

**EVALUATING THE IMPACT OF EMPLOYMENT SKILLS
DEVELOPMENT SERVICES (ESDS) TRAINING PROGRAMME
OF THE DEPARTMENT OF LABOUR**

BY

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PRETORIA

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JANUARY 2009

DECLARATION

I Tsietsi Esrom Izzy Maboja, declare that this study entitled

EVALUATING THE IMPACT OF EMPLOYMENT SKILLS DEVELOPMENT SERVICES (ESDS) TRAINING PROGRAMME OF THE DEPARTMENT OF LABOUR

is my work. This dissertation has never been submitted for any degree at any other university. All the sources in this study have been indicated and acknowledged by means of direct or indirect references.

Signature

Date

DEDICATION

This dissertation is dedicated to the following important people.

- Tshepo Honey my wife for having been a pillar of strength, and having been supportive and encouraging me all the way. You kept on reminding me that hard work never killed anyone. Dear, you kept the home fires burning when I was always busy with my studies. I LOVE YOU, DEAR!!
- My two children Seaparo Olefile and Mmatjie Boikanyo for having understood when I could not spend quality time with you; this dissertation is a legacy that I am leaving for you. “I LOVE YOU GUYS”!!
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- My sister Kgomotso and my brother Pie, for the trust they have in me, and not forgetting my aunt Tiny, her children Godfrey, Nonosa and the late Fanie for believing that I can reach the skies.

My sincere gratitude to God the Almighty, for His grace that has been sufficient to give me strength and courage to persevere and complete this study. Glory to His name.

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- ADDENDUM A: DoL Training budget 2007/8
- ADDENDUM B: DoL organogram
- ADDENDUM C: Ethical clearance, permission and Informed consent
- ADDENDUM D: Observation schedule and field notes
- ADDENDUM E: DoL claim forms and attendance register
- ADDENDUM F: Training and learning material
- ADDENDUM G: DoL advocacy pamphlet

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ACRONYMS USED IN THIS DISSERTATION

ABET	Adult Basic Education and Training
DoL	Department of Labour
EAP	Economically Active Population
ESDS	Employment Skills Development Services
ESP2	Employment Services Practitioner
GN	Gauteng North
ISO	International Organisation of Standardization
LC	Labour centre
LMIS & P	Labour Market Information Statistics and Planning
NQF	National Qualification Framework
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFDIS	National Skills Fund Disbursement Information System
OBE	Outcomes Based Education
OBET	Outcomes Based Education and Training
PIP	Provincial Implementation Plan
PSC	Provincial Selection Committee
POE	Portfolio of Evidence
QLFS	Quarterly Labour Force Survey
RPL	Recognition of Prior Learning
SDA	Skills Development Act
SDFW	Social Development Funding Window
SDLA	Skills Development Levy Act
SETA	Sector Education Training Authority
SMME	Small Medium and Micro Enterprise
SPSS	Statistical Package for the Social Sciences
STATSSA	Statistics South Africa

PROOFREADER/EDITOR'S DISCLAIMER:

This is to certify that I conducted a language-edit on a final draft of the following master's dissertation:

EVALUATING THE IMPACT OF EMPLOYMENT SKILLS DEVELOPMENT SERVICES (ESDS) TRAINING PROGRAMME OF THE DEPARTMENT OF LABOUR

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The work was conducted to the best of my professional ability in accordance with acceptable academic standards of English.

Focus was placed on ensuring that the work was free of grammatical errors, but some points of argument were highlighted for attention.

Not being a specialist in this field being researched, I was not able to check referencing, though I attempted to make the style consistent (with the Harvard referencing style). However, I stressed that the candidate check this and other matters of content, himself, and/or with his supervisor, prior to submission.

Any oversights or errors on my part are regrettable, but I defer completely to the authority of the candidate's supervisor and the candidate in having responsibility for the work, **in accordance with the regulations of the relevant institution.**

Tuesday, 27 January 2009

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Abstract

This research evaluates the causes for the failure of DoL training projects to produce a skilled and employable workforce after being trained through the Skills Development Act initiatives. The actual teaching process during training is a focal point in this research, unlike the past Job Placement Verification Studies which ignored this development. The fundamentals of evaluation are discussed with emphasis placed on the purpose of a training programme offered by the DoL.

.In this study, a qualitative paradigm that in essence entails the systematic noting and recording of events, behaviours and artefacts in the social setting was the design and methodology which underpins my choice of case study and observations. I targeted a particular group in the full knowledge that it does not represent the wider population but simply represented itself, thus I cannot make generalizations from the results.

Different theories on programme evaluation, adult learning and learning theories are highlighted and a link between different theories and approaches to training programmes is created.

Analysis of data has shown that peripherals and antecedents have been largely ignored by the previous studies, and influenced the actual training programme, trainees and training outcomes adversely. Additionally the enquiry has uncovered several instructional related factors that have contributed to non-delivery. These range from the level of readiness of trainees, the competency of the instructor and adequacy of the learning material to the actual instructional context and learning environment. All revealed that every aspect mentioned has a critical role to play in achieving the training objectives.

The research concludes with a brief discussion on recommendations to review the entire process of DoL training programmes.

Chapter 1: A preview of the inquiry

1.1 Contextualising the research problem

As will be shown in this study, the quality of South Africa's Department of Labour (DoL) training programmes has been called into question. There are doubts that they are effective in preparing trainees to match the skills needed for the economy, not least because poverty and unemployment remain a problem in the country. This study will attempt to locate the cause of failure in training and to address such chronic problems.

The National Skills Fund has allocated a substantial budget to the Skills Development Initiatives with the aim of: (see Addendum A).

- improving the quality of life of the poor and the unemployed
- securing basic services and infrastructure
- laying the foundations for rising standards of living through access to new forms of income generation (DoL, 1999).

Despite all these efforts, the empirical evidence at the DoL's disposal, in the form of reports by the 2005 - 8 Job Verification studies, which pointed to only 38%, 41%, 36% and 48% job placement respectively, as opposed to a national target of 70%. It should be understood that placement in the context of this study, and that of the DoL, refers to a trainee being placed in a formal or informal job, by virtue of the skill acquired through training. Employment is the end-result, coupled with any form of income-generating sources, as a result of training received. The study thus examines the quality of the training programme provided, with specific focus on reasons why it has continuously failed to meet the expected outcomes of developing a skilled labour force. The study is strongly motivated by the mandate of the DoL to help reduce unemployment and alleviate poverty within the catchments areas of Gauteng North provincial offices.

Enhancing skills development was identified by the Department as an effective strategy to address challenges posed by unemployment and poverty. The high

unemployment rate in South Africa can, in part, be attributed to a skills mismatch in the economy, stemming from the low educational base of the labour force. Recent rapid shifts in the economy from traditional low skill commodity processing sectors towards the services sector, parts of which are extremely skills intensive, accentuate this problem. In essence, this means that any major reduction in poverty and unemployment will depend to a greater extent on a properly skilled labour force.

The process of approving training providers within the DoL does not as yet entail accreditation of providers as a prerequisite. Most of the DoL-funded training programmes are low-level social development projects that do not require accreditation, in accordance to the Departmental policy on skills development requirements. However, this alone could not have accounted for the poor output from training. A variety of possible variables were looked into, such as: What level of expertise does the training instructor have? At what level of readiness are the trainees? What resources are in place to enhance effective training?

In search of answers to these questions, I consulted various publications related to skills development and training, starting with investigations into international trends of skills development training programmes, and moving to continental and then South African examples. The purpose of such an approach was to indicate that skills training and industry training are neither new nor unique to South Africa. Noble (1993) examined the importance of international comparisons of industry training as an area of research, focusing on four members of the Organisation for Economic Cooperation and Development (OECD), namely Australia, Britain, France and Germany. He argued that these market economies, which attach considerable importance to training and development to accelerate economic growth, display important differences in their training systems, especially in the degree of their commitment to government intervention in training markets. Other countries took a lead from the OECD's industrial training, as stated:

“The Lifelong Learning strategy heralded a new life for the UK business competitiveness based on the continuing skills development of its workforce. In other words, when people acquire skills they are able to produce more output for a given amount of time and effort” (Lange, Ottens & Taylor, 2000: 6).

It is therefore useful to examine the experiences in other countries and measure their relevance and applicability to the South African environment.

On a continental level, skills development has been identified in Africa as one of the few elements of public policy that can form part of a strategy for responding to globalisation. Globalization also has had some practical impact on skills needed across the Southern hemisphere, and South Africa in particular. Liberalisation has led to a growing need for skills in meeting the requirements of the International Organisation of Standardization (ISO) 9000 series quality assurance, for instance. In some countries, there has been an attempt to structure all education and training under a National Qualification Framework, as a direct response to globalisation (McGrath, 2002: 422).

In South Africa, the Skills Development Act, 1998, as amended, and the Skills Development Levies Act, 1999, introduced new institutions, programmes and funding policies to increase the overall investment in skills development (DoL, 2006c). The National Skills Fund (NSF) was established under the Skills Development Act, to fund areas of national skills priorities. One such priority is the skills development of the unemployed and underemployed for social development, as sponsored under the Social Development Funding Window (SDFW). The proportion of beneficiaries who are placed after they have been trained reflects the impact of these skills development programmes which should therefore be linked to projects, and ensure the highest possible placement rate.

Therefore, an indicator of “at least 70% placement after skills training”, has been formulated for the National Skills Development Strategy of DoL (DoL, 2007b), of which the goal is to: develop a culture of high-level lifelong learning; fostering skills development in the formal economy for productivity and employability; stimulate and support skills development in the small businesses and assist new entrants into employment. The Employment and Skills Development Service (ESDS) division, of the Department of Labour (DoL) is tasked with ensuring the development of a skilled labour force in South Africa, by supporting projects designed to assist designated groups such as youth, rural people, women and people with disabilities through funding from the National Skills Fund (NSF).

In order to comply with the legislative mandate, the ESDS through utilising NSF funds offers unemployed persons the opportunity to be trained in any skill that might

assist them to be employable. Self-employment, income generating initiatives and training are offered by ESDS-appointed service providers. The ESDS Business Unit provides the funding; a monitoring service during the training and also a follow-up service of three months after the training has been completed.

The social development initiatives and viable development projects are those that:

- improve the quality of life of the poor
- secure basic services and infrastructure
- lay the foundations for raising standards of living through access to new forms of income generation (DoL, 1999:45).

From DoL's perspective employment creation is the greatest challenge facing the government. Poverty and unemployment contribute to social instability, thus creating employment is viewed as a key instrument for alleviating poverty. The Department endeavours to address this challenge through effectively formulating labour market policies that provide an enabling environment for job creation, with the main objective being to halve unemployment by the year 2014 (DoL, 1998:16).

An organogram of the DoL's national structure (see Addendum B) depicts the line and flow of information from the Minister's office, through the Director General's office, to the Deputy-Director General, Chief Director and Director ESDS. This is useful in showing the flow of decision-making within DoL, with regards to the flow of information, from top to where the study is located.

Against the above background, the research question is posed as follows:

Why do the training programme not foster the skills development initiatives for productivity and employability as envisaged by the Skills Development initiative of the Department of Labour?

1.2 Rationale

My interest in the field of training programme evaluation arises from extended personal involvement in the past four annual Job Placement Verification Studies (JPVS), undertaken in 2005, 2006, 2007 and 2008. The aim was to verify placement

of trainees in various employment opportunities. During the past four years of the studies, the findings have consistently been that, although training was offered, it did not address the challenges of unemployment or poverty alleviation. Not only did I become the field worker in all those surveys, but I was part of the national task team that developed the data collection instrument and refined it. I also worked on the administration of the instrument to respondents, data cleaning and analysis, and also report writing. For two consecutive years I was the project manager tasked with the accountability from the concept inception to the last day of report dissemination. The experience gave me exposure to the consistent downward trends of all the reports produced during my time with the DoL staff. The implications projected by the JPVS studies touched on the impact of the training programmes and the socio-economic conditions of the trainees after receiving the training, in relation to the ESDS policy statement: *'To promote skills development for employability and sustainable livelihoods through social development initiatives in all 10 provincial office'* (DoL, 2006). The evidence presented by those studies reflected a low impact on the livelihood of the trainees, even after completing the skills training programme.

This state of affairs led to my questioning the quality of training programmes, which are apparently failing to instil economically sustainable skills. I therefore developed an interest in taking this study further, after the realisation that possibly the quality of the skills development training provided, and its resultant impact on the livelihood of beneficiaries, do not achieve the expected outcomes of alleviating poverty and creating jobs. I need to mention that there may be other factors that led to the failure of the training programme, and that these might be pursued by another study. This study, however, confined itself to the actual training in a classroom environment.

1.3 Statement of purpose

The purpose of this case study was to evaluate the effectiveness of a DoL training programme offered to the unemployed, with the purpose to make them employable, self-sustaining and able to respond to labour force demands. In particular I focussed on the instructional process during training, because the quality of the training programme was crucial in this study, and the following variables ideally constituted a good quality programme. Evaluation goals as described by Nickols (2003) involved multiple purposes at different levels, selected in no particular order, as follows:

- The quality of the teaching materials presented: does the material satisfy the required Standard as per National Qualification Framework?
- The Instructor-learner ratio: does the ratio allow for individual learner attention?
- The competency of the instructor: how conversant is the instructor with the teaching content?
- The profiles of the trainees: issues such as the education qualifications and age of trainees.
- The duration of the training: are the contact hours sufficient to achieve the stated outcomes?

The most recent Job Placement Verification Study 2007/8, conducted by the DoL (DoL, 2007a), could not establish the exact cause of failure to reach the 70% target as set. That created a gap in DoL studies. This study thus focuses on evaluating the quality of the training programme offered by the training providers, with special reference to the instructor, trainees, learning material and learning environment. It assesses the worth and merits of the content-based materials and equipment used during training, with particular reference to variables highlighted above.

1.4 Scope of the study

This study focuses on the training presented in 2008. However the entire study spans the periods from 2005 - 2008 of intensive data collection, where participants were all trainees within the project. The project is an ESDS training project within the Gauteng North (GN) Provincial Office of the DoL. The training is conducted by Jamec Training Centre, and is run in one of the halls at 375 Du Toit Street, Tshwane. The provision of the physical location of the training centre provides evidence of the training and for that reason does not constitute a breach of ethics. The instructor is not formally identified to maintain ethics.

This research sought to explore the reasons for the failure of the training project to live up to the expectations of creating a sustainable livelihood for the trainees. Evaluation of the impact of a DoL training programme offered to the unemployed, with the view to make them employable, self-sustaining and able to respond to labour force demands is the topic of this research study as explained in the purpose of the study.

This intention was represented by a research question: *why do the training programmes not foster the skills development initiatives for productivity and employability as envisaged by the Department of Labour's skills development initiative?* This question necessitated my line of inquiry into this subject. In this inquiry a host of issues came to the fore, with particular focus on the substantial budget allocated through the National Skills Fund by the Department of Labour. Despite such efforts by the DoL, the rate of unemployment is not improving and poverty remains within trained communities. In particular the focus has been on the instructional process during training, because the quality of the training programme was crucial in this study, and the findings revealed amongst other issues that:

- The fact that DoL had no influence on the selection of trainees and instructors compromised the potential quality for both the beneficiaries and the provider.
- The fact that the law still allows the appointment of providers, who are not as yet accredited by the relevant SETA to conduct training, runs the risks of poor training.
- The fact that trainees receive no stipends for attending training impacted heavily on their finances and affected attendance.
- The medium of instruction has been a serious barrier affecting communication.
- The age of the majority of trainees was above 45 years old and most were no longer sufficiently active physically to sustain their projects.
- The educational level of trainees, poor communication and inadequate learning material contributed adversely towards the attainment of the skills development objective.
- Incompetency of the training instructor had far reaching implications for the training programme.

The program was conducted within the Gauteng North provincial office of the DoL, and a map of the area shows the geographical location of this research.

Figure 1.1 (below) demarcates Gauteng North province within the broader Gauteng province

Figure 1.1: Map of Gauteng North



Figure 1.1: *Map of Gauteng North Province (Outlined Portion) Adapted from the Provincial Profile of DoL Gauteng North (DoL, 2006a). The Gauteng North area of responsibility is demarcated with a bold boundary.*

The training programme which was the focus of this research, offered a basic course in communication skills to a group of 37 unemployed people of both genders, entitled *'Engage In A Range Of Speaking And Listening Interactions'*. The need for such training emanated from complaints lodged by ambassadors, diplomatic corps and tourists at large, that when looking for a location around the city centre they would ask street cleaners as a first contact. The problem of communication then arose, as often the cleaner could not respond in a mutually understandable form of English. The provider offered this course together with a course directed towards cleaning skills.

