounding townships. It was no accident that CWP became the obvious priority to be implemented in the area from government. The area comprises of Mmakau, Leokeng and Bokfontein.

The CWP participants in Erasmus, ranges between the ages of between 18 -25, 26-35, 36-45, 46-55, and 56 – 65. The majority are in the non- youth sector and rest of the other participants are above 40 to 65 with a few percentage in the above 65 old age category and 16-17 teenage category. It is interesting to note that demographics in the area shows that generally the youth are in the majority in the area, however their participation rate is very low in the programme compared to the two other sites which are a subject of study, namely region F and G in city of Jo'burg. The lower participation rate could be attributed to two factors as our research reveals, namely, that the youth in the area generally looks down upon the CWP because it is associated with a lower class status in the community. There is a perception that people who work in the CWP are generally rejects who are not literate and this perception is fuelled by some of the 'useful work' that was initially popular in the programme, when CWP participants were seen picking up papers in their yellow overalls. Teachers in the local schools exacerbated the situation by warning school children who were banking or absconding from classes that if they

continued with their wayward behaviour they will end up in the orange overalls and do nothing but pick up papers and sleep under trees all day.

The second factor for low youth participation rate is the amount of stipend the participants are receiving. The stipend is incredibly low compared to other similar programmes like the EPWP and other similar programmes from the Tshwane Municipality e.g the Re Kgabisa Tshwane programme and the Tshepo programmes. Most of the youth who were in the programme jumped ship to work in the other higher paying jobs. What is interesting though is that some of those who left the programme did come back when those projects were completed because unlike CWP the EPWP and the other municipal projects have specific timeframes and scope for completion, the CWP is an ongoing programme. The mobility of the youths could be a factor as well, the young people are more inclined to move around the province looking for greener pastures as compared to the older generation who mostly probably have given up looking for jobs. The older generation also has more responsibilities than the youth, so they have children to look out for both physically and economically for their well-being and therefore need every little income that could come their way.

During the engagement with the participants, most of youth conceded that they never looked at CWP seriously from a training point of view, but after we made them aware of how they could benefit from the various training programmes, they began to look at CWP differently and their attitudes changed for the better.

The CWP useful work in Erasmus as is elsewhere in the province falls in the following broad categories of Environmental, Infrastructure, Social (Home Based Care – HBC), Education (Early Childhood Development - ECD), Health, Agriculture, & Safety. All these categories of work are assigned coordinators to coordinate the work activities and supervise participants. For every group of 50 participants is a coordinator. The coordinators in turn report directly to a Project Manager who is responsible for the general management of one or more CWP sites and sub-sites; Managing the CWP project team; Providing technical support to projects; Coordinating procurement, ordering and deliveries; Engaging with local stakeholders; and Compiling narrative, financial and output reports, and other relevant reports.

The above mentioned broad categories of useful work in Erasmus are informed by the guidelines as proposed in the implementation manual. The implementation manual gives the following examples of work as guidelines that could be followed when deciding on the type of work to be covered under CWP: Maintenance of feeder roads; Donga repair; Spring protection; Building water tanks; Fixing classrooms, with authorization and cooperation from the Department of Basic Education; Developing and maintaining productive food gardens (household and community); Planting trees; Environmental clean-ups; Home- and community-based care work; Caring for orphans and vulnerable children; Providing labour to maintain food security for vulnerable households; Running sports activities or homework classes at schools; Organising community sports events; Holding community arts and culture activities (e.g. organising drama groups, researching the community's social history); Initiating community policing and patrols, and responding to social challenges such as reducing violence against women (converted to 'work' by providing street guards in rape hotspots, and cutting the long grass adjacent to pathways, for example); and Supporting local governance, planning and research and relevant national campaigns, such as the Food and Nutrition Security Strategy.

The work guidelines are supported by anchor programmes or activities which are practically found on the ground in CWP sites like Erasmus. The following are the anchor activities:

Food and Nutrition Security support

This straddles the provision of labour support to HIV/AIDS affected households, orphans and vulnerable children, child-headed households, and people with disabilities. It also includes the development of community gardens and infrastructure, with local-level forms of training and extension support provided through the CWP.

Informal settlement upgrading/urban renewal activities

This excludes bulk infrastructure, focusing instead on some of the 'softer' aspects: tree planting, establishment of infrastructure for food-gardens/allotments, paving, and water harvesting infrastructure, murals and installations in public spaces, landscaping of public spaces, and clearing and cleaning.

Environmental programmes

Through cooperation agreements the CWP is able to assist other agencies with 'greening' initiatives, afforestation, erosion control, and other environmental services.

Support to schools

School governing bodies are approached to identify where the CWP may provide services such as supervision of homework classes and sports activities, labour for school-based food gardens and other support activities.

Miscellaneous maintenance tasks

This includes services like painting, fencing repair, grass cutting and drain clearance, which tend to be neglected by local government in marginal areas, in the face of larger bulk service-delivery gaps.

Home-based care and auxiliary care services

This includes cooking and cleaning in vulnerable households, care programmes for orphans and child-headed households, and after-school programmes.

Rural road maintenance

This is an important anchor activity due to its potential for the creation of regular and predictable work opportunities at CWP sites.

Just to re-cap, 'useful work' as defined in the manual has to be labour-intensive and aims for at least a 65:35 wages to non-wages costs ratio. It is identified and prioritised at a local level by structures such as Ward Committees, Reference Committees or other local development forums that are inclusive, and recognised by local government (CWP Implementation Manual, June 2013). This issue of 'useful work' is important because it determines the type of training to be provided the programme. The type of training provided must be linked to the business plan and work plans of the CWP sites.

The types of skills training offered in Erasmus over the last five years or so were on computer skills; Brick-laying; Plumbing; Catering, Financial management; First Aid, Home Based Care; and Agriculture. Almost 90 percent of participants underwent some sort of training in one way or another since the programme's inception in 2010. While the participants generally appreciates the training they receive, they feel that the way the trainings were provided was not well planned and coordinated. The feeling is that training is provided because a training budget happens to be available and as result, participants are chosen haphazardly. Whilst, a skills audit was conducted, the feeling was that when it was done, the vision was not properly explained to the participants, participants thought the skills audit was done just to update the curriculum vitae (CV) they submitted when being registered into the programme. As a result participants did not necessarily commit the required attention the audit required, such that they were caught

napping and found wanting when they had to attend to training based on their skills requirements.

Some participants felt that the type of training provided was not in line with the type of useful work that they were doing, whilst others felt that the type of training they undertook was not in line with their future interests or prospects. Others felt that the type of training provided was of low and inferior standard and quality. One observed that there is a generally tendency for participants in Erasmus including, Region F and G in City of Jo'burg to regard non accredited training as of inferior quality as compared to accredited training. Some participants were lamenting that they were promised certificates after completing their modules and courses, but never received them. This made them to doubt the authenticity and the importance of the qualifications they received.