I chose a purposive sampling technique in that it allowed me to handpick the case to be included in the sample on the basis of my judgement of its typicality (Cohen & Manion, 2000). I targeted a particular group in the full knowledge that it does not represent the wider population but simply represents itself, thus generalization is not

justified. I did not use questionnaires or interviews as data collection strategies, but decided to opt for observation, because the former strategies would not be appropriate for evaluating teaching strategies. Observing and deducing from the actual act of teaching was considered more effective. Furthermore, this study did not have a larger sample size as participants were limited by the trainer – trainee ratio, as legislated. I did not conduct a full programme evaluation but focussed on an aspect of it, i.e. the instructional interaction. The study relates to adult learning theories in education as a basis for discourse.

It should be noted that though communication can be viewed in a simplified manner, it is a powerful tool to convey and receive messages. If carried out inappropriately, information flow runs the risk of being distorted in the process, therefore formal training in communication skill is imperative.

1.5 Key concepts

I have attempted to synthesize broad definitions of key terms widely used within the Department of Labour and skills training context as outlined in the Job Placement Verification Study report (DoL, 2006c), with an intention to provide a common understanding for readers.

➤ Antecedents

Antecedents are occurrences or circumstances that precede another, often having a causal relationship with what follows. In this inquiry, antecedents refer to relevant background information relating to any condition existing prior to teaching and learning that might relate to a training outcome. In the context of this inquiry, examples might be the distance walked to the training centre; whether a trainee had breakfast before training; and whether he/ she was certain about having a next meal.

➤ Beneficiary

Within the context of this study, beneficiaries are people connected to and working on the projects. A beneficiary can be a co-owner of the project or someone employed by it, in other words, someone directly benefiting from the project and an end-user of the National Skills Funds, such as service provider or learnership developer. Other vulnerable groups, such as offenders within the Department of Correctional Services,

and victims of natural disasters, fall within groups targeted for skills training. Skills development programmes are offered to these groups to enable them to take up positions in civil society once they re-enter. The following categories of beneficiaries are distinguished for the purpose of this study:

Unemployed and/or underemployed: The unemployed are those people between the ages of 15 and 65 years of age who have been out of work for a period of two weeks, and have been actively looking for work or a skills development opportunity (StatsSA, 2007). The underemployed are those who are in work, but in opportunities that do not match their training and education (e.g., the person who has a qualification but is working in a lower skilled job due to the inability of the labour market to absorb him/her in an opportunity matching his/her higher level skills. The National Skills Development Strategy (NSDS) sets clear equity targets for placement in the Social Development Funding Window sponsored projects, namely 85% black, 54% women and 4% people with disabilities (DoL, 2003), and elaborated below.

Youth: this category includes any person between the ages of 16 and 35 years of age. This group has also been identified as a designated group for affirmative action in employment equity legislation, particularly because they cannot find work due to employers not being willing to offer them a job without work experience. In turn, they cannot gain work experience without being offered an opportunity.

Women: Women have often suffered discrimination and do not progress adequately in the labour market. This is due to the skewed societal perceptions of women's roles in society which are still prevalent and the underestimation of their ability to contribute significantly to the economy. They have also been identified in the employment equity legislation as a designated group for affirmative action.

People with disabilities: This category includes people who have a physical or mental impairment, or a combination of the two, which is long term or recurring. People with disabilities are targeted as a designated group in employment equity legislation that attempts to redress stereotyping and negative discrimination.

Retrenched: Those people who have been retrenched by a company for operational reasons and find themselves out of work are targeted by the DoL's Social Plan for Comprehensive Counselling, Retraining and Placement Services.

➤ Department of Labour

In the study, the acronym DoL is used to refer to the National Department of Labour in South Africa, which is one of the 36 national government departments in South Africa. The Department of Labour is charged with the responsibility of enforcing labour legislation and skills development.

➤ Department of Labour Funded

The National Skills Fund (NSF) provides funds that support the training provided for beneficiaries on projects. These skills development projects are managed under the auspices of the DoL, which negotiates with the NSF to acquire training funds. Projects funded in this way are referred to as DoL-funded projects.

➤ Employment Skills Development Services

The Employment Skills Development Services form a directorate within the DoL, tasked with ensuring the development of a skilled labour force in South Africa by supporting projects designed to assist designated groups through funding from the NSF.

➤ Employment Skills Practitioner II (ESP 2)

The Employment Skills Practitioner II (ESP 2) is a Labour practitioner responsible for Employment and Skills Development Services (ESDS) in Labour Centres. Such a person is charged with the responsibility of monitoring training regularly, and monitoring placement of beneficiaries after training. The ESP2 source projects from within the communities, assist communities through the process and present projects before the Provincial Selection Committee for approval or rejection.

➤ Job Placement Verification Study

The Job Placement Verification Study is an annual study conducted by the Department of Labour, to verify placement of the trainees in job opportunities or sustainable self-employment. An annual report is produced that would establish the reliability and validity of placement statistics for the projects sponsored under the Social Development Funding Window (SDFW) of the National Skills Fund through a

process of verification by an independent source, in this case my section Labour Market Information Statistics and Planning (LMIS & P).

➤ National Qualifications Framework (NQF)

The National Qualifications Framework (NQF) aims to create a single education and training system and promote lifelong learning. It embodies all national recognized qualifications and credits and provides an infrastructure to catalogue unit standards and qualifications. Standards and qualifications should be interrelated in order to enhance and facilitate career-pathing flexibility (SAQA, 2000).

➤ National Skills Development Strategy

The National Skills Development Strategy is intended to radically transform education and training in South Africa, by improving both the quality and quantity of training to support increased competitiveness of industry and improved quality of life for all citizens.

➤ National Skills Fund (NSF)

The National Skills Fund (NSF) was established in 1999, in terms of the Skills Development Act, 1998, to provide funding to address issues of national importance, including unemployment and special assistance to designated groups.

➤ Placement

In the context of this study, placement is a term used to refer to the 'place' (i.e. employment or learnership) in terms of the job awarded to a person who has completed DoL-funded training. Placement would thus mean that a beneficiary trainee completed training and has been placed in a job opportunity or provided with a means of generating income.

➤ Skills Development Act

The Skills Development Act of 1998 refers to an Act of parliament which provides for the introduction and implementation of a skills development levy; and for matters connected therewith.

➤ Skills Development Levy

The Skills Development Levy is sourced from payments by all employers who comply to Skills Development Act, into the South African Revenue Services (SARS) office. The money is split, 80% of which goes to a special organisation known as Sector Education and Training Authorities (SETA), and 20% to the National Skills Fund (NSF), mainly for training unemployed people.

➤ Training provider

A training provider is an individual or organisation that provides a training service and who is responsible for putting together requirements necessary to deliver learning programmes and ensuring that training takes place according to schedules and agreements.

1.6 Research design and methodology

The study was conducted through an interpretivist constructivist lens, wherein facts and knowledge were constructed between myself as a researcher and the researched (Mulhalla; 2003:306). A desktop review method was used in this study, with a particular focus on training project reports approved during the fourth quarter of the financial year (January – March, 2007), to explore an understanding of what practices were in place and the quality of those practices. That was done through document analysis mostly in the form of policy documents and procedures which were internal to the DoL. The sources of inquiry employed in this study aimed at generating specific kinds of complementary data, as well as providing the opportunity to analyse. The qualitative research paradigm was employed in this study. The choice to use this paradigm was determined by the type of knowledge required by the study. The qualitative paradigm allows for broader and richer descriptions through sensitivity to ideas and meanings (Mouton, 2001:602).

1.7 Anticipating research constraints

Key to the limitations facing my inquiry was that this was the final product, and unlike other pilot projects was not transferable. Again it would be difficult to generalize this kind of study as the sample size itself is small and does not represent a larger

population, though lessons can be learned from such a single case study with such a small sample size.

Finding a project that I could evaluate was problematic due to the fact that the annual projects for 2008 were not approved on time by the provincial selection committee, because of national budgetary constraints. Trainees are not always readily available, and because providers are appointed without having adequate training resources, I had to wait for the provider to secure the training venue, find furniture and establish his office. To try to circumvent or lessen the impact of the above limitations, I clearly outlined the purpose of my visit to beneficiaries, and impressed upon them that I was not there to represent the DoL, or to resolve their problems. Rather I was to conduct a study of the effectiveness of their training, which was part of my personal academic development. In the context of this study it is an impact because the training and skilling of communities, should be seen impacting positively on the livelihood of those trainees.

Dealing with desperate, unemployed subjects tended to create a confusing impression in that they viewed the researcher as someone who was there to solve their problems, either with the provider or someone elsewhere. They tended to perceive their interaction with the researcher as an opportunity to voice their frustrations and also to report what they viewed as irregularities committed by the provider. Such tendencies persisted, even when they understood the intent of the researcher's visit. If improperly managed, this could have derailed the fundamental objective and could have affected the validity of the study.

1.8 Outline and organisation of the inquiry

Chapter one outlines how the research problem was contextualized, with the training programme of the South African DoL. The rationale for this inquiry was explained. In conducting my inquiry, terms widely used within the DoL skills training context were defined and the research design and methodology outlined.

Chapter two reviews the literature consulted on the Skills Development Act and its relevance to the Skills Development Strategy within South Africa, Outcomes Based Education, programme evaluation and theories on adult education. I explore previous internal research studies (job placement verification surveys) findings, and interrogate the quality of the training offered by providers. The sustainability of the

skills purported to have been transferred by those training programmes are explored. I then assess the Department of Labour's responses to the challenges posed by recent curriculum reforms. In particular the interface between the following reforms, OBE, ABET and Skills Development training offered by the DoL.

Chapter three deals with data collection and methodology, notably the use of case study, observations, document analysis and desk-top information for data collection with the aimed to generate a specific kind of information, and a qualitative research paradigm is opted for, the reason being that it will allow for a richer and broader description of ideas which is needed by this research. The biographical information of participants and information about research sites and research environment provides an immense insight into the entire research that also authenticates the validity and reliability considerations of this research.

The chapter outlines the critical processes that this inquiry followed to where it is located now, including data collection methods, instruments and strategies used during the inquiry. This chapter sets the basis for the collection of data to be used.

Chapter four employs data analysis techniques to multiple variables being observed. The instructor's competitiveness, the trainees' level of comprehension, the instructional context, the quality of the learning material and the learning environment are all analysed to make sense of these variables.

Chapter five In my final chapter I explore the significance and implications of this inquiry for practice and policy improvement, and also provide the synoptic overview of this inquiry and its implications from the findings. I then recommended several approaches that the DoL might explore to improve outcomes on future training projects.

In the following chapter, I review relevant literature and synthesize the critical comments on it.

Chapter 2: Literature Review

2.1 Introduction

Chapter 1 provided an overview of the skills challenges and the government's response in addressing skills shortages through legislating the Skills Development Act. The continued failure of the skills initiative to remedy the problems of unemployment, which are associated with skills crises within Gauteng North provincial office, was discussed. Literature pertinent to this inquiry has been consulted extensively, to inform the theoretical perspective and is presented in this chapter.

2.2 Education as agent of social change

The role of adult education as an agent for social change has been prominent for several decades and has informed the activities of civil society and government campaigns in various countries worldwide. The radical tradition, in particular, views civil society as a privileged domain of radical learning, political struggle, social movement and social change (Baatjes & Mathe, 2003: 393). This tradition also has a notable presence in South Africa, the tenet of which is that the socio-economic and political system that produces and perpetuates conditions of inequality is unjust and must be changed.

Evaluating a training project of this nature, involves a variety of variables as outlined below, and the complexity of such an evaluation cannot be underestimated. Nickols (2003) points to some of the training evaluation problems derived from Kirkpatrick's four-level evaluation framework (Kirkpatrick in Nickols):

- Reaction: defined as how well the trainees liked a particular training.
- Learning: what principles, facts, and techniques were understood and absorbed by the conferees?
- Behaviour: changes in socio-economic lifestyle.
- Results: that would be characterised by reduction in unemployment, increase in high skilled workforce, high productivity and reduction of poverty.

Congruent with Nickols's evaluation problems, the DoL training programme is not an exception. The success of training programmes would partly depend on the fact that the trainee's affective domain should be considered during training as it has the potential to sway the outcomes negatively if a trainee does not like that particular training. The training is geared towards skills transfer and therefore the new principles, facts, and techniques are central to the success of the training programme. A key intention to the training programme is a visible and drastic change in the socio-economic lifestyle of the trainees, and significant indicators are reduction in unemployment, increase in high skilled workforce and high productivity and reduction of poverty.

This assertion is confirmed by Eseryel (2002:101), who states that evaluation is an integral part of most instructional design models. Evaluation tools and methodologies help determine the effectiveness of instructional interventions. Despite its importance, there is evidence that the evaluation of training programmes is often inconsistent or missing. Possible explanations for inadequate evaluations within training programmes include: insufficient budget allocation for training; insufficient allocation of training time; lack of expertise from trainers or tutors; blind trust in training solutions; or lack of methods and tools appropriate for the kind of training envisaged. However, for the process of skills transfer through training programme to be effective, attention should be given to such inadequate evaluation during training for better implementation of the Skills Development Act as envisaged by the DoL.

2.3 Skills Development Act

The Skills Development Act 97 of 1998 (SDA) and the Skills Development Levies Act 9 of 1999 (SDLA) have created an enabling regulatory framework for developing the skills of the South African workforce. The SDA and its subsidiary regulations constitute adult education legislation, as the majority of trainees are adults. It also signals that, although adult education is still under-resourced, it should no longer be regarded as a marginal activity. The two Acts, together with the regulations published in terms of them, constitute a single regulatory structure. Among the most important regulations are the Skills Development Regulations of 22 June 2001, which deals with the funding of skills development, in particular the allocation of grants by SETAs.

The priorities of South Africa's skills development programme and indicators to measure progress are set out in the National Skills Development Strategy. The

strategy sets out the vision, principles and objectives of the national skills strategy.

The five objectives identified to drive the national skills strategy are to:

- develop a culture of lifelong learning
- foster skills development in the formal economy for productivity and employability
- stimulate and support skills development in small businesses
- promote skills development for employability and sustained livelihoods through social development initiatives
- assist new entrants into employment (DoL, 2004).

A brief outline of the skills development funding process and the related sources of funds is as follows: The Skills Development Levy finances skills development and it is mandatory that every employer in big business must pay it, unless exempted for reasons known to them and the government. The amount of the levy is 1% of the total remuneration paid or payable, or deemed to be payable by an employer to its employees during any month (Thompson & Benjamin, 2002).

Flowing from the Acts, the DoL developed its Strategic Plan 2004 – 2007 that informs the departmental policies (DoL, 2007b). The Strategic Plan commits the Department to an ambitious but achievable programme of action that is focused on the following issue: (Adapted from the DoL Strategic Plan, 2004 – 2007).

- The implementation of the skills development legislation to meet the skills needs of economic growth contribute to job creation and improve the productivity and competitiveness of big and small enterprises, economic sectors and the nation as a whole.
- The removal of unfair discrimination and the promotion of workplace equality to increase the participation of Black people, women and people with disabilities in the economic life of the country.
- The protection of the most vulnerable sectors of the workforce.
- The promotion of cooperative labour relations and labour stability.

However, for the purpose of this study, focus is on the first activity, namely skills development as a requirement. However, skills are not transferred within a vacuum, but rather within a particular framework or programme, thus being located within a

programme evaluation framework. This study would therefore proceed to explore the skills development initiatives within a programme evaluation situation.

2.4 Programme evaluation

Program evaluation is the process of appraising, or making judgments about the quality and effectiveness of the total training process (including planning, design and quality of materials) and determining if it is fit for purpose. According to Tuijnman and Bottani (1994), evaluation may be defined from another angle, as a systematic investigation of the worth or merits of an object, in the case of this study, a programme.

This is a guide to the facilitator who provides full description on delivery, including learner participation as essential to outcomes-based education and training (OBET). Learners must learn the basics of a subject and the instruction must allow for learning experiences to go beyond content. The learner workbook must provide for creative solutions to problems, which are essential for all learners to be able to succeed at the end of their learning experience. The approach of the workbook should be holistic in nature and help the learner build on his/her reflexive competence. This will also form part of the learner's portfolio of evidence (POE) and should be considered as a supplementary evidence component (Knowles, 1975:6). This inquiry did include these criteria in the observation schedule, to try and source the extent of learner participation as well as the quality of the learning material used, but excluded consideration of the learner's portfolio of evidence as it was not part of this particular training programme.