Generally the participants are reporting that orientation about the CWP is not properly done. Communication from management was a challenge. However with the new phase of the implementation modality of one implementing agency model from three, the participants are hopeful that the communication channel will be eased. Prior to 2014 April, there used to be a three tire system of implementing agencies, viz, Lead Agent, Provincial Implementing Agent and the Local Implementing Agent. The model was a bit problematic as far as information flow was concerned because there used to be a lot of miscommunication. For example while training was implemented at a site level, it had to be approved from the top level of a Lead Agent who was basically controlling the implementation budget. With the current one layer, consultation is simplified and straight forward there are not too many bureaucratic red tapes stalling implementation process, and planning for courses is made easier.

The questionnaire asked the following 3 broad questions divided into three sections: Section A asked whether the participant attended any form of training and what type it was; gender, age range and type of useful work: Section B was asking about the usefulness of the training acquired in as far as the following was concerned: the adequacy of the skills training; the importance and helpfulness of the acquired training; the practicality and the usefulness of the training on the type of knowledge imparted and gained; and how that knowledge could be utilised to get more better jobs or even how the skills were able to prepare the participants to start their own business or enterprises. Section C was about what the remedial actions the

participants think could be offered as recommendations to improve the training packages: the question centred around whether the participants felt it could be important to engage and involve partners in the programme such as the private sector and institutions of higher learning to expose the participants more to areas of training and development that are in line with the kind of useful work that they do; as well as the idea of making available a pool of training courses to be made available so that participants could be spoilt for choices and eventually allow them an opportunity to embark on vocations and streams they will be interested in. the section was advocating for a pool of skills base that could allow participants to be scouted for from potential job creators.

The duration of the case study with participants in Erasmus lasted for a period of three days. The first day was basically about interacting with the participants. The site has approximately 1500 participants that comprises of field work, ordinary participants, and supervisors who are termed coordinators and skilled participants. Skilled participants are those participants who are at the level of coordinators and earn the same salary as coordinators. Coordinators as supervisors earn more wages than a general filed worker participant. General participants are participants who came to the programme without any particular skill or work experience. These are participants who do manual labour and most of them learnt the skills on the job either through course training or through on the job training. As alluded earlier the type of jobs are labour intensive.

The coordinators are what we could call ‘jack of all trades but masters of none’. These are participants who came into the programme with some form of working experience either in the administration or general management and supervisory experience. I must emphasis here that the management and administration referred to is at a very low level. Others were supervisors at general dealer stores, others worked at local firms and farms. Most of them were not even at supervisory levels but the experience that they got working somewhere perhaps with some of high school qualification like a lower pass in matric earned them a coordinator /supervisor position at CWP. Others got a supervisory position at CWP by virtue of just having a matric certificate and displaying some leadership qualities. Unconfirmed reports are that others got supervisory positions through nepotism from the site management or from recommendations from the Local Reference Committees and in some cases with influence from municipal councillors. Political meddling is one of the challenges in implementing the programme.

Skilled participants are those described as having knowledge and practical ability to perform certain trades in one or more of the useful work performed on sites. Those skills were obtained prior to joining the programme, and the skilled participants are expected to lead in those trades and even share the skills with the rest of the unskilled participants. There is another group called semi-skilled. This is a very controversial category because the semi-skilled are apparently expected to have some sort of skill that is in between the totally unskilled and the skilled. The semi-skilled will have half or little knowledge in a particular trade. The Department of Cooperative Governance's CWP unit has taken a decision to abolish this semi-skilled category because it has largely been abused and corrupted. Some participants were almost in most CWP sites recruited as semi-skilled whilst they have no skills or any traits different from an ordinary unskilled participant. It was all about money since semi-skilled also get a slightly higher rate than ordinary participants. Some skilled participants were also demoted from their skilled positions to semi-skilled when they committed offences but were expected to continue performing skilled work.

When conducting the research. The first day was about getting familiar with the CWP from a researcher's point of view. This included visiting sites were the programme was being implemented in the various wards and zones and meeting up with all the different categories of participants. During the site visits we all started distributing the questionnaires to all selected participants whom most of them underwent some sort of training in the programme. The questionnaire was clearly explained to the participants about what is expected of them in terms of completing it. The participants were also given an opportunity to think about the questions in the questionnaire and to have it completed within a reasonable period of 24 hours. Whilst in some cases we just collected the forms, we simultaneously organised participants into groups in terms of their levels, as coordinators or supervisors, skilled, semi-skilled, and ordinary participants. In these categories, they were grouped according to the type of useful work they were performing; according to age groups; according to level of grade obtained (education); and also according to gender. Those that did not receive training also formed part of the respondents and their views were equally considered.

The following participants were part of those who did not receive training at all, *please note that their names have been changed to protect their identities*:

Aletta Shikwambane aged 27, has a grade 11 highest qualification. She joined the programme in 2010 September and is doing agriculture and environment in the programme. In agriculture she is involved in planting of vegetables and ploughing of land whilst on the environmental side she sweeps the internal streets and picks up dirt from the streets. Aletta has not received any training ever since she joined the programme. She however would like to undergo some sort of training and the irony is that she would like to be trained not in the current trade of agriculture or environment but rather in the sewing and handwork vocation. This suggest that participants are working on areas which are not of interest to them. Thelma Malatjie, aged 24, who has grade 12 certificate is in the environment section pf CWP where she does tree felling and painting in the programme. She has also not received training since joining the programme in 2011 January. Her interests are in computer literacy. Dipuo Magwaza is another 35 year old participant who was also not trained in the programme and doing some public office cleaning in the programme, her interests lie in Home Based Care. She wishes to be trained in first aid care and general nursing.

That group of participants represents a view in the programme participants that says, we joined the programme in order to receive some sort of stipend and not necessarily because they love what they are doing. They are working because a job is a job and at the end of the month they are able to receive something that helps them to put food on the table. The also represent a view that training in CPW is not beneficial to everyone and that people are not placed to do useful work according to their abilities and interests. This in turn will affect the quality and objective of CWP because participants cannot be expected to excel and do well in the training as well as in the job vocation of which they have no interest and passion at all. This is clearly an assessment that says ‘there is clearly a mismatch between the implementation of the training programme and the type of useful on the ground’. The programme custodian must look at this area very careful to correct the anomaly. However all the participants agree that the programme is making a difference in their lives because they are able to feed their families whilst at the same time being afforded an opportunity to seek work elsewhere and that too is the experience of Zola Mukwevho who works in the CPW for two days whilst doing some domestic work in centurion, the other three days.

The other focus groups did receive training in the programme and this is what transpired with the group, pseudo names were also used in this group to protect their identities:

Mary and Dorah are doing Early Childhood Development in the CWP, Sedibeng Samerafe Day Care. Paulina and Sylvia are doing agriculture and are involved in the following activities, weed removal, ploughing, bedding, seedlings preparations, watering. They both passed grade and did some temporary jobs in some local stores and restaurants respectively before joining the CWP. Amelia & Lilly are in the environmental sector of the programme. They joined the programme in 2010. They left school in 2005 and 2008 respectively. They had temporary jobs before joining the programme. Milly and Maria are in the ECD of CWP. They provide school support to Sjambok primary school. They joined the programme in 2010 and both left in grade 12 in 2002. Milly registered with The University of South Africa (Unisa) between 2003-2004. Maria was a hawker selling some crafts before joining the programme. Nolitha on the other hand left school in grade 11, she works two days a week at the programme as a participant. She sued to work as an environmentalist in the programme, moved to security guarding assets of the programme. Her ambition is to become a nurse. She requested to be moved to HBC in the programme. She is waiting for the opportunity to be trained as first aid care worker.

Those in the education sector were taken though an ECD course of level one and two. The course lasted for a month and two weeks. The agriculture course was conducted for between there and four weeks. They were also given in house training on agriculture. They were provided with certificates. They lamented though that the certificates did not guarantee them promotions nor better paying jobs elsewhere. Some participants felt that their supervisors were under skilled. They reported that their supervisors never received the type of training that they got.

In some cases the course codes confused the participants. They were not properly briefed how they can use the courses or what the codes meant and benefit from the accreditations. The participants complained about the duration of the courses. They would have preferred more training courses with bigger durations, long term courses as opposed to short term. They prefer many different courses to cater for the different vocations. Most importantly they believe computer courses would be more beneficial as computer literacy is key.

The participants did concede though that many participants who benefitted from the CPW offered courses were able to get better permanent jobs in other areas in the private sector like in shopping mall (Soshanguve Crossings). In some courses they are expected to pay and top

and so this is unaffordable or when they are expected to pay for they transport costs or maybe accommodation to the trainings. In some cases they are expected to pay to put a down payment or deposit.

4.2.3 Experiences in Region F and G of City of Joburg.

Region F represents the entire inner city, Joubert Park, Hillbrow, Braamfontein, City Center, Rossetenville and Soweto. This is an urban setting with city life and township life. The socio-economic status of the participants is more or less the same.

Region G on the other hand include areas like Orange Farm and Poortjie. These areas are rural in character except that Orange Farm now has sprawling township settlements. Region G also lately has Cosmo- City type living life style.

The experiences in this two case studies resembles the tales of the two cities analogy. For our purpose the CWP experiences here are significant in a sense that whilst the set ups are different in terms of living conditions, the socio-economic status are the same and the experiences in the CWP are the same as well. This also includes Erasmus about the similarity of the participants experiences in the programme. This helps us in the triangulation aspect of trying to ensure the validity and reliability of information gathered.

Eddie Matsane Joined CWP in 2011 as a Coordinator for ward 12 in Region F. He does supervisory work in the programme mostly in the environmental section by ensuring that participants sweeps the streets, maintain dumping sites, setting pathways, making access to roads and pavements, cutting grass and lawn mowing.

He attended the following training: introduction to information and technology, community development, practicing about community development. All accredited training. Hi spersonal interest are in the entrepreneurship, he wants business management training to run his own business. He is a caterer part-time and he needs a certificate in cooking –chef. He was told that due to budgeting constrains he cannot do what he wants. He participated in the skills audit.

Skilled Emily Ranaka joined the programme in 2010 and works as an environmentalist and cleans graveyards. She is interested in computer training and accounting. She would like to

pursue a career in accounting. She would like to do training In the financial field to exit the program and give others participants a chance and but she was never trained

Storekeeper Zebulon Morake was a semi-skilled Participants who exited the program in 2013. He is one of the 70 plus participants who found jobs EPWP contracts, others at call centers, others local firms, others industrial sites and mining services, others are fixing buses in engineering services. This group of participants from region F felt that they received training from the programme but felt that they not given a chance to put what they learnt into practice. When opportunities became available, they left the programme. This is good story to tell in the programme as far as acquisition of skills is concerned, but the fact that they were not given an opportunity to use their hard earned skills was a serious concern to the participants who were not lucky enough to get a breakthrough somewhere else. Those computer training skills, as an example, have nowhere in the programme to put their skills into practice, as there are very limited computer facilities.

The types of skills training provided in Region G were the following: Agriculture- pest control-accredited; Safety –first aid courses-accredited; Conflicts management-non accredited; Computer literacy –accredited; ECD –care for children –accredited; and Community development-accredited. The training was informed by participants' training needs in Region G. It was informed by the desire to upgrade participants; Training was also informed by the fact that many participants did not have funds to fund their educational ambitions; They wanted ABET to be introduced to CWP to assist illiterate participants in enhancing their literacy levels; The training offered was relevant to the audit requirement in some courses wheres in some it was not. Participants in Region G felt that support was required to start small businesses. Most participants in the rural site of Region G did not receive training, because the areas are too much marginalized in the periphery. There is an urban bias. The feeling was that areas like Cosmo City was receiving priority as compared to Poortjie as an example though in same Region G. Access to training for the marginalized areas became very key and important to the participants.

Though all care was taken to ensure that the participants understood the objectives of the research, it was important to manage the expectation of the participants because they took their contributions and views very seriously as they believed they will help improve the programme as far as training is concerned. They hope the research will take the programme forward. They hope it will improve the smooth running of the programme; there is hope that there will be

changes in the programme especially for participants to receive much needed training. There was a concern as well that only coordinators are seen to be benefiting from the training and not participants especially in the rural CWP sites. Region G participants requested that Adult Basic Education Training (ABET) be provided on their participants who have no formal or basic education. They also requested training support for women cooperative in sewing.

4.2.4 Participants who exited the programme in Region F and Region G

In ward 5 (CBD), Region F Chairman Mathe was a coordinator – she exited the program end of October 2013. She is in now in the construction industry, and was in the environmental sector in CWP. Nana Moremi, renewed her contract in May 2014 but exited the program six months later after being offered a job at the Region F municipal offices. She started in November 2014 and has six months contract.

James Mabunda worked in ward 16 in the agriculture & social program. He was selected from a pool participants in the ward and seconded to youth desk of Region F where they advise social works on a programme geared towards eradication of illicit drug abuse. A commitment was made during the initial phases of the programme that CWP will be a pool for municipality to scout for skills; People were trained in bricklaying, plumbing, carpentry and agriculture, sewing. Same as in Erasmus, participants in Region F and G feel that they are not able to use the skills they acquired during training. They insist that they are not given an opportunity to gain experience in the field where they were being trained. Nepotism is also rearing its head in the regions under study. Some in the agriculture sector informed us that whereas they received training in agriculture, they had no supporting equipment in the form of tools of trade and the required startup capital and input products such as seedlings, water and land to put into practice the training received. Few people exited into farming.

One Margaret Poowe in ward 18 Region G joined CWP in 2010. He benefitted from a carpentry training, and in first Aid levels, as well as community development training. She and her fellow participants have not received the certificates from Seriti, the IA that provided the training. Only theory was done and practical work was outstanding. The participants also received training in marketing management & project management. Practical work remains a challenge.