This study is informed by the Kirkpatrick model as cited by Nickols, which states that the function of training is to transfer knowledge, skills, or attitudes and that the purpose of training is to change actual future behaviour (Nickols, 2003:5). The model specifies the importance of measuring satisfaction and learning which occurs during the training activity. It consists of four levels. Each successive evaluation level is built on the information provided by the lower or previous level:

Level One: Satisfaction with the DoL training

Level Two: Knowledge and skills learnt

Level Three: Behaviour change/skills transfer on the job

Level Four: Added value in terms of increased productivity, networking and quality of life.

The training programme of the DoL was community-based, and for the training milestones to assess the success of training, Kirkpatrick's model was considered appropriate because trainee community satisfaction, knowledge gains and impact on the livelihood of trainees was expected. Evidence for this was drawn from the previous JPVS studies. The inquiry also looked at methods of assessment of learners throughout the training programme and how feedback is conveyed to them.

With regard to the theoretical framework, the study is partly informed by Stufflebeam's Improvement-Oriented Evaluation, which states that:

“Evaluations should foster improvement, provide accountability records, and promote increased understanding of the phenomena under review. The most important purpose of evaluation is not to prove but to improve...We cannot be sure that our goals are worthy unless we can match them to the needs of the people they are intended to serve” (Stufflebeam, 1973:151).

The DoL training under investigation needs to be evaluated and may need to be reformed to improve the livelihood of the target audience. Stufflebeam employs a so-called CIPP approach, an acronym from the four components, 'context' (what needs were addressed), 'input' (what procedural plan is adopted), 'process' (to what extent these are applied), and 'product' (what are the results). This approach concentrates not so much on an individual study but on providing ongoing evaluation services to the decision-makers in an institution. The DoL's training programmes are continuous and strive to improve the lives of individuals as well as to improve on themselves as programme for best practices.

Also contributing to the theoretical framework was Chronbach (1982), particularly his design of elements for evaluation, in this case utilising the acronym UTO, that is 'units', either individuals or class; 'treatment', of the unit, and 'observing' operations, as the evaluator obtains data before, during, and/or after the treatment, and administers a certain form of tests. Incorporation of Chronbach's theory in my observation did however prove problematic as not all aspects could be catered for, such as treatment, due to time constraints. However, the units in a form of an

individual instructor and the way she interacted with her class were successfully utilized, as were observation actual classes (operations).

Although dated, the work of Stake (1975) is still relevant, in that the DoL's projects are client-oriented and so open to his "client-centered evaluation", which states that:

"The evaluator must work with and for the support of those educators/instructors who develop and deliver primary education services. Potentially, he sees the evaluator serving a wide range of clients, including teachers/instructors, administrators, curriculum developers, taxpayers, legislators, financial sponsors and the public in general", (Stake, 1965:210).

Stake further writes of the concepts of 'antecedents', 'transactions' and 'outcomes' as the format for collecting data to be used in evaluating an educational programme. This will be elaborated in chapter 3.

Another theory of relevance to the DoL's objectives is that of Scriven, who states that the proper role of the evaluator is one of "enlightened surrogate consumer". The evaluator should help professionals to produce goods and services that are of high quality and of use to the consumers. Contrary to the other aforementioned theories, Scriven defines evaluation as the systematic assessment of worth and merit, with emphasis on evaluators arriving at defensible value judgements rather than simply taking measurements or determining whether goals have been achieved. An evaluator must judge whether achievement of the goals would contribute to the welfare of the consumers (Scriven, 1991).

The literature reviewed here has generally shed light on both the theoretical and practical aspects of formal training in a teaching and learning environment, designing and implementing learning material with emphasis on adult education. The difficulty has been that most literature focuses on project evaluation at school level or industry training, and not community projects. The common aspect of the three has been that training takes place in a formal teaching and learning environment and its impact or success had to be observable. Therefore, the literature consulted has been critical in helping to contextualize the DoL training projects, if it was to help produce an effective approach *en route* to the research design and methodology, as will be discussed in greater depth in chapter 3.

2.5 Forms of assessment as components of evaluation.

It is imperative to note that both formative and summative evaluations will remain critical tenets of any study, particularly in enhancing feedback. D'Avanzo (2000) defines formative evaluation as looking into the project (course) continuously, with the aim of giving an ongoing diagnosis and feedback to instructors to use in assessing their teaching. Summative evaluation is familiar to those who give students tests, or as Stake (1975) wrote, 'When the cook tastes the soup, that's formative; when the guest tastes the soup, it is summative' (p.113).

In this inquiry, formative evaluation included the instructor questioning the learners during her instructional process. There were, however, no signs of her adjusting her style of teaching in response to the probable demands of the situation or any indication that something was changed in response to the trainees' inability to respond to her questions. The summative evaluation referred to the final assessment of whether the trainees had comprehended the content of the day, and also guided her preparations for the next day, an aspect which my observations could not find from the instructor. Summative evaluation was conducted on a daily basis at lesson closure. The advent of Outcomes Based Education (OBE) led to appropriate forms of assessment being explicitly outlined, and implementation procedures were more thoroughly observed.

Assessment as a component of evaluation is defined as the act of determining the standing of an object on some variable of interest (Tuijnman & Bottani, 1994). As part of outcomes based assessment, learners are assessed in terms of whether or not they are able to demonstrate an outcome. Trainees are assessed against criteria after an outcome has been attained. Criterion-based assessment is different from norm-referenced assessment whereby learners were tested against other learners' performances, or against a customary norm. In my inquiry, assessment was based on the achievement of a communication skill that would enable trainees to communicate effectively with tourists and other information-seeking individuals. The level of communication that trainees were expected to master was basic, relating to an ability to greet, listen and give directions or respond appropriately. An ability to communicate would signal the achievement of an outcome and that would be responding to the research question. However, it has been difficult for my observations to reveal the extent of achievement of this intended objective, because learner participation was stifled by the instructor in most of my observations.

In OBE, assessment is expected to take place in an authentic context and in a caring, non-judgemental environment which would serve as a positive affirmation of the learner. It should acknowledge whatever competencies each learner has attained to date, and should take into account the learner's previous performance. OBE encourages the teachers to assess learners continuously, using different methods of assessment and evaluation to monitor learners throughout the course. According to the National Department of Education's Policy Document (Doe, 1997), OBE should be driven by the outcome displayed by the learner at the end of the educational instruction. It is informed by a philosophy that posits the ability of all learners to learn, and refers to the end-products of the learning process as 'outcomes'. The instructor's assessment criteria left much to be desired in this inquiry.

Spady, a major advocate and proponent of OBE, (Closson, 1993:231; Spady & Schlebusch, 1999), claims that firstly, all students (sic) can succeed, but not on the same day or in the same way. Secondly, each success breeds more success. Thirdly, the school environment controls the conditions of success. Students are to some extent malleable and given the right learning environment they can all be prepared for any academic or vocational career. It is against this background that OBE as an ethic of emancipation holds great promise and can contribute to social change in adult education. According to the arguments put forward by OBE instrumentalist ethics, the aim of education is to produce a highly skilled, mobile workforce that will help make industry more competitive in the world economy, a component of human capital theory embedded in education (Freire, 1970).

During instruction, the goal is to achieve effective outcomes, especially where time is limited and learners are quickly dissuaded from continuing with ineffective methods, particularly in adult learning. Adult learning theory emphasises two points relating to effective training design, asserting that the material should be practical, and the training active. Knowles (1975) argues that it is essential to recognize that adult learners are different from younger students as they are more self-directed and expect to take responsibility for decisions. The school classroom format will not work with adults, and effective training designs for adults must take into account the following factors:

- Unlike young learners, adults need to know why they need to learn something.
- Considering the age gap, adults need to learn experientially.

- It becomes stimulating and worth learning for adults when learning is approached as a problem-solving initiative.
- Timeframe is important in adult learning because adults learn best when the topic is of immediate value (Knowles, 1975).

In designing a learning programme, curriculum designers would therefore consider how their trainees learn. When trainees are adults it is expected they would have clearly explained the reasons they should be attending the programme, and be offered learning process which is experiential and practical. Trainees should view their training as responding to a problem of unemployment and poverty-reduction which is confronting them as an immediate issue that needs to be resolved (Knowles, 1975). The argument presented above is relevant to this study considering the fact that the majority of trainees are adults, therefore in designing their learning programme, cognisance of how adults learn becomes important.

Knowles (1975) points to adult learning theories in constructivism and OBE. Based on the work of Piaget and Vygotsky, exponents of constructivism, he points out that learning takes place by doing, and includes two important tenets: Continuity: where a student would connect new knowledge with previous experience, and Interaction: where the student will be actively involved in learning in his/her environment. Individuals construct their own meaning through reflecting on their interaction with their surrounding developed an andragogical model, in which he accepted OBE as one of many approaches suitable for adult education. Interwoven with OBE is a component of skills development that encourages on-the-job training characterised by experimenting and being practical (Knowles, 1975:18).

As part of his “Conditions of Learning” theory, psychologist Gagne (1965) as cited by Knowles (1975:20) developed a sequence of nine “instructional events” that he concluded provide effective adult learning. Gagne’s outline may be a starting point for designing effective training, stating as it does that the trainers should ensure they gain and keep the learners’ attention and outline clear, practical and simple objectives. Because adults have a set of knowledge and experience, the programme should follow the principles of the recognition of prior learning (RPL), namely recognising previous courses and qualifications of learners and adapting their training accordingly. Gagne (1965) also argues that learning should also be thought-provoking and stimulate thinking, through the guidance of the facilitator (a constructivist term for teacher or instructor). The end-result to learning should be

seen and regular and effective feedback be provided. The exercise should be reviewed periodically to ensure it is fulfilling its outcomes.

This inquiry, throughout its observation of the instructional process, used Gagne`s theory as a its basis, and also helped to pinpoint items to be observed during the development of the observation schedule.

Other proponents of adult learning are Zemke & Zemke (1984), who divided knowledge into three spheres, summarised as follows:

- Motivation to learn.

Adults seek out learning experiences in order to cope with specific life-changing events, such as marriage or divorce. The more an adult experiences challenges in life, the more motivated to learn s/he becomes. Adults seek the learning experiences directly related to their perceptions. Once convinced that the change is a certainty, they will engage in any learning that promises to help them cope with the transition. Normally adults have a use for knowledge or the skill being sought. To them learning is a means to an end, not an end in itself. Not only does the motivation to adult learning need emphasis in this study, but the curriculum design of adult learning is equally important (p.3). It is important therefore to check if the curriculum designers know about adult learning and what motivates them. The questions keys to this study are whether the target group has been considered when designing adult curriculum, and whether the adult classroom environment has been taken into cognisance.

- Curriculum design

In designing or choosing the curriculum for adult learning, it is important to have an understanding of how adults perceive learning and how they will engage in it. Adult learners are not enthralled by survey courses, but rather prefer single concepts that are not complex. As argued above, for them to continue learning they should be able to internalize new ideas with what they already know, and so construct new knowledge to which is attached relevant meaning. Information that contracts the views that they hold in life is likely to be absorbed slowly, if at all. Fast-paced, complex or unusual learning tasks interfere with the learning of the concepts. Adults compensate for their slowness in some psychomotor learning tasks by being more

accurate and making fewer trial and error ventures. Adults tend to take errors more personally, and that affects their self-esteem.

The curriculum designer will have certain knowledge as to whether the concepts or ideas will be in concert or in conflict with the learner. Some instructions will effect a change in belief and value system, so the programme should be designed to accommodate different viewpoints. Adults tend to prefer self-directed and self-designed learning projects over group-learning, though self-direction does not mean isolation. Non-human media such as books, programmed instruction and television have become popular with adults in recent years; therefore the aspect of curriculum design should not be underestimated. Aware of the importance of classroom environment, I designed an observation schedule that focused on the instructor's method of teaching, and how she imparted the curriculum to her trainees. In my schedule I refer to her voice variations, particularly tone, pausing and pace, so as to identify her ability to adjust and align the learning content to her target audience.

- In the classroom

The classroom is critical to this study and thus is emphasized more than the previous two divisions. The learning environment should be physically and psychologically comfortable as long lectures or classes, and absence of practice opportunities can be irritable. Adults are particularly concerned about self-esteem and ego, bringing certain expectations. It is therefore advisable for an instructor to clarify and articulate all expectations prior to commencing. Adults bring a great deal of life experience into the classroom, an invaluable asset to be acknowledged, tapped and used. To them, learning is much more effective through a dialogue with their peers. In addition to RPL mentioned above, the role of the instructor should be one of facilitation. This may involve protecting minority opinion, keeping disagreements civil and unheated, and redirecting the group when they lose focus (Zemke & Zemke, 1984:52).

Levine (1991), states the importance of organizing material for presentation in a logical order, and cites the following critical steps:

- Order content – look at content and see how the concepts are built.
- Order experience – if one knows who the adults are, one will also know the sorts of experiences they have had that relate to the technical information.

- Order Interest – Identify the most interesting things one has to share and then organize the presentation to allow these interesting aspects to periodically emerge.

Levine (1991) writes about demonstration in teaching adults, particularly of ‘result demonstration’, that shows the results of an activity, through evidence, and also ‘method demonstration’, which illustrates how to do something in a step-by-step fashion.

Much has been written about teaching adults and techniques to be used, however it should always be borne in mind that, despite the best techniques that can be employed, they would need to be implemented appropriately for them to succeed. The transferring agent will be the instructor in this instance. An effective teacher will be required to realize a wide range of strategies. An acceptable description of an effective teacher which supports an integrative model that is both process- and content-based is outlined as follows:

“Those effective teachers not only know the subject matter they intend their students to learn but also know the misconceptions their students bring to the classroom that will interfere with their learning of that subject matter. They are clear about what they intend to accomplish through their instruction, and they keep these goals in mind both in designing the instruction and in communicating its purposes to the students. They make certain that their students understand and are satisfied by the reasons given for why they should learn what they are asked to learn” (Cornell University, 1997:49).

In addition, effective instruction provides students with meta-cognitive strategies to use in regulating and enhancing their learning. It also provides them with structured opportunities to exercise and practise independent learning strategies. Teachers have the capacity to create learning situations in which their students are expected not just to learn so-called ‘facts’ but also to solve given problems and organize information in new ways and formulate problems for themselves and their peers (Cornell University, 1997:55).

Good facilitators would continuously monitor their students’ understanding of presentations and responses to assignments, and routinely provide timely and detailed feedback in accordance with the individual needs of each student. Such

teachers realize that what is learned is more likely to be internalised, rather than simply memorised, and used practically in the future if it serves students' purposes beyond meeting simple classroom requirements. They take time for reflection and self-evaluation, monitor their instruction to make sure that worthwhile content is being taught to all students, and accept responsibility for guiding student learning and behaviour (Cornell University, 1997:52).

Evaluating a training project for the DoL takes place in the normal classroom situation, where it is assumed that a competent instructor, who should be seen as the subject specialist, will be teaching. It is therefore against such a background that he or she is expected to display traits of an effective facilitator as outlined above, in any teaching and learning environment. Of special significance are the last two points raised above.

First, teachers are human and not machines. Strict adherence to a set of principles does not in itself establish effectiveness. A teacher may, for any number of acceptable reasons, occasionally exhibit inconsistency in his or her teaching practice. The more important issues are: to what degree is practice governed by some explicit pedagogical framework, and how frequently is she/he unable to follow her/his own guiding principles of teaching which his or her experience has shown to produce desirable results.

Second, the extent to which a teacher can be effective will be governed, to a certain degree, by the environment and conditions under which s/he must work. The teacher has only so much time and energy, and has life beyond work, which has its own demands (Cornell University, 1997:53).

My inquiry has consistently considered that the observed teacher is a human being like any other person, thus fallible. The inquiry acknowledged the degree of error that any teacher might commit, and so this was not permitted to unfairly distort the findings.

Chapter two extensively reviewed relevant literature that would shape and contextualize this study. The literature consulted provided an impetus to both theoretical and practical approach to this study. Much has been written about the technical side of teaching and learning, however, such techniques cannot be learned in a vacuum, but should be integrated into the actual teaching and put into practice.

Having explored the relevant literature to this study, and developed theoretical framework in this chapter, in the next chapter I shall be outlining the research methods used in collecting the data.