They suggest that companies must be invited to partner with CWP in order for them to be able to offer the graduates of that training with practical experience.

Samson Lamola, a coordinator in Region G started in 2010 and supervises a mixture of participants. He feels the participants must exit the program at some point. He is worried about the quality of training provided to participants. He gives an example of a one week computer training course that was provided via an implementing agent. The participants were required to travel long distance to the IAs office if they wanted to gain any practical skills.

According to Samson no coordinator has ever exited the program based on experience and skills training from the program. Participants doing home-based care are often not consulted on the type of training relevant for their trade. There is often favoritisms when it comes to selecting participants for training. Deserving participants are often overlooked. For example there was an auxiliary course on dread disease which was targeted for the youth. But for some unknown reason, elderly participants were prioritized over the youth.

Sometimes communication was a challenge. For example some participants get excluded because they do not have cellphones or applications in their phones in order for messages and announcements to reach them. For example, sometimes information gets communicated via WhatsApp or email, if you don't have access to those applications you are disadvantaged, valuable training information might not reach you. Even though participants are trained, they are most of the time not given an opportunity to market themselves or their skills. Even though participants get trained on ITC or health skills, most of the times they get overlooked when positions become available, especially in the health sector. When construction projects become available, they are not recommended or given small subprojects to experiment and gain experience. They are largely ignored. This is despite the fact that they have been promised a number of times that they will be put first in the list of available jobs and projects from the municipality. Participants feel that they only get used when needed for menial jobs and as such they feel that their hard earned qualifications and skills are not put to test. This was the voice of Samson that resonated with the rest of the participants during the interview.

The participants feel that the program custodian must consider establishing a cooperative that will be a training ground for participants to put their skills to use and use as good experience. The participants believe that most of the jobs that are outsourced could be given to them, for example, some participants have acquired sewing skills and can easily sew and manufacture the uniform that the CWP participants are wearing. But instead of the IAs empowering them, they buy these uniforms in bulk from somewhere. In some sites CoGTA has bought the participants the required machinery but the IAs have not supported them with start-up capital to begin production. One participant, Lwazi has attained high level ITC skills such that he is capable to can run a training course on basic ITC skills, but he is not given an opportunity to train and impart his knowledge to fellow participants.

The majority of the coordinators are of the view that participants who fall in the youth category and who do not have matric must be encouraged and supported to study until they acquire a matric certificate. The coordinators feel that a special arrangement should be made for coordinators who passed their grade 12 very well to be roped into tutor and assist the participant without matric to achieve it. One Nkululeko who is a skilled agriculturalist, is prepared to train CWP participants and proposed that all participants who are involved in food gardens at a smaller scale rather come together and ask the municipality to make a minimum some hectares available so that they embark on a large scale agricultural production enough to sell and get profit. CWP participant's wants to have an identity brand of their own that is visible and significant. They therefore believe that if large tracts of land can be made available especially in Region G which has potential to become a 'Mega CWP Agricultural City', they can produce large quantities of quality agricultural products and establish a practical mini-training college for participants in the entire Gauteng to participate and benefit.

Popular useful work in Region F is, Painting and welding; Welding and construction; street paving and landscape, plumbing and painting; and Drawing/art and painting. In Region G it is: sewing, painting, and brick laying, general construction; Cashier (financial management); Painting and sewing, cooking, woodwork and art. Participants in Region F participate in public schools for the disabled children with special needs. Participants do cleaning in those particular school. They assist in painting, welding, cooking and woodwork; Welding, plumbing, as well as workshop managers. Participants feel that a specialised training for participants with physical challenges is important to be able to impart skills to other equally disabled people. It

is also suggested that ordinary participants who do not fall in those disabled category be trained both physically and psychologically to be able to work in disabled centers and be able to train fellow participants who have physical challenges.

4.2.5 Skills gained by participants since joining CWP.

As mentioned popular courses provided in the CWP sites were plumbing, painting, computer, first aid and home based care. However it also emerged that some of those courses were partly done by participants largely due to service providers not coming back to finish the rest of the modules or to complete the practical parts of the courses. Courses not completed largely not completed was in community development modules, first aid courses and computer; agriculture; brick laying, brick making and fencing making, welding and business studies – office practice and office management, legal environment.

It is also noted that decision on courses for training was sometimes haphazard. Sometimes courses were offered to comply with legislative requirements or because budgets were available and needed to be spent before the end of the financial year. On average 25 percent of participants received training annually since 2010.The research also revealed that some participants exited the program because they got better jobs. Some participants left the programme for better opportunities not necessarily because of the skills attained from CWP or training. Some participants like Thabo have benefited from the training provided. He started as a participant back in 2010 and by 2013 he was already promoted to a position of store manager as part of the CWP. Some participants who were coordinators in Region F are now part of the CWP site management, ranging from administrators to site managers. Other participants feel the training helped them in gaining confidence in management and presentation skills.

Others feel that the programme has given them an opportunity to mix and learn with people from diverse and cultural backgrounds. Others feel that the skills attained have help them in DIY, in other words they are able to fix their own stuff at home.

Participants want to be given an opportunity to interact more with CBOs and NGOs who are doing similar work or who have same vision or objectives like those of the CWP. For example those in the HBC would like to partners with HIV/AIDS victims support organisation.

It is suggested that training provided by external service providers must be accredited. Skills development on HBC; auxiliary course on physiotherapy; mechanical engineering; brick-laying; computer skills; plumbing and catering (cooking and baking); business development are some of the key training skills recommended by the participants to be considered in future. Participants requested that a sporting code be introduced as one of the 'useful work' to be fully supported and integrated into CWP activities. Some participants left for better opportunities, but whether CPW contributed towards that is debatable according to the participants interviewed.

Participants suggest that skills attained from CWP must be linked to the work done in government and municipalities. CWP must act a spool where government and municipalities scout for potential employees. Skills offered must be relevant to the private sector as well. If there are lot of mining activities in the CWP area, certain skills offered must be linked to what is in demand in that particular area skill-wise. Some suggests and entrepreneurship programme to be offered to participants to encourage them to become self-employees and creators of jobs. There are many opportunities in the clothing and textile industries. As well as in the environment (plastics) and re-cycling for CWP to tap in. Accredited courses and training must be followed by credible certificates, and that there must be no delay in issuing of certificates because this delays and inconveniences participants when certificates are not available even when work opportunities are looming.

4.3 Analysis and Conclusion

Two voices are emerging from this research report. The views are not necessarily contradictory but complementary. One view is that the rationale behind the objective for CWP to have training and capacity building as part of the programme was noble, empowering and key to addressing skills shortage not only for CWP but for the country's poor to benefit. On the same vein, skills development through training in CWP is a key catalyst in ensuring that participants are empowered in the programme and they are able to exit the programme confident to find better work opportunities somewhere else either in the public or private sector or that they are skilled enough to initiate their own job creating enterprises and projects. The programme has assisted some participants in gaining the much needed skills, others benefitted such that they were able to find better opportunities and some were capacitated to start their own job creating

initiatives. But the first five years of the programme shows that the achievement in the skills training programme is very minimal. If an impact study was to be conducted, the preliminary findings would show that the impact was very little if noticeable at all.

The views from this research reveal that the output of the programme was much more biased on the monetary value as opposed to the skills value. This is most probably by the nature of the programme because it is intended to be safety net for the poorest of the poor, it is meant to alleviate poverty and address unemployed. Had the programme custodian emphasised the skills and training aspect of the programme more, the participants' attitude towards the programme, especially the youth, would have been different. The youth would have taken the skills training programme more serious than they are now. It was revealed in the research that most of the youth participated in the training for compliance and to stay relevant in the programme as opposed to gaining valuable skills and exit it fully empowered and confident.

The complimentary view is that the programme could do more. The first five years of the programme was largely a learning curve. A lot of lessons have been learnt, mistakes were made. There are many improvements that could be made. One of the key lessons learnt is that the silent voices of the programme beneficiaries need to be heard more. Not only voices from participants but important voices from many stakeholders such as the municipality, sector departments, and most importantly the employment industry which is both the public and private sector. For it showed in this research that it is mostly through partnership with industry players that the type of training offered in the programme could valuable and relevant for the empowerment of the participant. The employment industry are also critical because they not only bring much needed skills and experience but resources and work opportunities that would be beneficial for the participants' programme.

Having dwelt with the findings above from the participants themselves, we could safely conclude this chapter by summing up their responses on the questions raised in the questionnaire as follows:

The majority of the participants' attendant skills training courses. However many of those courses provided were soft skills courses. The training provided therefore only benefited and satisfied a very small segment of the participants. Participants participated in trainings which in some cases was not relevant to their training needs and requirements. Some of the training

acquired was not in line with their career aspirations or interests. There was no deliberate attempt by the implementing to have training that was specifically targeted to empower the youth. Training provided was meant to benefit anyone in the programme. This suggest that there was no training programme earmarked specifically for youth empowerment. It seemed as though the implementing agents where not adequately empowered to understand their role in the programme to influence targeted trainings especially for the youth. Even training budget has always been inadequate. There was a view that the programme custodian were paying a lip service to the issue of training, however the developed capacity building framework offers some hope.

Even though the participants felt strongly capacitated in the trainings provided, they lacked the necessary confidence in the acquired trainings to can use them anywhere as a catalyst for better opportunities. The skills audit conducted was not fully used to gage the capacity of the participants so that appropriate skills training was provided. This was a missed opportunity. Participants felt that they still needed more training on the skills they acquired. Most of them require further training of a higher grade. Participants also felt that more emphasis should be put on hard core courses that are more labour intensive such as construction, carpentry and the related courses. The feeling was that such type of courses will enable them to be able to find temporary small jobs within their areas where they could assist individual community members and get paid for it. Soft courses, the participant felt were more long term career orientated and required constant support. As a result, it was felt that if such direction of soft courses is pursued, the department of CoGTA should put in place post support programmes in place to ensure that those who exit the programme are supported until they are fully qualified or permanently place somewhere for sustainability.

The participants unanimously and overwhelmingly felt that the CWP custodians must try to bring in both the private and public sectors including parastatals into the fore of the programme especially during training blocks and where possible these role players must be part of the providers of these training blocks so that they also scout for talent. This means that future skills training blocks should be tied to employment and internship placement to avoid obsolescence of skills in trained participants. They further felt that each skills training block in an area should bring a number of different skills so that participants do not feel compelled to train in what they are not interested in, only to end up not using the skill.

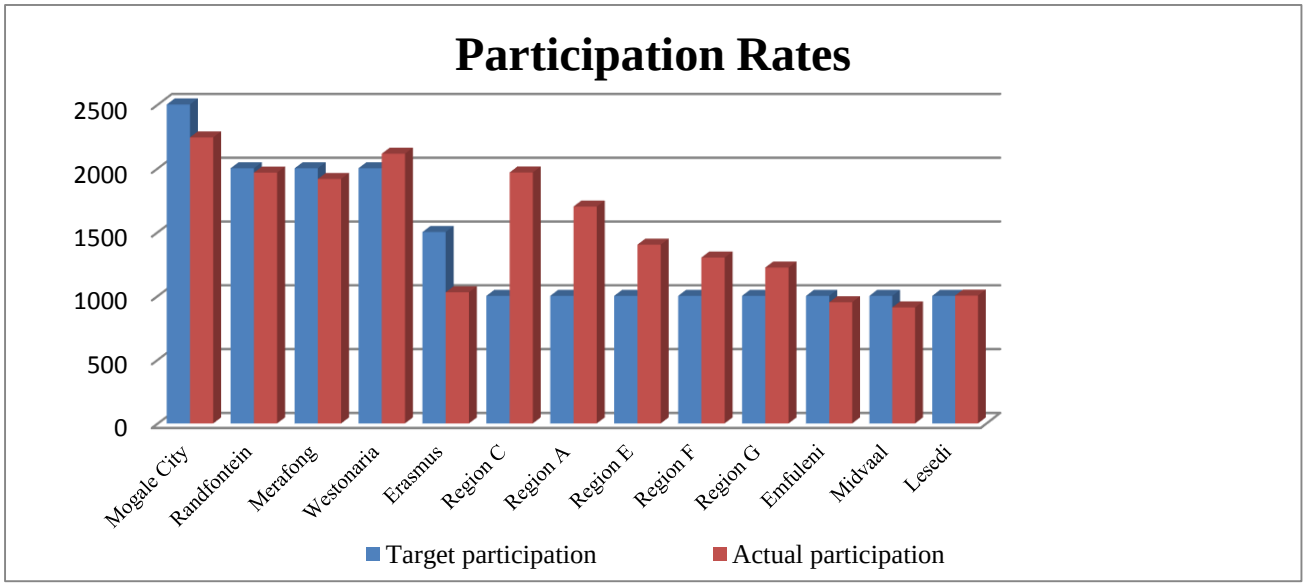
4.4 Participation and out reporting graphs – Concluding graphs

Annexure 1 depicts participation rates of CWP participants and general demography in the case study areas for our research, Erasmus, Region F and Region G, based on September 2009 stats.

CWP Sites	Muni	Monthly Participation Target	Actual Participation November 2013	Target Work Days for 12 months	Target Work Days for November 2013	Actual Work Days for November 2013	Youth		Non- youth			
							M	F	M	F	Total Male	Total Female
Erasmus	CoT	1 500	1 028	162 600	13 550	11 019	128	520	223	748	351	1 268
Region F	CoT	1 000	1 300	108 400	9 033	11 214	196	556	97	450	293	1 006
Region G	CoT	1 000	1 222	108 400	9 033	10 432	160	310	216	503	376	813

Annexure 1: Participation CWP rates

Graphical representation of CWP participation rates of the case study areas compared to the rest of Gauteng Province.