Chapter 3: Research Design and Methodology

3.1 Introduction

A conclusive statement about whether or not the quality of training programmes offered under the tutelage and auspices of the DoL has succeeded in transferring life-long skills, without any empirical evidence to support such assertions, might be a detrimental inference. For such an assertion to be accepted it should have been scientifically tested and conclusive findings arrived at.

In this chapter I outline the research design and justify methods selected for data collection. I begin by explaining the theoretical underpinning of this study, placed within the interpretivist paradigm and bound it as a case study. Next, I provide an overview of the exploratory stages of the research, moving on to the formal phases where I document the strategies implemented, as well as the instruments designed for data collection. The chapter concludes with a description of the methods used for enhancing the validity of the study, and identifies its limitations.

The purpose of this study was to evaluate an aspect of a specific training programme which is part of the DoL training suite. These initiatives aim to capacitate and skill the unemployed with a view to making them employable. However, despite much funding invested in these projects, the success rate has been far below anticipated levels. It was my intention to respond to the following research question: *Why does the training programme not foster the skills development initiatives for productivity and employability as envisaged by the Department of Labour (DoL) 's skills development initiative?*

3.2 Research philosophy and design

The sources of inquiry employed in this study aimed at generating specific kinds of complementary data, as well as providing the opportunity to analyse the data in a variety of ways. For this study, therefore qualitative research paradigm was employed. The choice to use qualitative paradigm was determined by the type of knowledge required by the study. The qualitative paradigm allowed for broader and richer descriptions through sensitivity to ideas and meanings. This is an inquiry into social and human problems (e.g. unemployment, job creation and placement), based

on testing a theory composed of variables, measured with numbers and analysed using statistical procedures to determine whether the predictive generalisation of theory holds true. I used a case study for my research, because it has been designed to illustrate a more general principle; it is the study of an instance in action. The case study provided a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories and principles (Cohen, et al, 2002). This study has employed the desktop review and observations as collection tools, which would primarily be informed by document analysis, to collect a diverse set of data.

Case study has been included because a qualitative approach was essentially multi-method in focus and involved a naturalistic approach to subject matter. Qualitative researchers who undertake case studies study people situated in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them (Albright, et al, 1998). Accordingly, they are able to build a complex, holistic picture, analyse words and report detailed view of informants. A protocol was designed to organise the observation process. The language of case study was descriptive, anecdotal, and in-depth. Case studies place the researcher in an optimal position to identify and offer practical suggestions for improvement (p.416). This approach was designed to probe for a variety of evidence on independent factors affecting implementation and to provide contextual understanding, through the use of project indicators that were cornerstones of my study. They cut across all areas of my inquiry. Based on the established project approval indicators from the provincial office, (the scorecard used by the provincial selection team to approve or disapprove projects), factors influencing the sustainability of projects would be listed and a factor analysis was conducted to identify categories that should be accounted for in successful projects. These categories would later be incorporated into the instruments mentioned above, including analysis plans, and will be described as follows:

- Management and administration – practices and processes such as the existence of business plans, human, financial and technical resources, roles, committees, communication, and teamwork structures.
- Sustainability – eight sustainability factors identified by the DoL, which include: placement ratio, inter-departmental collaboration, ownership by beneficiaries, increased earnings by beneficiaries, future employability and sustainable livelihood for beneficiaries.

- Infrastructure – human, technical and physical resources available.
- Training – whether the training provider is accredited, satisfaction aspects, skills audit conducted and monitoring of training.
- Post-training monitoring and *aftercare* – continuous monitoring and support, follow-up visits, start-up packs, and mentoring (DoL, 2006c).

Having outlined the selection process of projects approval by the Provincial Selection Committee (PSC) in the steps above, it is appropriate as a researcher to indicate that I had little control over the events. This was an exploratory type of case study that will be characterised by explaining and judging. At the heart of this case study lays the method of observation, and such study observations are less reactive than other types of data-gathering methods.

3.3 Research process

This inquiry has evolved through various stages. My intention to pursue a study on a Master's Programme started in 2005 when I was still in the employ of Gauteng Education Department (GDE) as an educator. My initial topic related to classroom assessment, but during late 2005, I left the GDE to join the DoL. That career change impacted negatively on my studies, as the chances of accessing classroom data diminished, and I thus had to change the focus of my proposed studies. I drafted a new proposal and on the 12th June 2007, successfully defended my proposal. I then applied for an ethical clearance certificate (see Addendum C), which was granted on the 16th May 2008. Both formal and informal data collection has been an on-going exercise and valuable data has been collected and stored for use during the analysis phase.

I changed the focus to training projects, after having been exposed to DoL operations. I participated in several annual surveys conducted by the Department, and was exposed to the impact of those training projects which contradicted their intended objectives. I submitted my working title to the University and permission was granted. I then participated in the pilot study, whereby I observed training of 14 female inmate (prisoners) offenders at Pretoria Central Prison Correctional Services. The training was part of DoL-funded projects. I collected field notes using a structured observation schedule. I furthermore accompanied colleagues ESP2 who

monitor projects to the sites to observe training. Lastly I collected data at the project site earmarked for this study, and data thereof is safely stored for analysis.

A desktop review method was used in this study, with a particular focus on training project reports approved during the fourth quarter of the financial year (January – March, 2007), to explore an understanding of what practices were in place and the quality of those practices. Below we provide details of the participants, describe the research site, the instrument used and the desktop review method.

3.3.1 Participants

The training programme is a basic course in communication skills to a group of 37 unemployed males and females. The ESP2 colleague who assisted me in validating my findings played a technical role during this inquiry. Again I have targeted a particular group in the full knowledge that it does not represent the wider population but simply represents itself. Furthermore, this study could not opt for a larger sample size as participants are informed by the legislated trainer/trainee ratio.

The process of sourcing trainees is two-fold as prescribed by the selection policy. Firstly, the community identifies a need to be trained in a particular skill, and then form groups of fewer than ten people. Thereafter it approaches the DoL for training on their identified skill. The DoL then finds in its database of training providers an appropriate one that offers training for the identified skill, and links the two parties. That form of training is referred to as community-driven training and is highly recommended by the DoL.

The second form of training is when the provider approaches the community with a skills training concept in mind and the two parties approach the DoL for funding. This form of training is referred to as 'provider-driven' and is less popular with the DoL because it normally casts doubt as to whose interest is being served, provider or community. For this training programme, it was not clear where exactly participants came from, besides knowing that they were all unemployed and from within Tshwane or Pretoria.

The instructor was the focus of my observation and active participant in my inquiry. She was a female of about 35 years of age, who held matriculation as her highest qualification. However, the responsibility of recruiting both the instructor and trainees

rested with the training provider, and as a researcher I had little information about the process of their recruitment, falling as it did outside the scope of my inquiry.

However, it did become clear to me that the training was provider-driven and not community-driven. What it means is that a provider driven project is when the provider identifies the skills need for a particular community, unlike the community driven-driven need where the community identifies a training need for itself. The table below shows the age distribution of trainees for this project.

Table 3.1: Age distribution of trainees

Age		
		Frequency
Valid	15 yrs - 25 yrs	2
	26 yrs - 35 yrs	3
	36 yrs - 45 yrs	8
	46 yrs - 55 yrs	11
	56 yrs and above	13
	Total	37

Table 3.1 (above) depicts the age frequency distribution of trainees. Between 15yrs and 45yrs, the percentage distribution ranges from 5% to 22%. From 46yrs to 55yrs and for 56yrs and above the percentage distributions were 29.7% and 35.1% respectively. The participants were trained from within a particular setting and environment, and this takes us directly to the research site.

3.3.2 Research sites

Access to the research site can be problematic though unnoticed. Normally there are ethical dilemmas involved in access wherein protocols such as negotiating access have to be observed. Access is thus not a straightforward process of speaking to the person in charge and obtaining the approval of the ethics committee. It usually involves considerable time and effort and a constant endeavour to strive for cultural acceptability with the gatekeepers and participants in research sites (Mulhalla, 2003). This is confirmed by the processes that I had to go through to secure the permission from all stakeholders within this training programme. Kawulich (2005) refers to access as creating a rapport or “hanging out”, explained as a process of gaining the trust of participants. In this regard, I managed to gain the trust of the participants

through outlining the purpose of my visits to their project, and that eased their tension.

The research sites for this inquiry were all in urban areas which were Pretoria Central Prison, and the Pretoria project site at the Training Centre in the city centre at 375 Du Toit Street. I gained access through the relevant procedures to the section in charge of ESDS from the DoL. I had to request permission from the project manager, explaining that my visits were not work related, but purely personal development as it was for academic reasons. I requested permission from ESDS, who acted on my behalf, and gained verbal permission to visit the sites.

My observations were taking place in a classroom size of about 4m X 6m, with seven windows which allowed for enough ventilation and the classroom was bright enough for teaching and learning to take place. The classroom had desks for each trainee and the teacher's table and chair just before the chalkboard, opposite the door. The following research activities were carried out on site during each visiting schedule: Observations which took 21 days, spanning 2 hours per day; with regular field notes taking on every activity scheduled to be observed and also filled my observation schedule as planned.

3.3.3 Instrumentation

The previous Job Placement Verification Studies have pointed out a considerable lack of historical interest in field notes, despite their central place in observational studies. Field notes represent a natural entity which needs to be objectively described by the observer acting as an impersonal channel through which information is conveyed to the reader (Mulhalla, 2003). There are divergent views regarding the importance of field notes, which some readers consider to be the very essence of a study, whereas others consider them to be secondary to becoming immersed in a culture. Of paramount importance is the question of when and where to record field notes. On these aspect, literature points to different approaches in dealing with the when and where aspect, but for purposes of this inquiry it has been important to record field notes as closely as possible at the time events were observed. In his paper on observation, Mulhalla (2003) highlights the processes in writing field notes, which this inquiry followed:

- Structural and organisational features – what the actual buildings and environment looked like and how they are used.
- People – how they behaved, interacted, dressed, and moved.
- An everyday diary of events as they occurred chronologically.
- A personal/reflective diary – this included both personal thoughts about going into the field and being there, and reflections on my own life experiences that influenced the way in which I filtered what I observed.

Observation is qualitative in essence and entails the systematic noting and recording of events, behaviours and artefacts in the social setting chosen for study (see Addendum D). During the observation, the researcher will learn about the behaviours of people and the meaning attached to such behaviours. Stake (1975) noted three concepts that should always cut across all stages of observation:

- *Antecedents*: refers to relevant background information. This is any information relating to a condition existing prior to teaching and learning that might relate to outcome, for example has a student eaten breakfast before coming to class or is experiencing domestic problems such as divorce? It is for the evaluator to identify and analyze pertinent antecedent conditions.
- *Instructional transaction*: includes the countless encounters of students with other persons, such as teachers, parents, councillors and other students.
- *Outcomes*: pertain to what is achieved through the programme. These include achievements, attitudes and aspirations, as they impact on participants. It is also important to gauge results that are evident and obscure.

While Stake used antecedents, transactions, and outcomes as core concepts to structure views of what should be done in describing and judging a programme, Bailey (1978) identifies some inherent advantages in the participant observation approach:

- Observation studies are superior to experiments and surveys when data is being collected on non-verbal behaviour.
- In observation studies, investigators are able to discern ongoing behaviour as it occurs and are able to make appropriate notes about its salient features.

Observation is used in research in two ways: both structured and unstructured. Positivist research generally uses structured observation, while interpretivist or naturalistic paradigms use unstructured observation (Mulhalla, 2003). This inquiry concerned itself with the interpretivist view of unstructured observation. Unstructured observation is used to understand and interpret cultural behaviour and is based on the paradigm that acknowledges the importance of context and the construction of knowledge between the researcher and researched (Mulhalla, 2003). Literature points to some of the issues that create controversy in observation to include amongst others:

- The role of the researcher; in this study the researcher was a passive participant and not immersed in the study for fear of being subjective.
- Informed consent; the observations in this study were conducted with a full consent of all parties involved.
- Access and field notes; permission to enter and also record the observations was granted by parties concerned.

It further points out that the “issues surrounding field notes and access have been neglected” (Mulhalla, 2003). This inquiry focused predominantly on access and field notes.

Mulhalla (2003) states that observation also captures the social setting in which people function by recording the environment in which they work. The analogy of a jigsaw is given, where an interview with individuals provides the pieces of the jigsaw and these pieces are then fitted in accordance with the picture on the box, which is gained through observation (Mulhalla, 2003). A critical point made above is that observation is valuable because it records the influence of the physical environment. This point is emphasized by Silverman (1993) as cited by Mulhalla (2003), that the way people move, dress, interact and use space is very much a part of how particular social settings are constructed.

I therefore held the view that observation was the key method for collecting data in this inquiry to evaluate a training programme (see addendum D). The observation schedule focused on the actual instructional processes in the classroom and included monitoring the instructor’s ability to create a rapport with learners, her first direct contact with learners and preparedness for lessons, management of time and overall classroom management.

The schedule also focused on the learning environment under which training took place, and issues such as the classroom brightness, ventilation, space, tidiness and the level of noise pollution. During her teaching, the instructor's tone of voice and variations were the subjects of observation. Regarding her teaching methods, my observation considered whether she allowed self- and peer-assessment, her frequency of asking questions and pausing in the interim, the types of questions asked and her individual attention to learners. The classroom seating pattern was observed, as it had an influence on learning, as was her pattern of movement during her teaching and also her lesson closure. The purpose of observing these aspects were driven by the fact that the research departs from an uninformed position regarding the actual cause of failure to the trainings, therefore every aspect which had a direct or indirect influence on the training, had to be observed. The reason being that there was no clue as to where the problem emanates, thus the possible impact of the teaching environment could not have been ignored during such observations.

A checklist has been developed to capture what might be seen as peripherals, but has massive influence in the final outcomes. Such has a potential of misdirecting the findings if ignored, and that includes:

- The instructor's pattern of movement in class
- His/her habitual gestures and impact thereof
- Pausing length after posing a question
- Voice variation and tone.

In addition to the above, Scriven (1991)'s checklist has been paired with lessons to be learnt by the DoL in evaluating projects (see chapter 5). This tool provided the checklist and steps to evaluate the training programme towards the achievement of its objective.

3.3.4 Desk top review of reports and document analysis

During this inquiry the provincial selection committee reports into the annual budget spent on training projects, ESP2s reports on project monitoring during training, and job placement verification study reports on the rate of placement after receiving training were reviewed. The daily attendance register and the claim forms served as

important documents for this inquiry (see Addendum E). The information sourced helped to shape and give background to this inquiry.

3.4 Preparing for data analysis

For the biographical data, such as the number of males and females, the number who achieved a particular education level and the number who fell under a particular age category, an Advanced Excel programme was used, because the programme is accessible and less complicated. The analysis of data collected was manipulated using descriptive statistics, in the form of frequency tables and figures.

The Qualitative data obtained was analysed using qualitative data analysis strategies. I firstly captured data and developed a database explicating all areas to be rated. Data were scanned and cleaned: I read the data several times to gain a sense of all information. Through checking of data gaps, such as incompleteness, inaccuracy, inconsistent or irrelevant data, preliminary trends were identified that could facilitate its organization. Data were then cleaned and arranged into a manageable form, then coded and clustered, according to themes to generate single thoughts. An in-depth analytical descriptive narrative relating to sequence of events was given.

3.5 Validity and Reliability Concerns

Various authors define validity and reliability in different ways. For Kawulich (2005) it is a term typically associated with quantitative research, reflecting what validity and reliability purports to measure. Cohen, et al. (2002) refer to a study measuring what it intends to measure, whereas reliability refers to the trustworthiness of the study. As my observations contained fewer statistical variables, traditional reliability indexes for my quantitative data are minimal, though numerical data is expressed. Data from the two pilot studies, one conducted with an ESP2 colleague and one conducted at Pretoria Correctional Services, correlated with the findings of this inquiry, and also signs of further correlations to my assumptions emerged during the final analysis. The emerged trend is in concert with content validity. Furthermore, strategies employed to enhance validity and reliability included multi-method strategies, namely observations, desktop review and case study. These were complemented by extensive analysis of appropriate documents in the form of policies, guidelines and acts. That permitted triangulation of data by consulting various sources in an attempt

to get to a common finding, though from different data sources across the spectrum. That yielded common perspectives on the quality of the training programme being offered.

Measures to enhance the reliability of the study included a case study, having the advantage to test stability reliability because it involved a naturalistic approach to the subject matter. I requested a colleague whose responsibility was to monitor the projects, namely an Employment Skills Practitioner (ESP2), to fill-in another observation schedule as an independent observer, and the inter-rater level turned out to be high. A prerequisite to become an ESP2 is an education background of psychology as a major, so the colleague was an educator by profession and familiar with teaching methodology. He filled-in another observation schedule as an independent observer, and the reliability level turned out to be high.

People were studied in their natural settings, as I attempted to make sense of interpreted phenomena in terms of the meanings people brought out. Accordingly, as a researcher I was able to build a holistic picture, analysing words and reporting in detail a view of informants. That in itself assisted me as researcher to realize stability and reliability.

The synoptic view of this chapter is that the research aimed at generating a specific kind of information, and a qualitative research paradigm was opted for, the reason being that it allowed for richer and broader descriptions of ideas which were needed by this research. A case study, desk-top review, document analysis and observations were used to collect diverse sets of data. The biographical information of participants and information about research sites and research environment provided an immense insight into the entire research that also authenticated the validity and reliability considerations of this research.

This chapter has provided insight into my inquiry by outlining the critical processes that this inquiry has followed to where it is located now, both data collection methods, instruments and strategies used during this inquiry were outlined. This chapter has laid the ground for the collected data to be analysed and make sense of it. The next chapter focuses on analysis of data.

CHAPTER 4: Data Analysis

4.1 Introduction

In the previous chapter I described the research design and justified the choices made with respect to methods of data collection and analytical decisions. A thorough reflection on the data points to, amongst other contributory factors, the biographical information provided by the various instruments in order to generate findings relevant to the research question. Based on that, I account for findings related to external factors that had an influence on the programme outcomes.

Here, I discuss my findings related to the variables of instructor, the trainees, and the learning material, then conclude by those related to the instructional context and learning environment. On examining the data in the context of this study, I too have started to gain insight into some of the probable reasons the quality of the training programme on basic communication skill offered could not meet the expected outcomes.

4.2 Instructor

The focal point of my observation was the instructor and in particular her instructional activity in the classroom. The instructor's role in terms of the design and delivery of content has been critical to my inquiry and central to finding the answers to my research question.

My inquiry focused on the instructor for the better part of my observation. The instructor has a pivotal role as the programme driver, and thus a brief profile would be helpful in gaining insight into the instructional interaction. The instructor was a 34 year-old female, whose mother tongue was Sepedi. She was a staunch member of a large religious group and always wore a hat in accordance with her religious conviction. Given this background, the instructor was a responsible mature person, who by virtue of her religious affiliation led me to conclude that she was a principled person with whom I could work and upon whom I could rely during my observations.

Educationally, she had a matriculation certificate, with no post-matriculation qualification. However, she indicated that she was enrolled at a local institute of

higher education for a degree in Developmental Studies, a claim that I could not verify because she was not accountable to me nor to the DoL. Having elsewhere explained that the choice of an instructor did not rest with me as a researcher, and so with regards to her educational qualifications, where she went to school or the reasons why she was not a qualified teacher were not part of my inquiry. According to our face-to-face informal discussion, she had been involved in a number of community projects, training people to master skills such as sewing and knitting, and she did so voluntarily without any form of remuneration. It was here that she was spotted by the provider and recruited as an instructor on a full-time basis.

From my field notes I noted that the instructor was successful in creating a rapport with the trainees and that initial interactions stimulated my desire to observe more. Little did I know that her success in establishing a rapport was a once off occurrence or a smokescreen, as she turned out to be the total contrast of the first impression that she had created, however that will be discussed in the next chapter. Rapport, in this context, would entail the ability to create a positive classroom atmosphere, in particular a conducive teaching and learning environment. Gagne (1965) as cited by Knowles (1975:21) writes of developing a sequence of instructional events with 'gaining attention' as one. My observation starts with the instructor's ability to introduce the lesson to the trainees. She successfully introduced herself by telling the class who she was and provided a brief historical background of herself. Thereafter she requested trainees to introduce themselves, then introduced me and explained the purpose of my visit to the centre. This alleviated uncertainties as I could hear a large sigh of relief from the trainees. She then moved on to introduce her lesson by way of requesting every trainee to greet in his or her mother tongue, and thereafter asked if there was anyone who understood all the languages. The response was in the negative, after which she told the trainees how diverse they were and showed how language could become a communication barrier. In that manner she introduced her first lesson to the class, the topic of which was 'communication'.

An icebreaker in the form of cracking a joke was used occasionally, and that appeared to break apparent tension within the classroom as I observed the class relax and smile. That to me worked well because it may have helped trainees overcome some fears. Reconsidering my initial impression of the instructor, I came to the conclusion that the Hawthorn Effect was in place. The Hawthorn Effect refers to the tendency of some people to work harder and perform better when they are participants in an experiment (Mayo, 1949: 45). In later lessons the instructor

reverted to a more normal performance level once my presence became more familiar.

Having indicated that this research study used Gagne(1985)`s theory as a point of reference throughout, as alluded in chapter two, I would once more like to confine and use Gagne as a point of reference to my findings

Data at my disposal pointed to the instructor having for most of her training been ill-prepared, and I came to this conclusion based on the following observations throughout the training.

- The overall outcomes for the subject had not been clearly stated from the instructor`s point of view. Her lesson plan was too general without any specific emphasis on learning objectives.
- It was difficult to establish how the lesson objectives fitted into the overall training aims because there was no coordinated structure for her lesson plan. Consideration of the significant points about trainees` backgrounds, characteristics and their prior knowledge brought to the class would have helped the trainer to use that as a foundation for illustrating theoretical principles, as put by Gagne (1965:2), that the instructor “should inform trainees of objectives as these initiates the internal process of expectancy from trainees, again the instructor should stimulate recall of prior learning through asking adult trainees about their experiences”.
- It has been a difficult task to assess how the learning, teaching and assessment activities of the instructor would help trainees to achieve the course purpose. The instructor in this instance could not in any day of the 21 days of my observation of her teaching for 2 hours each day, consider how society has been engaging with the issues that relate to the subject matter. The use of newspapers, video documentaries and allowing the trainees to role-play, could have been effective strategies, but no teaching and learning aids were used. She was able to write what she says on the chalkboard and talk at the same time, so her use of the ‘chalk and talk’ was good.
- Her selection of the subject content lacked focus and at times was not even aligned to objectives. However, the manner in which the learning material was structured in a way confused her. For example, one day she would teach trainees how to greet a tourist, when one would have expected her to continue from where

she had left the previous day. Rather than, as a follow-up, teaching them to introduce themselves to a tourist, she would shift focus and teach them how to detect a genuine tourist from a disreputable character and move from the initial lesson objectives. She lacked continuity in her teaching. In her defence, she was not the one who had developed the course and the learning material was not well structured as it touched on several different aspects in every chapter.

During my observation I noticed that the instructor at certain points knew little more than the class regarding information. She was at no time ahead of her trainees, nor bothered to keep abreast with developments. The instructor at most instances was found wandering. She did not display a superior knowledge, rather she would be asking for information that I believed she should have known such as genuinely seeking information about addresses of various embassies from trainees. That was never done as an assessment exercise, but rather as a request from someone who needed information.

Her delivery was poorly structured, thus hampering a fluid sequence of events. That in itself did not allow flexibility from either her or the trainees. Her sessions were not prepared one-by-one in a sequential form, and material for each was poorly selected, as she had a tendency to use inappropriate material. In one instance she used a map to describe landmarks in Tshwane, instead of using pictures of landmark buildings. In her teaching, the main points, examples and illustrations were not emphasised but treated casually. She did not show any link to prior knowledge or learner experience.

In her teaching, the instructor could not link the current subject to the previous subject, thus continuity became a challenge to trainees. The basics, such as checking the notes for completeness, choosing a suitable audio-visual resource if used, which segments were necessary parts of her inputs and student activities, were overlooked in her teaching. A plan to get feedback from the trainees appeared not to exist as part of the instructor's preparations. Rather feedback was elicited impulsively by the instructor, because in her lesson plan she had not catered for it. Thus she asked questions haphazardly and without purpose, pointing to ill-preparedness from the instructor's side or possibly ignorance of lesson design.

The kind of training offered, needed an instructor who was versatile and flexible enough to handle diverse problems, such as the level of comprehension of her trainees, be able to detect swiftly if she had lost her trainees and also be able to

handle questions as posed by the trainees in the programme. Other challenges posed by age, gender, educational level of trainees also need to be addressed. The trainees interacted with the training instructor during the training programme, and an observation of the instructor was key to this inquiry as well.

She was inclined to ask very few questions per period, as in one observation she asked at the most seven questions per learning outcome, and gradually declined to the rate of asking two only questions which were of lower order per learning objective in a period. A checklist was filled out during my fifth observation, and below is the reflection.

Table 4.1: Frequency of questions asked (per 2 hour lesson)

LOs per lesson	Time interval during lesson								Count
LO 1									7
LO 2									5
LO 3									3
LO 4									2
LO 5									2
LO 6									2
LO 7									1
LO 8									3
LO 9									2
LO10									2

LO = Lesson Objectives

Table 4.1 (above) shows the frequency of asking questions to trainees during the teaching. The data reflected was drawn from the observations from the fifth lesson of the training programme. To assess her extent of questioning during her teaching, I did not focus on the type of questions asked, but her rate of questioning per lesson objective within her two hour period. In her ten lesson objectives, her rate of questioning was as follows: Horizontally, the shaded columns represent the number of questions asked by the instructor. The unshaded columns signify the length of the

lesson without questions. It is important to note that equal column lengths do not mean equal length of time addressed to each LO. From data above, my observations revealed a low rate of asking questions and the number of questions tended to decrease as the lesson progresses.

4.2.1 Type of questions asked

During my observation of the same lesson number five, I recorded the level of questions posed, assessing whether they were higher order or lower order questions.

It emerged that there has been a skewed way of focusing on lower order questions. Those were questions that did not require the trainee to use in-depth thinking, rather to give a 'rote learning' type of a response. My observations revealed that a total of 25 out of 29 questions were lower order questions, where about 85% of her questions needed trainees to recall information, 13% to demonstrate understanding and 2% to demonstrate insight and analytical skills. The instructor avoided higher order questions.

4.2.2 Other aspects of the presentation

During her teaching, her tone of voice was similar throughout, without any variations. The low pitch of her voice was constant and I decided not to focus much on her voice variation because she was not a qualified educator. Various factors suggest that the instructor was not competent enough to offer such kind of service as she failed in basic tenets of teaching, such as organising herself, organising the class and her lesson plan. She could hardly maintain an attendance register, and would record attendance on a new piece of paper daily that she soon misplaced. Therefore, from my observation, the instructor failed to demonstrate several basic skills expected during such training.

Much as the design of the learning material and its presentation are inseparable, the instructor or person who presents must possess the expertise and foresight to read the mind of the lesson designer in absentia. That demands a level of ingenuity from the instructor as she should have the skill to present a lesson which shows aspects of good practice and organisation as suggested for example by Gagne`s theory of learning.

4.3 Trainees

Multiple data variables such as gender, age, education and race have been used to reflect on antecedents and the effects of biographical information to the study. In addition, the daily attendance register and the claim forms served as a source of data about the level of commitment of trainees.

A total of 37 trainees underwent training, of whom 16 (43%) were male and 21 (57%) female. A majority of trainees within the DoL training programme are females, and while female unemployed are in a majority nationally at 53% with males 47%: Statistics South Africa Quarterly Labour Force Survey (Jan-March, 2008), this corresponds closely with the percentage of females (52%) and males (48%) in Gauteng Province (Statistics South Africa Community Survey 2007), respectively, and does not explain the higher number of females. A significant number of the older females in the training programme (7) were very unskilled, with no formal education, and this will have contributed to the bias towards females, if older unskilled females found it more difficult to find employment. It is possible that unskilled males can be employed more readily as labourers than can females. Additionally, it may be true that being seen attending training earmarked for the unemployed might present a problem of self esteem for males.

Table 4.2: Distribution of trainees by education level

Education * Gender Cross tabulation				
		Gender		
		Male	Female	
Education	No Formal Education	4	10	14
	Compulsory Education Gr 1-Gr 9	11	7	18
	Gr 10 - Gr 12	1	2	3
	Post Matric	0	2	2
Total		16 (43%)	21 (57%)	37

In table 4.2 (above), the level of education of trainees is reflected, whereby a majority (13) of the trainees do not have a formal education and a total of 18 have compulsory education. A total of 3 trainees have between grades 10 and 12, and a total of 2 had post-matriculation.

Table 4.3: Distribution of education and age of trainees

Education * Age Cross tabulation							
		Age					Total
		15 yrs - 25 yrs	26 yrs - 35 yrs	36 yrs - 45 yrs	46 yrs - 55 yrs	56 yrs and above	
Education	No Formal education or less than grade 9	1	0	4	8	8	21
	Compulsory Education	0	2	2	2	5	11
	Gr 10-Gr 12	0	0	2	1	0	3
	Post Matric	1	1	0	0	0	2
Total		2	3	8	11	13	37
Percentage of age group with no formal education		20%		50%	72%	61%	
Percentage of age group with education above compulsory level		40%		25%	9%	0%	

Table 4.3 (above) reflects that the younger participants (15 to 35), are more educated than the older group (36 to 56 and above), though data for the young group is too little, two (40%) and both females have post matric qualification. According to data above, the older group are less educated the older they get. The younger the group, the more likely they are to have education beyond the compulsory level.

Figure 4.1: Education distribution

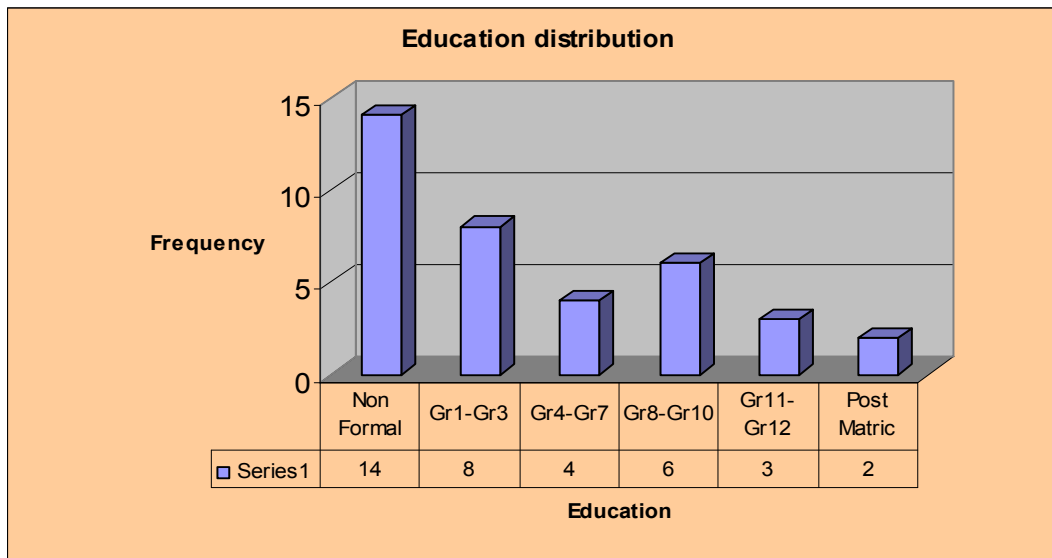


Figure 4.1 (above) shows that most trainees do not have any formal education, never having been to school at all (35.1%). That is followed by those who had between grades 8 and 10 (24.3%), then grade1-3 (21.6%), perhaps because of the socio-economic conditions in which they found themselves. Although there is a sizeable percentage of trainees with a post-matriculation qualification (5%), the average educational level is still low.

Behaviours and artefacts in the social setting cannot be ignored during observations, because they play a critical role in providing insight. Focusing on antecedents to qualify my position, they provide relevant background information relating to any condition existing prior to teaching and learning that might relate to outcome (Stake, 1975), and that would be elaborated on. As indicated above, antecedents may include personal matters such as a student coming to school without having had breakfast, walking a substantial distance to school, or experiencing parental separation.

Due to lack of provision for a stipend, trainees had to pay their own travelling expenses and cater for their own food and other needs. From what the instructor told me, some of the trainees walked a distance of about 5 to 7 kilometres, to and from the venue on a daily basis. Others attended the training on an empty stomach, and this aggravated late coming and absenteeism.