Annexure 2: Comparative Provincial Site participation rates

Erasmus Consolidated Output Report				
Sector	**Activity**	**Unit**	**Total Outputs**	**Total W/Days**
Environment	Area of household gardens established and maintained	m²	57481	987
	Area of parks maintained	m²	27120	594
	Area of public area gardens (including churches, communal areas, clinics etc) established and maintained	m²	46124	974
	Area of dumping sites cleaned	m²	26544	524
	Area of graveyards cleaned	m²	17470	510
	Number of trees watered	number	54	16
	Recycling	number	741	458
	Distance of roads cleaned	roads cleaned	7888	430
	Number of piles of rubble removed	number	2414	410
	TOTAL		**185836**	**4903**
Infrastructure	Painting	m²	84	36
	Paving	m²	380	26
	TOTAL		**464**	**62**
School	Number of children benefitting from school patrols	number	421	270
	Number of children sports coached	number	279	54
	Area of school gardens developed and maintained	m²	48700	990
	Cleaning of school facilities (classrooms and toilets)	m²	41020	1079
	TOTAL		**90420**	**2393**
Social	Number of elder's houses cleaned	number	110	410
	Number of food parcels distributed to vulnerable households	number	210	450
	Number of HBC patients visited	number	189	420
	Number of disabled persons assisted	number	64	221
	Number of houses visited	number	163	480
	Number of orphans assisted	number	63	210
	Number of person days of site supervision	Person days	75	1470
	TOTAL		**874**	**3661**
			277594	**11019**

Annexure 3 – Erasmus output report

REGION F & G OUTPUT REPORT

SITE	SECTOR	OUTPUT	ACTUAL WORK DAYS	COMMENT
Region F	Environment	372100.7	**6338**	
	Infrastructure	552.1	**586**	
	Schools	10681	**1577**	
	Social	5757	**1577**	
Region G	Social	2036	510	
	Schools	4876	1011	
	Environment	13568	7250	

Annexure 4: Region F and G output reports

CHAPTER 5

5.1 CONCLUSION AND RECOMMENDATIONS

As we conclude this research report, different types of training approaches were touted in the course of the investigation and in the recommendations based on past experiences both in the programme and elsewhere internationally in various other programmes. Traditional apprenticeship, learnerships, in-service training, project based training, block release training, skills programme and short programme came strongly recommended by all parties concerned in the Community Work Programme that those types of skills training approaches will go a long in empowering participants in community development programmes and they are the most important sources of training for workers in the informal sector. Acknowledging that the informal sector is the safety valve for the economies in the agricultural sector and an increasingly important instrument for poverty alleviation in view of the low productivity and earnings in many micro and small enterprises.

Skills development is an essential instrument in enabling enterprise to generate income. Technical skills are important for improving occupational safety and health of employees. Lack of qualified workers is challenge for any employment programme to succeed. Lack of awareness of skills shortcomings and of opportunities to apply newly acquired skills stunt the demand and the willingness to pay for training. Almost all the CWP participants sampled and interviewed indicated that they needed training.

CWP is an epitome of informal sector in that its employees are not permanent in the sense that they come and go (at least they are expected to). The jobs and the contracts are not as formal as the conventional work in the formal sector. It is crucial to increase the skills of informal sector operators if CWP is to continue to absorb more people and supply a most but reasonable return on labour. Improved technical and business skills are of prime importance for enhancing the productivity of informal and community development sector activities as well as the quality of the goods and services produced.

A major focus of training should be to enhance the creativity of the producers in finding solutions to their own problems, not just to produce standard programs (Neil, Shapiro, and Grunwald 2002, pg. 22).

Training must be more relevant, more practical, and must be linked with literacy and some business skills, and the courses must be short, but must be unlimited in range of trades, and supportive in post training assistance. Technical skills, management practices, literacy & numeracy, and other learning areas such as technological advancements, teaching skills and cooperative work are recommended for CWP through the traditional apprentice approach. Johanson and Adams (2004, pg 131) advices that traditional apprenticeships are not just about training. They serve the broader social and objectives of socialisation and economic objectives of reproduction and expansion of the informal economy. Apprenticeship is least expensive. An in service type of training which will fit the CPW employees who are already working is recommended.

A participatory approach needs to be used in planning training. Training has to be delivered in a flexible manner, taking into account the opportunity cost of the time and labour of the participants. It is recommended that training should be part-time and should take place in the late afternoons or weekends. For CWP training can also happen in one if not all of the other three days when participants are not working since they work only two days. These should be practices in order to allow the participants and the training conveners to carry out their regular work to the extent possible. There should be an end-of-training assessment of the skills acquired.

5.2 RECOMMENDATIONS ON THE ROLE OF GOVERNMENT (COGTA CWP CUSTODIAN DEPARTMENT) IN SKILLS TRAINING

The government should instead of directly providing training, be more focused on creating an enabling environment for training to take place. It must first and foremost provide a clear policy frame work the form of good and informed regulations and incentives. Improve the quality of the existing skills training by upgrading the training equipment, enhancing instructor skills and adopting modern teaching methods and approaches; improve the quality and capacity of non-government institutions, indirectly by supporting curriculum development, training of trainers (competency-based) skills testing; stimulating investments, for instance through tax incentives or financial support, to increase the capacity and the quality of skills training (for example in facilities, equipment, instructor training, and preparation of training hand-outs); and revising existing apprenticeship acts which are not only outdated but tend to contain regulations that severely hamper enterprise-based training (Adam and Johanson, 2004).

Further interventions could be in training at the high end of the informal sector by for example providing courses for wage employment in small manufacturing workshops; focus on self-employment in micro-enterprises, preparing trainees to start their own business; or contribute to the promotion of income-generating activities. Johanson and Adams (2004, pg 145) recommends the following strategies to improve training:

The CWP custodian department must improve the image of training for skills development on sites. This was clearly lacking in CWP. Training needs to be marketed to participants as a core business of CWP especially to the youth.

The government must start market surveys to determine from the beginning what trades and skills are market material, and what types of skills are in demand, and what complementary support is required; Improve the skills of skilled coordinators. Improve the knowledge of coordinators or course conveners so that they are knowledgeable in how to train young adults; Introduce supplementary training for participants; Evaluate and certify the skills obtained for quality assurance; and Arrange for post training support. Reorientation of the training institutes, scaling up of successful programmes and financial sustainability is key.

5.3 DEVELOPING A CREDIBLE SKILLS TRAINING FRAMEWORK AND APPROACH.

The following are recommendations from the CWP training coordinator as contained in the CWP Capacity and Training Framework as governed by the Special Public Works Programme (SPWP). Every SPWP must have a clear training programme in place that strives to:
Ensure programme managers are aware of their training responsibilities; ensure a minimum of 2 days training for every 22 days worked; ensure a minimum of the equivalent of 2% of the project budget is allocated to funding the training programme. This is further divided into 80/20 split where 20% is technical support and 80 is for outsourced training. These funding may be sourced from the project budget, the National Skills Fund or donors. It is recognised that training needs will be higher at the start of a project and tail off as projects become more established; ensure sustainable training through certification. It is proposed that minimum of 30% of the training provided should be accredited; balance quality of life, functional and entrepreneurship training; balance formal training with structured work place learning; equip

workers with skills that can be used to secure other employment opportunities; and identify possible career paths available to workers exiting the SPWP.