Enrolment data indicated that the trainees were all black Africans, a figure which needs scrutinising because this race group is not the only to be unemployed or unskilled. Moreover, the training took place in the city centre and not in a traditionally all-black community. This reflection brings to question the target population of the DoL advocacies with regard to services offered, in particular skills development interventions. The questions arise as to whether other population groups are less interested, or are they not being targeted? Do they feel excluded or does it imply that they are unaware of training offered by the DoL? However data showed that the DoL does advocacy of its Social Development Initiatives without any form of discrimination (see Addendum G). Therefore it is difficult to understand why other unemployed and unskilled population groups do not use such an opportunity.

A striking feature is that 94% of trainees on the programme were above 35 years, while 60%, of those above 55 years, were between 60 and 65 and were receiving pension grants. The target population for this training is presumed to be economically active youth, but they appear to not use the training opportunity. Could it be that they perceive a lack of benefit in the training and have thus lost confidence? Do the mature trainees see the training as a way to pass time? Of major concern is whether consideration has been given to adult learning theories when designing the curriculum. As Knowles (1975:21) noted, adult learning is different from that for youth, thus certain factors need to be considered.

The type of learners whom one teaches would influence the outcomes of the subject. The majority of trainees could be classified as “grassroots people”, meaning ordinary citizens. Typical beneficiaries in DoL programmes are the unemployed, vulnerable, without any skill to render them employable, with the majority living in abject poverty. This group appeared to be typical. The majority of trainees were adult community members whose formal education background was very low as outlined in the biographical history that would be shown in table 1.4 of the next page. My observation revealed that the training given did not cater for the educational or cognitive development of the trainees. The training manuals resources were inappropriate to the level of trainees who were poorly educated and unskilled.

Trainees were very passive during the training and displayed no sign of being eager to know more, and that might have been as a result of the distance between them and the entire learning environment. As a result, both the educational and socio-economic needs of the trainees were not addressed.

4.4 Instructional context

Many allegations have been levelled by DoL stakeholders against the learning content offered during training, though without any empirical evidence to support it. During my examination of the *learning material*, it emerged that the designers were not part of the training team nor employed by the provider, but the material had been sourced elsewhere. The activities used from the learning material were minimal and of a little value to the actual training outcome. Scrutiny of the learning material, showed that only Chapter two, made up of only two pages of the three chaptered manual, engages with speaking and listening interaction, while the rest deals with other issues not related to the training programme.

It is apparent that the learning material was not relevant to the training programme, and trainees were unable to engage with it in any way. Thus the learning experience could not be enhanced. The language used to write the learning material was English and no attempts were made to translate or provide a glossary to simplify the language, which therefore became a challenge and hindered learning. Overall, the quality of the learning material was poor, with inadequate instructional design. The material lacked theoretical underpinning, and did not support academic and English literacy adequately.

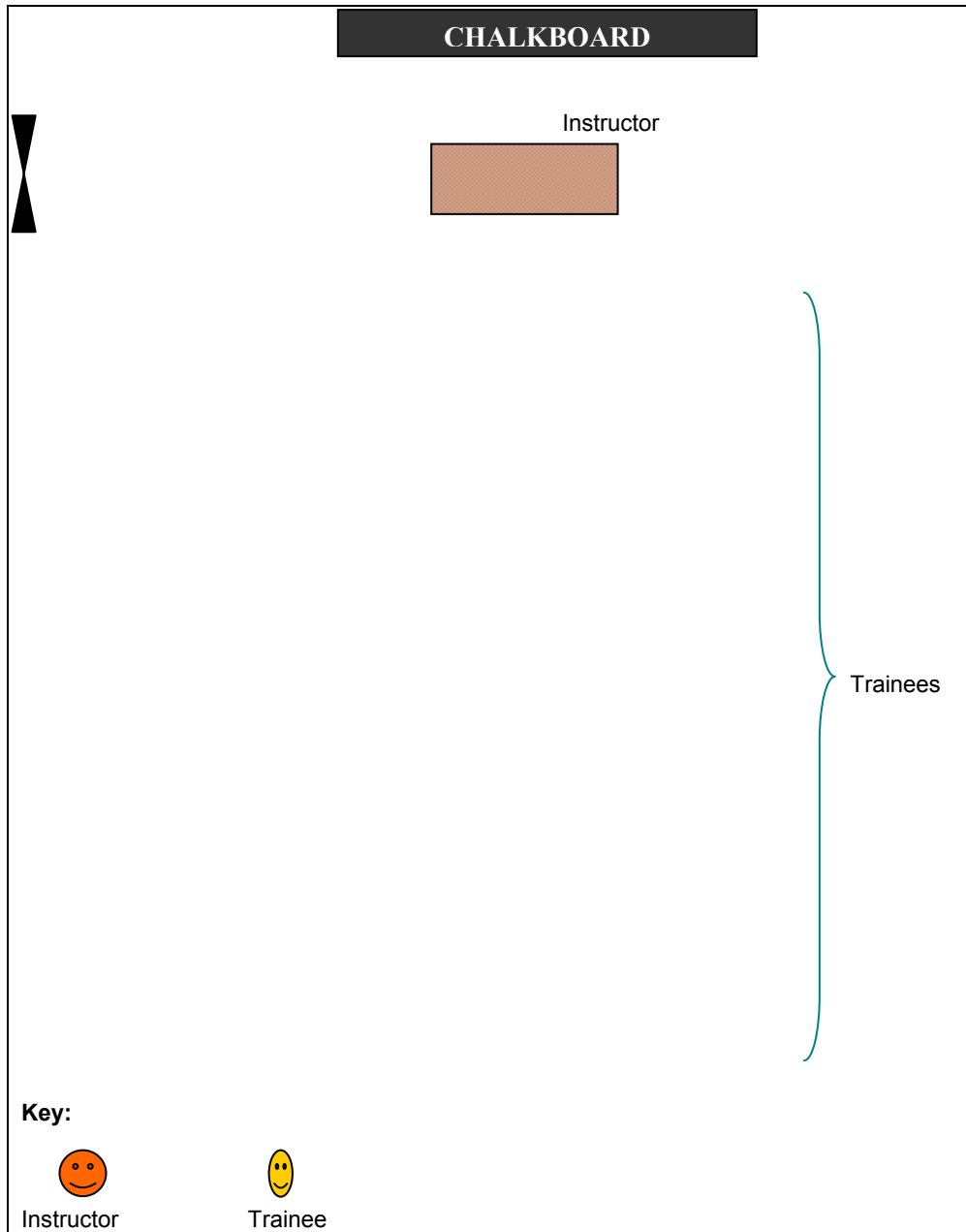
Gagne`s model (1965: 21), for design of instruction includes a sequence of nine instructional events and corresponding learning processes that could have given guidance to the DoL training programme. The design and presentation of a training programme should give consideration to the nine instructional events and related mental process.

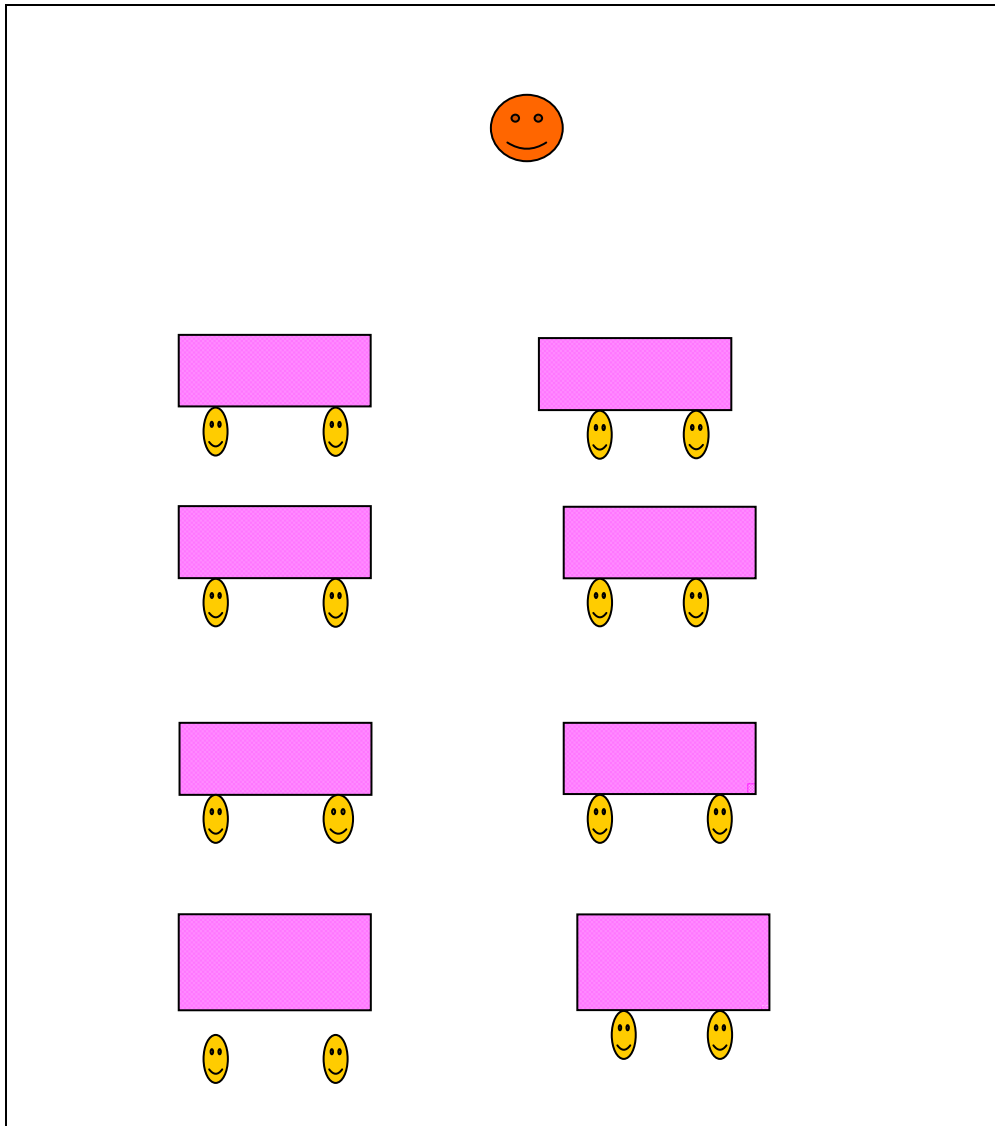
This research has shown that both the learning material and expected presentation did not conform to any of Gagne`s nine events of instruction (Gagne, 1965:33). This attention may have provided a totally different outcome.

Though the training was outcomes based, the language of instruction and of the training manuals seemed to play a major role in hindering the realisation of the intended learning outcomes. The medium of English, posed a serious challenge to comprehension.

The size of the classroom was 4m width by 6m breadth and allowed an orderly *sitting pattern* in the classroom. The instructor-trainee ratio was 1:37 and that allowed the instructor enough time to attend to individual trainees during the two hour period. Again, the classroom was not overcrowded, and that created ample space for movement. The chalkboard was hung in the front of the classroom, and the teacher's table and chair were at the front, just before the chalkboard. The classroom had seven windows, four at the back and three in front, which allowed enough ventilation in the classroom. The classroom door was at the front left of the classroom. There was no additional furniture in the classroom except for the desks and chairs, which were in good condition.

Figure 4.2: Seating pattern of trainees

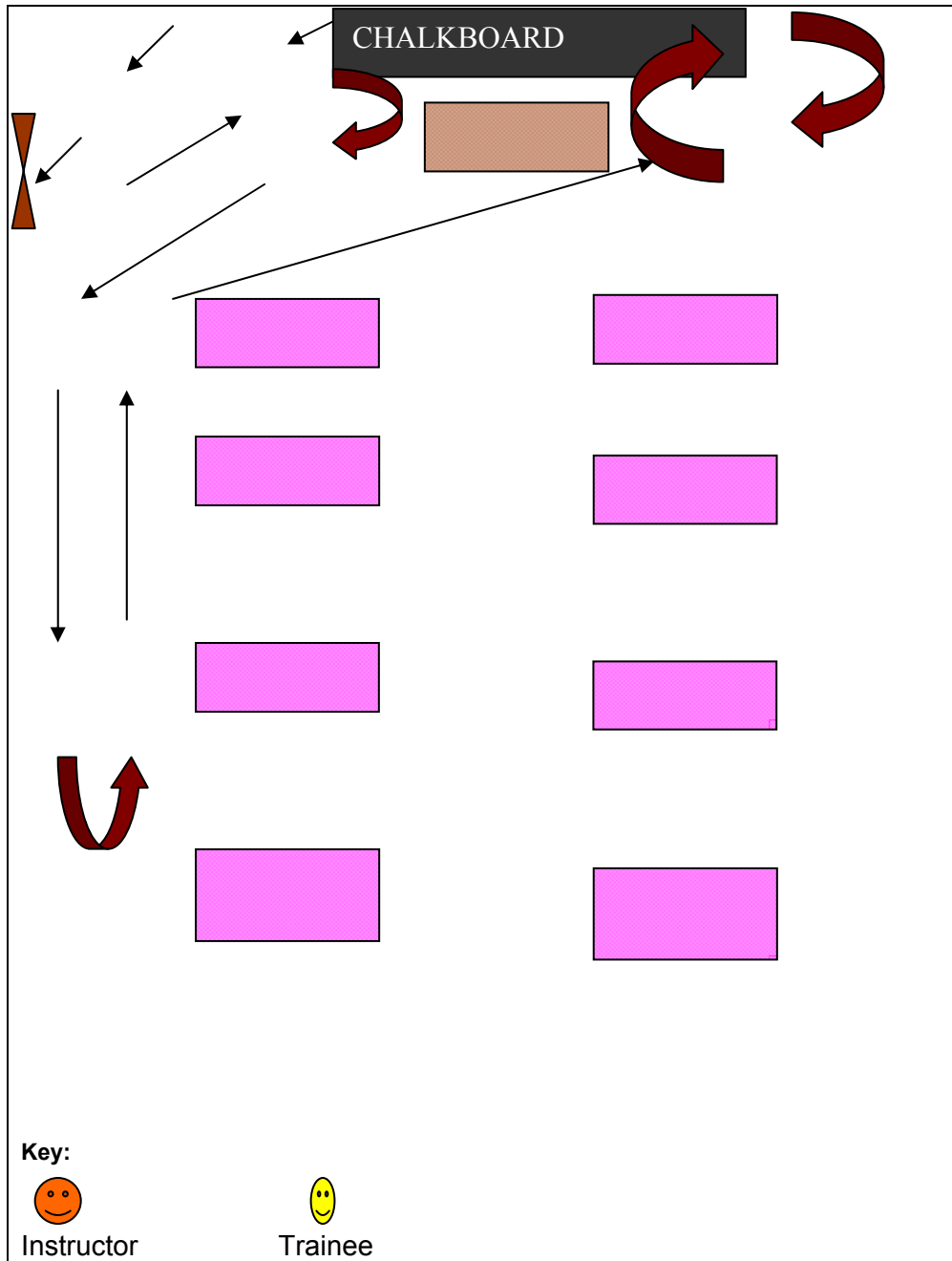


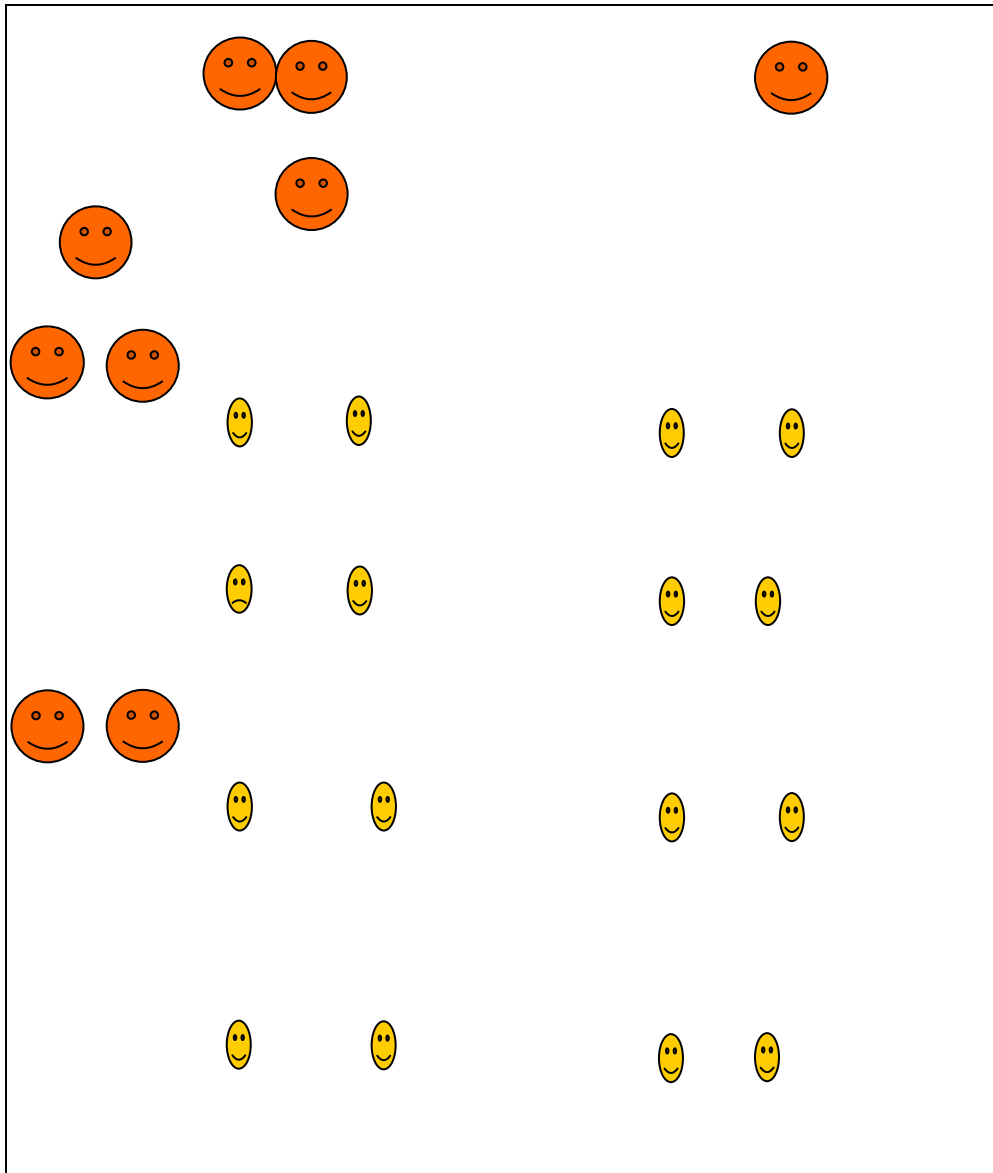


The sitting arrangement of the classroom was conventional, not allowing for trainee interaction or group work. The teacher occupied the controlling position, with the physical layout subverting the trainees to the position of passive recipients of her instruction, in stark contrast to the ideals of constructivist education, where she would facilitate the learning rather than 'instruct'.

My observations identified a habitual *pattern of movement by the instructor*, as represented in figure 4.5 (below).

Figure 4.3: Instructor's pattern of movement





The instructor developed a particular pattern of moving around the class, thus contributing negatively to the participation of her trainees. Her movements in class were from her desk to the chalkboard, from the chalkboard to the back of the class in the same row in class, and back to the board. Her movement was in a 'C' pattern and very similar every day. She tended to ignore trainees and there was no one-on-one interaction during her movement. She seemed to be in her own sphere, talking as though she were not aware of the trainees. This was in contrast to her animated, enthusiastic introduction, when she created a rapport. The subsequent detachment made trainees lose interest in whatever content she was delivering, because of this imaginary wall that she created between herself and them. They did not appear to

feel that they belonged to the class, because she showed no interest in them by making eye contact or talking directly to someone.

During the 21 hours of observing the training, I was compelled to conclude that, considering its content, *the duration* of one month was very short for such intense training. Consideration should be given to the background of the trainees, more especially their limited educational background. Coupled with the language barrier, their level of mental readiness to comprehend the content matter proved to be a serious challenge.

My observations failed to identify or note any occasion where the instructor clearly shared the lesson outcomes with learners. Nor did she keep a reflective journal in which she would note after each session what she wanted to do but did not do, what went well and what went badly, and whether the resources she used worked well. Trainees were not given an opportunity to give feedback to one another, through group discussions or focus groups, which would have shown their level of understanding of the content matter. The only learning materials available to learners were the study manuals. The learning material should be used appropriately in a conducive teaching and learning environment for effective outcomes. It consisted of only three pages, which were of little relevance to the programme, designed elsewhere and packaged badly (see Addendum F). The learning material used by the trainees and instructor was partly learning-centred but inadequate for effective learning to take place. There were no audio-visual materials which would have been appropriate to trainees, given their background as adults. The scope of my inquiry confined me to the training centre and classroom, and not beyond, therefore I could not know if audio-visual material, such as digital video decoder, video recorder or personal computers, were accessible to trainees or not.

4.5 Summary

This chapter has addressed the research question through analysis of the data collected. Multiple variables were incorporated to try and reach an understanding as to why training objectives were not realized. Participants were present, as was the instructor. The content matter and venue were provided, but the outcomes were not

forthcoming. The diagnostic approach of analysing every variable came up with the findings that shed light on the actual reason of non-delivery of the expected outcomes in the training projects of the DoL. It emerged that no single factor is attributable to the failure of skills transfer as envisaged by the Department, rather that there were several. The findings revealed that the instructor had no formal teacher training, which explained some of the instructional ineptitude of this training programme. The trainees were adults with minimal education, who experienced a language barrier with the English medium of instruction and so could not engage with all the learning content. The learning material was inappropriate and above the level of trainees, not only written in an unfamiliar language, but also the content matter proved to be too high for the level of trainees. Despite the conducive learning environment, her style of teaching left much to be desired as she avoided thought-provoking engagements and preferred rote learning as seen through the type of questions asked and the order thereof.

The findings from this chapter will be discussed in the next chapter, along with the implications they carry for practice.

CHAPTER 5: Significance and Implications of the Inquiry

5.1 Introduction

Investing substantial amounts of money without proper monitoring and evaluation mechanism can be counter-productive. The previous chapter identified several instructional related factors that have contributed to the failure of the training project evaluated here. In this chapter I wish to contextualise and respond to my data in an attempt to answer the research question. I here offer a synopsis of the study and then examine the data in the context of the theoretical framework. The discussion is grounded on the constructs of the *Training project of the Department of Labour* that were consolidated in the previous chapter. Moving forward I will engage with the implications of my inquiry, and in closing chart the way forward in the form of recommendations.

5.2 Synoptic overview of the inquiry

My research sought to explore the reasons for the failure of the training project to meet the expectations of creating a sustainable livelihood for the trainees. That was captured by a question, *why do the training programmes not foster the skills development initiatives for productivity and employability as envisaged by the Department of Labour's skills development initiative?* In this inquiry a host of issues came to the fore, in particular the substantial budget allocated through the National Skills Fund by the Department of Labour, to train and transform the unemployed into being employable. Despite that effort by Government, the rate of unemployment is not improving and poverty remains evident within trained communities in particular.

The rationale for my inquiry has been drawn from my participation in the four previous Job Verification Studies conducted by the DoL. Not only did I participate but I also acted as a project manager for two consecutive studies, with the responsibility to manage the project from its inception to report writing and final dissemination. I offered an overview of the downward trends in training outcomes, as reflected consistently by different annual reports of the Job Placement Verification Studies conducted. In responding to the purpose of my inquiry, I indicated that my inquiry aimed to ascertain why the training programme has failed to deliver the expected outcomes of poverty alleviation and job creation. The programme under scrutiny

offered a basic course in communication skills to a group of 37 unemployed males and females, and was entitled *Engage In A Range Of Speaking And Listening Interactions*. I further explained the terminology and acronyms used within the DoL and my study. I delineated the scope of my inquiry clearly and also introduced my research design and methodology as being positioned within an interpretivist paradigm. I then concluded Chapter 1 with anticipated constraints of the inquiry and outlined the structure of the inquiry.

To create an informed position, Chapter 2 hinges on several literature sources that were consulted, to understand key aspects of training relevant to my inquiry. Theories on adult learning as well as literature on outcomes based education were explored. Because the focus of DoL training is on the end-product, the skills development programmes needed more understanding, as they are both the frame of reference for this inquiry and the driving force. All those aspects had to be contextualized within evaluation of the DoL training project. Literature was consulted extensively to support a theoretical perspective of my inquiry. I explored various theories by different scholars and internalized these in the broader scope of my inquiry.

In Chapter 3, I explored the research design and methodology underpinning my choice of case study and use of the qualitative paradigm approach. I provided a description of research processes, strategies, participants and sites, reporting on instrumentation and the data collection process. My participants were a group of 37 unemployed males and females.

I have emphasised the qualitative nature of observation and that in essence it entails the systematic noting and recording of events, behaviours and artefacts in the social setting chosen for the study. The schedule focuses on the learning environment under which training is taking place, and issues such as the classroom brightness, ventilation, space, tidiness and the level of noise pollution, as well as on the instructor.

During her teaching, the instructor's teaching methods, tone of voice and variations were also taken into account. Her teaching methods were observed, with focus on her level of sharing the lesson objectives with learners, whether she allowed self and peer assessment as part of her assessment strategy, her frequency of asking questions, the types of questions asked and her individual attention to learners. The

classroom seating pattern was analysed as a factor influencing learning, as was the instructor's pattern of movement during her teaching and her lesson closure.

For data analysis, I utilised qualitative data analysis approach to analyse the data and align the analysis to the objectives and indicators of the study. Data was analysed and narrative inferences generated out of the analysis.

In my final chapter I explore the significance and implications of this inquiry for practice and policy, provide the synoptic overview of this inquiry and its implications from the findings. I recommend several approaches that the DoL might explore to improve outcomes on future training projects.

5.3 Implications of inquiry

My inquiry has shown that issues that might be seen to be peripheral have been ignored. Analysis of data has shown that antecedents have an influence on the actual training programme and the trainees, thus adversely affecting the training outcomes.

Due to lack of provision for stipend, trainees had to pay their own travelling expenses and cater for their own food and other needs. This meant that some of the trainees had to walk a distance of about 5 to 7 kilometres, to and from the venue on a daily basis. Others had to attend the training on an empty stomach, as stated by the instructor. It then became evident that to expect fatigued and hungry trainees to concentrate maximally would be difficult. Such external influences may have had an impact on the training and learning outcomes due to late coming and absenteeism thus missing much of the teaching. Such peripherals and antecedents have in the past been ignored by Job Placement Verification Study reports.

A striking feature exposed by the data was the fact that females were in the majority in the training programme, a situation that might suggest that females are still struggling to find employment unlike males. Statistics South Africa's Community Survey (2007) has provided testimony to this, and that might explain the high number of females enrolling in the training programme. The aspect of gender is crucial and relevant to this study because it also responds to the problem of females being underrepresented in terms of the absorption rate in the labour market. That in itself

partly answers the research question about non-placement of trainees in job opportunities despite having been skilled, though possibly only for females.

The medium of instruction for the training programme was English, which was not the first language of any of the trainees. Effective communication has always been critical in any instance where a message has to be conveyed between the sender and the recipient. The moment a barrier emerges between the two, then the intended message gets distorted and the process is flawed. Such was the situation with the observed training programme. The language proficiency was a challenge, especially when the trainees wanted to ask a question. They all spoke at least one of the eleven official languages as their first languages. Even after training, the instructor did not switch codes or translate, even during tea break in mother-tongue. Her reasons were not known to me, but I concluded that her own poor language proficiency proved to be detrimental to the trainees and the programme as a whole.

The learning material availed to learners were study manuals only, that were poorly arranged, and mostly irrelevant to the intended training programme. There were no other teaching aids like the audio-visual materials, and the only available manuals were written in English, and there was no attempt to translate into the mother-tongue of the trainees, or to provide a glossary which explained terms used.

The fact that 65% of trainees were older than 45 years of age, (and 23% were no longer within the working age category) has been a drawback to the programme. This begs the question as to the point of investing in people who are no longer economically active and expecting sustainable outcomes from such ventures. My argument is that this did not make any business sense and has proved to be inefficient.

It is interesting to note that when the age category increases, the total number of participants also rises. This correlation does not bode well for training, because it implies that many trainees fall outside the category of Economically Active Population. The essence of the argument made here is that the notion of Investing in People does not hold in this instance because the majority of the DoL trainees are elderly people. Though literate, many attend such courses not driven by socio-economic needs. Because many of the trainees were receiving old age pensions, which meagre as they might be, do help families to put some bread on the table. The DoL objective of skilling the unemployed and making them employable, self-

employed or income generating fails when it misses its target group, which was to be the Economically Active Population.

The older age group independent of gender, tend to be poorly educated, of the older group, the majority of males have some formal education, while mainly as many females have no formal education as have compulsory education.

Unemployment remains a daunting challenge and one that reflects the racial divide. It is problematic that all trainees are black, to the exclusion of other racial communities, as all communities have unemployed people. From the marketing material it is evident that the DoL targets all groups (see Addendum G), yet not all racial groups were represented in the training programme that I observed. Although my inquiry exposed this racial dilemma, those issues do not fall within the scope of my inquiry and would need another study to be pursued further.

Regarding the level of education of participants, it is educationally unsound to expect participants who do not have any formal education to comprehend training that is conducted in a formal mode where learning materials are in written form. The cognitive and affective domains of some trainees were seriously challenged, and they frequently got lost during the instructional event. I could not ignore the good aspect revealed by my observation, in that the instructor had a good way of creating an initial rapport with the trainees in class. She initially managed to create a conducive teaching and learning environment. However, despite having created a good rapport, the instructor was ill-prepared by not being organised when coming to class and using teaching materials that were inappropriate for adults. That to me has been very detrimental to learners in that it has been a case of the “blind leading the blind”.

The level of competency of the instructor is a serious cause for concern, in that an educational qualification of the instructor is not a prerequisite, because it is the responsibility of the training provider to provide an instructor, and not the responsibility of the DoL. Thus the Department has no control over the choice of the instructor, let alone her credentials. That defeats the objective of training, as accreditation with the relevant Sector Education and Training Authority (SETA) is not obligatory, thus the level of instruction is at the lowest level, and one that cannot be sustained. She had no formal qualifications in education and this may contribute to her not being capable of facilitating the learning opportunity.

An issue such as the seating arrangement in her class, which did not allow for group interaction, was a deterrent to effective participation. Her pattern of movement in class alienated some learners, in that they felt ignored and neglected, thus resorting to indifference.

Such issues impact negatively on the success rate of training project as envisaged by the DoL. My inquiry revealed that it was this inadequate instructional context that resulted in the training project failing to deliver on the intended objective of assisting the creation of a skilled workforce, which is employable or self-employable in a sustainable way within the Department's quest to halve unemployment and alleviate poverty. My inquiry should be viewed against the background that it is a single case and not necessarily generalisable or transferable, but I provide recommendations that may remedy the current situation.

Contributing to the failure or success of the training programme, measured by its placement rate and the level of sustainability are peripheral issues that have always been ignored by the previous JPVS studies. In its endeavour to measure the success rate of the implementation Skills Development Act, the DoL research studies, Job Placement Verification Studies of 2005, 2006, 2007 and 2008 focused only on the total number placed, in reaching the stipulated target of 70% placement after every training programme. For many years the issues centred around the budgetary implications only, which has missed the real point.

Having visited the training centres as part of my job and had the opportunity to monitor and observe the actual training sessions, I identified serious flaws in the training of beneficiaries. The gap that has never been explored by the DoL research initiatives in trying to address the problem of skilling the unskilled, halving of unemployment and alleviating poverty this research was to evaluate the actual training in the classroom. Interestingly this research has revealed critical issues, which for long have been viewed as being peripheral, though very pertinent to the lack of achievement of outcomes to the Skills Development Act. Thus this research has aimed to fill the gap that has been ignored by evaluating the actual training, and thus to contribute to the existing body of knowledge.

5.4 Recommendations

In my inquiry I chose to present my recommendations as informed by the manner in which I have logically clustered my findings.

Levine (1991) writes of the Results Demonstration and Method Demonstration, which illustrates how to do things step-by-step. It is against this background that an instructor is expected to perfect her method of teaching to achieve expected outcomes, and draw upon Levin. However, there should be basic requirements for one to realize Levin's ideal teacher/instructor within the context of the DoL, and it should be mandatory for instructors to have a minimum academic qualification coupled with training experience.

The credibility and capability of the instructor should form part of the contract to be signed and the Department as a custodian of training should have a legal say in the choice and appointment of training instructors. The Department should have the legal prerogative to set standards regarding training instructors, and also have the legal right to ratify or nullify the contract, based on whether the chosen instructor meets the set standards as stipulated by the DoL.