Every CWP site must have an approved training plan developed by the implementing agents in according to the following: Aligning Training Plan to Site Plan; Training Plans should be developed to ensure that the Site Plans are effectively implemented through a suitably skilled workforce. Credible Site Plans are needed for credible Training Plans to be developed. This becomes the responsibility of the Implementing Agents to develop Training Plans, and ensuring that they are approved and successfully implemented. A basic but effective method of ensuring alignment of Training Plans and Site Plans is to identify the major work components and tasks that have to be undertaken to implement the site plan and then to identify the training that would have to be provided for successfully completion of the work.

5.4 DEVELOPING A SUSTAINABLE EXIT STRATEGY

The development of all training plans must be preceded by a training needs analysis which must be informed by the training needs of the individual and the training needs of the organisation, in this context the specific needs of the CWP project. In so far as the CWP participants are concerned adherence must be made of the contents as contained in the CPW Training and Implementation Manual for Training on EPWP Projects 2007 – 2008 the specific skill needs of the EPWP project must always be the first consideration when identifying training needs. Implementing agents 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 next issue the IAs must consider when developing the program/plans is 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, in accordance with the Training Manual for Training on EPWP Projects 2007 - 2008 the training needs of the EPWP project should always take precedence 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. In accordance with the Community Work Programme Implementation Manual, participants must, when establishing the work experiences of the participants, site management must specifically establish what skills the participant has, so that this can be recorded on a data bank for use, when determining which participants would be most suitable for a particular job, or have the capacity to be developed to exit the program to find alternate more lucrative employment or to become self-employed.

Probing questions need to be asked to fairly and accurately identify whether the participants have the skills they claim they have. This is extremely important since this exercise in the context of the CWP program is to also identify persons who can be enrolled on accredited skills programs, learnerships or apprenticeships. Organisations normally determine the skills they require to ensure that they can profitably continue with operations and then recruit according to the skills requirements and/or undertake a skills audit of their staff to establish whether they have the requisite skills and what training they need, to perform at peak levels.

A skills audit results in an understanding of the skills required and gaps the organisation currently has. If it is established that not all staff have the requisite skills or performance levels a training needs analysis must be conducted to pinpoint who needs training in what, so that the skills of the total workforce matches the skills requirements and performance standards required by the organisation. In short ‘a skills audit is a process where skills held by employees are identified and compared with skills required now and in the future so that the skill shortfall or surplus can be determined. This skill shortfall forms the basis of a Training Needs Analysis so that the company can reach the desired skill base amongst its employees (Capacity Development Framework, 2013).

When undertaking a skills audit of prospective employees or their existing employee’s skills competence levels must be measured against a set number of predetermined indicators. The degree, to which an employee has the required skills, can be determined by using a Skills Audit Rating Scale**.** A training needs analysis (TNA) will possibly be slightly more difficult to conduct than a skills audit which merely captures status quo information as opposed to a TNA where more detail is required to commence with the analysis in that not only skills levels must be analysed but also performance levels of the employee. If a TNA is not undertaken training

may be provided which: Is not needed; does not help individuals or teams to become more effective at their jobs; and does not contribute to the organisation achieving its objectives

'A TNA is a thorough review of training which can effect improvement in the knowledge, skills and attitudes of individuals or teams in the workplace. It forms the basis for structured training and identifies current work-based shortfalls or problems in performance standards that may be able to be resolved through training.

Identifying training needs is the first crucial step in establishing structured training recommends the Capacity Building Framework (2013) of CWP. It is from clear identification of these needs that training objectives, training plans and training programs can be developed. For structured training programs to be effective a number of conditions must be met. These are: The skills to be acquired by those attending the training program must be identified before the training is started. (through the TNA process); The end results of the training must be identified before the training commences; There must be a work based benefit as a result of such training, such as reduced wastage or higher productivity. Once the required training has been identified to correct the performance gap, the training material must be developed and a decision taken on how best to improve the performance/skill which could be a combination of lectures, practical demonstration and practical work, in many instances in an individual and/or group setting. As alluded to earlier, site management must also be quite clear what it wishes to achieve through the training for the organisation, which could be reduced wastage or higher productivity so that workers can be moved to the next job at a faster rate.

Apart from deciding on job requirement and job descriptions for the various types of work that is undertaken as part of the CWP program, IA's are urged to identify knowledge and skills which would be standard requirements for anyone participating in the community work programme regardless of the site on which they work or the type of work they are required to perform, such as: A good understanding of the CWP and the Conditions of Service attached to their employment which must form part of the induction programme; Safety on site and use of protective gear and clothing

Once these issues have been identified a suitable modular, standard induction program could be developed and presented to all new CDW participants on all sites. The necessity for a

participant to attend training in each of the modules identified could be established during the registration process when details of work experience and skills information is captured.

It is assumed that the site management employees would have been appointed on the basis of their ability to perform in the posts to which they have been appointed and that no intensive training programs would be required for them. However, it is acknowledged that some training would have to be provided to make them more proficient in their jobs. It is stressed, however, that no training program/plan should be developed for site management employees before a thorough training need analysis is undertaken to identify the skills shortages relevant to the CWP program and appropriate training interventions.

Implementing agents must carefully consider whether the training to be provided should be linked to unit standards and/or qualifications. Ideally all training should be linked to unit standards and or qualifications. However, this is not always practical as was also acknowledged in the Training Manual for Training on EPWP Projects 2007 – 2008, in which it was stated "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. As acknowledged by the Department of Public Works, 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.

If the training is aligned to unit standards and or qualifications the training provider is required to be accredited with the relevant SETA.

Since a fair amount of criticism has been levelled against the EPWP/CWP in terms of achieving its training mandate to skill beneficiaries to become self-employed or to enter the skilled labour market as e.g. qualified artisans, IAs are urged to identify a select group of CWP participants for enrolment on skills programs, learnerships, or apprenticeships so that they can become qualified in the chosen field. This would then enable them to become self-employed e.g. as a plumber or bricklayer and boost the local economy either through the process of employing others in their business venture or by just being able to secure a skilled job in the area (2013, Capacity Building Framework for CWP).

5.5 CLOSING REMARKS.

The success of Capacity Building and Training depends on the active participation of all relevant stakeholders at local, provincial and national level including the private sector. It was shown in the study that partnerships are an important component of training and development, including institutions of education, for the successful implementation of Capacity Building and Training in the CWP. Participants and the programme beneficiaries are key stakeholders in the skills training sector.

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Annexure 1 General Interview Questions Guide

1) Objectives of CWP in relation to skills development
2) Objectives of CWP in relation to training Exit strategies
3) How is the CWP training contributing towards government developmental agenda as far as skills training is concerned.
4) How are the skills training assisting CWP participants
5) How is the training addressing skills gaps
6) How is CWP training or skills development contributing towards eradicating the triple challenges facing south Africa, Poverty, unemployment, & inequality
7) How is CWP skills training addressing CoGTA's outcomes and outputs,

Annexure 2 Request for Interview Letter.

Wits Graduate School of Public and Development Management.

October 2014

Dear Participant,

I am a student at Wits Graduate School of Public & Development Management. I am currently enrolled for the Degree of Master of Management in Public & Development Management. As part of the requirements for obtaining my degree, I am required to conduct research and submit a dissertation. The research topic I have selected is 'An Assessment of Skills training in the Work Programme of Erasmus '.

I would appreciate if you could assist me in participating in a research interview session.

Participating in the interview sessions will take at most 60 minutes of your time and participation is completely voluntary. At any time and for any reason you are free to withdraw from the study. All effort will be made by the researcher to protect the identity of the participants.

Thank you in advance for the cooperation.

Yours sincerely

_____

Kgothatso Selby Mogakane (Researcher)

Annexure 3 CWP NPM Questions

1) How many participants have found jobs in the public service
2) How many participants have found jobs in the private sector
3) How many participants were absorbed in to the public service
4) What type of jobs have participants who exited programme been offered in the public sector
5) What type of jobs have participants who exited programme been offered in the private sector
6) What type of jobs have participants who exited programme been offered in the Non-Governmental Sector/Organisations.
7) How many participants who have exited the programme established small enterprises,
8) What type of enterprises have been established.
9) What contribution do you think CWP training is making in skills development and alleviation of unemployment.

Annexure 4 CWP Management – Cluster Heads

1) What are the objectives of CWP in relation to skills development
2) How is CWP training or skills development contributing towards eradicating the triple challenges facing south Africa, Poverty, unemployment, & inequality
3) How is CWP skills training addressing CoGTA's outcome 9 and output 12
4) How is the skills training objective of CWP related to government's broad skills developmental agenda.
5) How does the CWP management intend to improve the skills training offered
6) What lessons can be drawn from the skills training programme offered to participants between 2010 and 2013.
7) How are the lessons learnt translated into Programme of Action
8) What are the objectives of CWP in relation to training, Exit strategies
9) How is the training contributing towards government developmental agenda as far as skills training is concerned.

Annexure 5 Implementing Agents Questions.

1) How many participants have exited the programme in Erasmus/CoJ region F/Region G since 2013,
2) Why did the participants exit the programme.
3) Where did the participants who have exited programme, go.
4) How has the skills of the participants changed since they were trained.
5) How did the skills training benefit the programme participants.
6) What type of job opportunities have the participants found since exiting the programme, especially those that underwent the skills training.
7) How can the skills training offered by CWP be improved.
8) What informed the type of skills training that is being offered to participants.
9) Who is eligible for the skills training in CWP sites

Annexure 6 Municipal Champions Questions

1) What is the role of municipalities in CWP skills training
2) What is the role of the private sector in skills training for CWP
3) How should the programme strategically partner with other role players like institutions of higher learning in the skills development for CWP participants
4) How should the municipality and the provincial government partner in strengthening and enhancing training in CWP How is the training received by participants/ attitude)
5) How is the training contributing towards the participant's skills development in the context of various local government programmes earmarked for the youth in your municipality.

Annexure 7 Province – DID Questions

1) What do you think is the role of the Province in contributing in training and skills development through CWP.
2) What do you think of government role's in job creation through training and skills development approach, utilizing CWP as a vehicle.
3) What lessons can you draw from in terms of how skills training was provided in the past
4) How will you improve skills training programme going forward
5) What is skills training & What is skills training in the context of CWP
6) What type of skills training was offered to CWP participants between 2010 and 2013 (accredited & non accredited).
7) How should CWP relate to the other Gauteng provincial government's programme particularly in the area of training and skills development.

Annexure 8 Local Reference Committee Questions

1) What is the role of the LRC in the programme.
2) What is your role in the CWP training for participants.
3) What is the importance of training CWP participants in your view.
4) What value do you think train brings in the programme
5) What type of training do you think is importance for participants.
6) What changes should be made in the way in which training is currently provided.

Annexure 9 Questionnaire for Participants.

Section A: Demographic Data: Name of CWP Site_____

1	Did you attend any skills training through the Community Work Programme			Yes:	No:
2	If yes what type of skills training did you attend what is it called	Type:		Name of course:	
3	My age range is: (in years)	18-24	25-34	35+	
4	My gender is:	Male:	Female:		
5	Type of Useful Work:	Job description:			

Section B: Acquisition and Use of Skills Training

	Statement	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
5	I was adequately capacitated during a skills training event.					
6	The curriculum was highly relevant to the type of job I am employed to do.					
7	I feel confident to exit CWP and use the skills I acquired during the skills training development programme					
8	The skills training that I received was very helpful in giving me a practical skill that I can use to work or create my own business.					
9	I can perform well the skills I learnt sometime in the past, if the job were to be started right now.					
10	I still need more training on the skill that I was trained on					
11	I now require retraining as I haven't used the skill on which I was trained long back.					
12	I have since gotten a job where I am directly using my skill I got through the Community Work Programme					
13	I have opened a small business that relies on my skill training I received from CWP					
14	I will not use my skill acquired from CWP for a career. I would rather do something else.					

Section C: Recommendations

	Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
15	The Community Work Programme should bring the private sector and parastatals to skills training blocks to scout for talent and to expose participants to the industry leaders.					
16	Future skills training blocks should be tied to employment or internship placement to avoid obsolescence of skills in trained participants.					
17	Each skills training block in an area should bring a number of different skills so that participants do not feel compelled to train in what they are not interested in, only to end up not using the skill.					

Annexure 10 Focus Group Questions for Participants

1) When did you join the CWP
2) What did you do before joining the programme
3) What type of work do you do in the programme
4) What type of skills did you possess before joining the programme
5) What skills and experience do you have now
6) Did you attend any training offered by the programme
7) If yes, what type of training did you attend and how is it relevant to your job description.
8) Do you find the training provided assisting you in carrying out your work responsibilities
9) Do you think the training provided can help you secure a better job somewhere or help you in starting your own job.
10) How do you think the training can be improved

Annexure 11 Draft Letter of Permission to Conduct the Study

09 October 2014

The Research Coordinator,

Wits Graduate School of Public and Development Management

RE: Letter of Approval to Conduct Study: Mr. Kgothatso Selby Mogakane

Dear Sir/Madam,

This letter serves to formally confirm that Mr. Kgothatso Selby Mogakane has been granted permission by the management of the Department of Corporative Governance and Traditional Affairs to carry out a study entitled 'An Assessment of Skills Training in the Community Work Programme of Erasmus.'

As the owners of the programme area of the focus of his research, the Department will render him the necessary support and cooperation.

Yours sincerely

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CWP National Programme Manager: CoGTA