The instructor ought to be somebody versatile and always ahead of the class. The teaching methods would then be appropriate and aligned to objectives and outcomes at all times.

Instructors should undergo an evaluation process conducted by the DoL in order to determine their level of suitability to conduct the training programme. Amongst the step-by-step process suggested by Levine, instructors should undergo an evaluation process conducted by the Department in order to determine their level of suitability to conduct the training programme, and regular appraisal be conducted by her senior.

It is therefore imperative that a sound instructor's profile should be part of the contract signed with the Department of Labour, and that should also include references of training(s) offered previously before any training tender can be granted. Again, parallel to the DoL's service delivery objective, note should be taken from Scriven (1991)'s teachings that in monitoring projects, the DoL should shift from ensuring that goals and targets have been achieved, towards assessing the impact of such goals and targets to the consumer.

Scriven's ideas are synthesized in his key evaluation checkpoints as the multimodal of evaluation. Its eighteen checkpoints are as follows (Table 5.1 below), paired with lessons that the Department of Labour might learn in evaluating its projects:

Table 5.1: A simplified evaluation checklist model

Item	Scriven's Checklist	DoL's lessons on projects approach
1.	Description	What is it that DoL needs to evaluate?
2.	Client	Who is commissioning the evaluation?
3.	Background and context	Refers to listing the evaluation and evaluand
4.	Resources	DoL support systems
5.	Function	What does the evaluand do or supposed to do?
6.	Delivery system	How does the evaluand reach the market?
7.	Consumer	Who is using or receiving the evaluand?
8.	Needs and values	Of the impacted and potentially impacted population
9.	Standards	Are there any pre-existing standards set by DoL
10.	Process	What constraints/costs/benefits apply to the normal operations?
11.	Outcomes	What effects are produced by the evaluand?
12.	Generalizability	To other people, places, times and versions?
13.	Costs	Money vs. psychological vs. personnel. etc.
14.	Significance	With alternative options
15.	Recommendations	A synthesis of all the above
16.	Report	Feedback to DoL and stakeholders
17.	Metaevaluation	DoL to evaluate the evaluation process

Adapted from Scriven's "unlighted surrogate consumer" (1991)

The critical role played by the training material in the training programme of the Department of Labour should not be underestimated, as highlighted by Knowles (1975:22), that in choosing and compiling the training material, it is essential to recognize that adult learners are different from ordinary students. They are more self-directed and expect to take responsibility for decisions. Therefore, in line with Knowles' assertion for effective learning material, the following should be considered:

The Department of Labour should ensure that SETA accredited learning material is used. The learning material must match the South African context of trainees with limited education.

Learning-centred material that is also appealing and stimulating to the level of trainees should be used. Available learning material should be supplemented by enhancing accessibility of the audio-visual material, such as the digital video decoder (DVD), video recorder, video player, personal computer and many more learning aids. The language of learning is critical and thus it is advisable that the learning materials should also be written in African languages to facilitate the comprehension of the training material by trainees who do not understand English. The ability of trainees to read remains a concern however, where so many have little or no formal education. A basic literacy skills programme may be of benefit.

This last point raises a serious limitation in the selection process of the projects to be funded for training by DoL. DoL should at all times ensure that the level of training programme provided for the level of the intended trainees, in education, age and any other relevant background information is related to conditions existing prior to training. This research revealed that trainees proved to be incompetent in English language as a means of communication, and yet the purpose of the training was to produce people who could communicate with tourists and ambassadors in the English language. Therefore if the DoL training programmes are to continue to ignore such critical flaws in their selection of processes, the aim of halving unemployment and alleviating poverty through creating skilled and employable people would remain but just a dream never to be realised.

The provider should provide an evaluation form that should be completed by every trainee at the end of each training programme to assess the instructor and the entire programme. These forms should be submitted to the DoL for training evaluation purposes. The principles of Outcomes Based Education should be put to action in adult education and appropriate learning material used.

In keeping with Gagne's (2000) theory of "Conditions of Learning", I also recommend the development of a sequence of "instructional events" that should support effective learning of trainees. Moreover, in dealing with adults, the facilitator should have the ability to gain their attention, provide clear and simple objectives, recognize their prior

knowledge, provide learning that is thought-provoking and give stimulating and effective feedback.

Again, the fact that trainees are adults distinguishes them from any other trainees or learners, and thus certain considerations should be put in mind, when dealing with such unemployed, less educated and elderly individuals. Zemke and Zemke (1984) outlined sources with a fairly reliable knowledge about adult learning that includes things known about adult learners and their motivation, about designing their curriculum and about working with adult trainees in the classroom.

Having learned and understood trainees from theorists discussed above, I therefore recommend that trainees should be grouped according to their level of education and comprehension to enhance distinct development of individual trainees. The socio-economic background profiles of trainees should be known prior to the commencement of the training, because it will provide insight into particular behaviours or a display of a peculiar conduct by a trainee. It is important to recognize that thorough knowledge and having insight of the trainees is important in dealing with them as mature learners.

Training is taking place in a learning environment and within an instructional context, and outcomes should be the end-result, hence OBE), should be at the forefront during the training (DoE; 1997). I again recommend noting Spady's (1999) assertion that all students can succeed, but not in the same day or in the same way. The learning environment must be controlled and the conditions of success made clear. Informed by the authors listed above, I recommend that trainers should start by sharing the learning criteria and learning outcome with trainees as the point of departure.

The duration of training has proved to be insufficient and tedious for trainees, considering their educational background. My submission is that in preparing future training, the Department of Labour in its intake should seriously consider the age category of trainees, the language proficiency and the trainees' level of mental readiness, and then align training to enhance their comprehension. A pre-assessment of the trainees should be conducted prior to the commencement of the training to enable the alignment of the training.

The physical environment is important, more so as it encourages effective interaction between trainees. It rids the classroom off that rigid setup and creates a working environment. The current set-up should be changed and the interactive seating pattern be erected in the training centre or classroom. The instructor needs to know how to arrange the seating, so as to facilitate peer interaction, instructor engagement and also group work, in line with OBE.

Since the advent of the Skills Development Act of 1998, thousands of people have been trained through the National Skills Fund of the Department of Labour, with the purpose of transferring the skills to create a skilled workforce for South Africa, *en-route* to halving unemployment by 2014, and most importantly to alleviate poverty. For many years it has become difficult to point out tangible success stories from such initiatives as unemployment and poverty, and these are still serious challenges to the country.

My inquiry was based on ascertaining aspects of Employment Skills Development Services training programme of the Department of Labour, with an aim of finding cause for its failure to deliver on the intended outcomes. As indicated above, for the Department of Labour to invest substantial amounts of money without proper monitoring and evaluation mechanisms is wasteful.

Various factors contributing to non-delivery have been uncovered by my inquiry, ranging from the level of readiness of trainees, the competency of the instructor, the learning material, to the actual instructional context and learning environment. All revealed that every aspect mentioned has a critical role to play in achieving the objective. There might still be other factors affecting the achievement of outcomes, which did not fall within the scope of my inquiry; however it suffices to say my inquiry succeeded in answering my research question through ascertaining the success of the training programme and coming up with the findings that would contribute to the existing body of knowledge and be beneficial to the Department of Labour.

It is therefore imperative for the Department of Labour to seriously reassess its skills development initiatives in order not to waste money on projects that are not sustainable. My inquiry was not aimed at criticizing the good intentions of the Department of Labour in serving the needs of the community, but my intention was to ascertain factors that contribute to the programme failures, and try and improve on existing initiatives. I concur with Stufflebeam (1973) that “The most important

purpose of evaluation is not to prove but to improve....We cannot be sure that our goals are worthy unless we can match them to the needs of the people they are intended to serve”.

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ADDENDUM A



List of Sub - Disbursing Agents Budgets History

DISB AGENT	SDA CODE	DESCRIPTION	ALLOTTED	CONTRACTED	PIPELINE CONTRACTED	SPENT	STATUS	SUB PROG DESCRIPTION	RUN DATE
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 17,630,073.00	R 8,050,578.00	R -203,216.00	R 1,043,403.00	A	PROV. SOCIAL DEVELOPMENT PROJECTS-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 8,634,606.00	R 3,037,486.00	R 0.00	R 603,784.00	A	TRAINING OF PRISONERS-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 1,077,166.00	R 721,074.00	R 356,092.00	R 116,970.00	A	EXT. PWP: WORKING FOR WATER-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 489,724.00	R 225,949.00	R 263,775.00	R 102,240.00	A	PEOPLE WITH DISABILITIES-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 336,236.00	R 336,236.00	R 0.00	R 40,574.00	A	EXTENDED PWP: HARD SKILLS-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 809,773.00	R 809,773.00	R 0.00	R 109,125.00	A	EXT. PWP: LIFE SKILLS-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 0.00	R 0.00	R 0.00	R 0.00	A	INT SUST RURAL DEV PR.(ISRDP)-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 0.00	R 0.00	R 0.00	R 0.00	A	URBAN RENEWAL PROGR (URP)-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 0.00	R 0.00	R 0.00	R 0.00	A	EPWP: WFW SANPARKS-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 440,355.00	R 0.00	R 0.00	R 0.00	A	EPWP: WFW WOFIRE-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 0.00	R 0.00	R 0.00	R 0.00	A	EPWP: WFW VUSELELA-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 516,630.00	R 0.00	R 0.00	R 0.00	A	EPWP: WFW WETLANDS-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 0.00	R 0.00	R 0.00	R 0.00	A	EPWP: NYS SOCIAL-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 1,500,000.00	R 0.00	R 0.00	R 0.00	A	EPWP: SOCIAL SECTOR-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 1,000,000.00	R 0.00	R 0.00	R 0.00	A	EPWP L-SH: WORKERS - ON VUKUPILE-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 1,000,000.00	R 0.00	R 0.00	R 0.00	A	EPWP L-SH: WORKERS NOT VUKUPILE-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 3,000,000.00	R 0.00	R 0.00	R 0.00	A	EPWP: NYS INFRASTRUCTURE-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 500,000.00	R 0.00	R 0.00	R 0.00	A	EPWP: NYS ENVIRO & CULTURE SECT-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 0.00	R 0.00	R 0.00	R 0.00	A	EPWP: ECONOMIC SECTOR-NSF	2007/04/26
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 30,000.00	R 0.00	R 0.00	R 0.00	A	EPWP: PROVINCIAL ENVIRO-NSF	2007/04/26
Totals			R 36,984,563.00	R 13,181,096.00	R 416,651.00	R 2,016,096.00			

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Print List



List of Sub - Disbursing Agents Budgets History

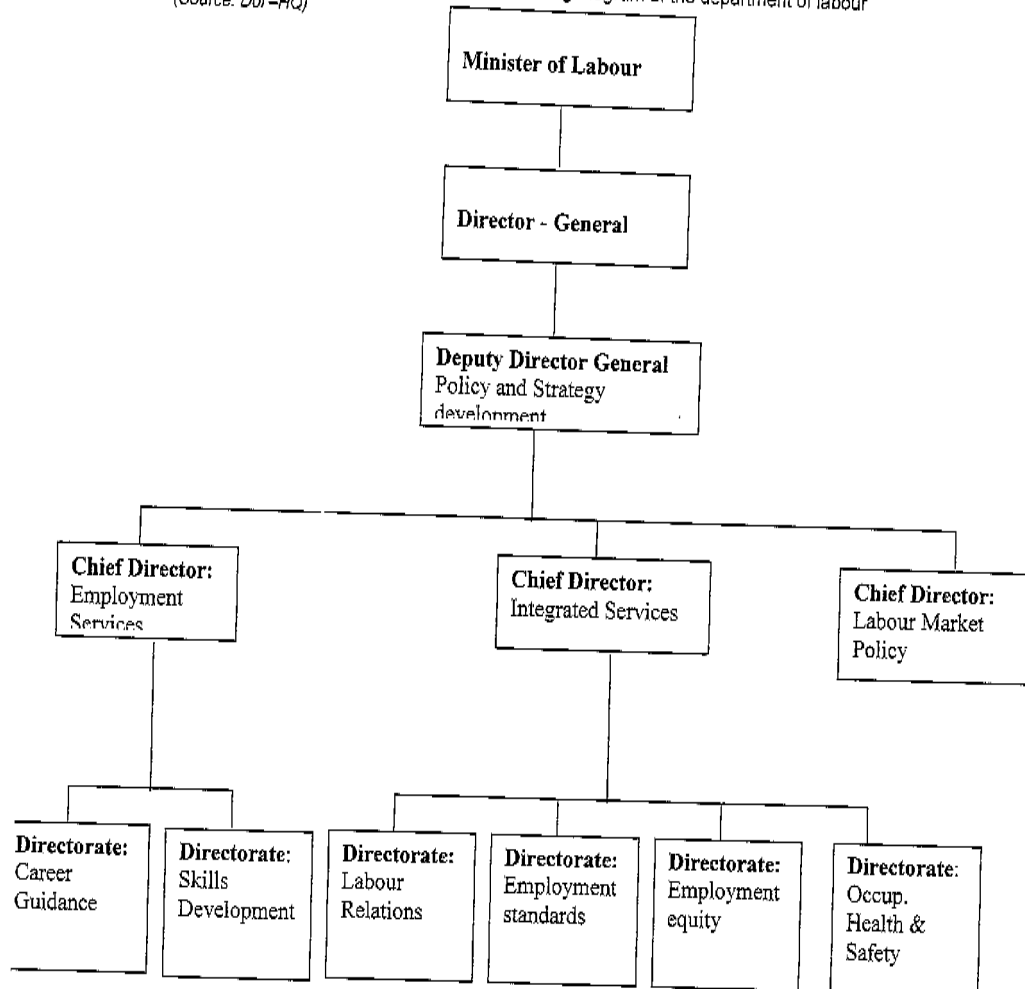
DISB AGENT	SDA CODE	DESCRIPTION	ALLOTTED	CONTRACTED	PIPELINE CONTRACTED	SPENT	STATUS	SUB PROG DESCRIPTION	RUN DATE
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 7,818,822.00	R 7,610,153.00	R 208,469.00	R 0.00	A	PROV. SOCIAL DEVELOPMENT PROJECTS-NSF	2007/04/01
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 2,960,756.00	R 2,980,756.00	R 0.00	R 0.00	A	TRAINING OF PRISONERS-NSF	2007/04/01
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 1,077,166.00	R 721,074.00	R 356,092.00	R 0.00	A	EXT. PWP: WORKING FOR WATER-NSF	2007/04/01
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 489,724.00	R 225,949.00	R 263,775.00	R 0.00	A	PEOPLE WITH DISABILITIES-NSF	2007/04/01
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 336,236.00	R 336,236.00	R 0.00	R 0.00	A	EXTENDED PWP: HARD SKILLS-NSF	2007/04/01
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 809,773.00	R 809,773.00	R 0.00	R 0.00	A	EXT. PWP: LIFE SKILLS-NSF	2007/04/01
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 0.00	R 0.00	R 0.00	R 0.00	A	INT SUST RURAL DEV PR.(ISRDP)-NSF	2007/04/01
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 0.00	R 0.00	R 0.00	R 0.00	A	URBAN RENEWAL PROGR (URP)-NSF	2007/04/01
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 0.00	R 0.00	R 0.00	R 0.00	A	EPWP: WFW SANPARKS-NSF	2007/04/01
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 0.00	R 0.00	R 0.00	R 0.00	A	EPWP: WFW WOFIRE-NSF	2007/04/01
PROVINCIAL DIRECTORATE: GAUTENG NORTH	GNPO	GAUTENG NORTH PROVINCE	R 0.00	R 0.00	R 0.00	R 0.00	A	EPWP: WFW VUSELELA-NSF	2007/04/01
Totals			R 13,512,277.00	R 12,683,941.00	R 828,336.00	R 0.00	A	EPWP: WFW WETLANDS-NSF	2007/04/01
GRAND TOTAL			R 13,512,277.00	R 12,683,941.00	R 828,336.00	R 0.00			



ADDENDUM B



Figure 2: A schematic representation of the organogram of the department of labour
(Source: Dol-HQ)



- Functions:**
- Employment Services development.
 - Design systems on skills development levies grant.
 - Facilitate review of skills development legislation.
 - Development of regulations.
 - Facilitate registration of learners.
 - Review of NSDS and NQF.
 - Coordination of National Skills.
 - Indication of funding windows.



Below is the graphic representation of the provincial office whereby decisions taken at national level, gets to be implemented.
Figure 3: The Provincial Office of DoI Gauteng North

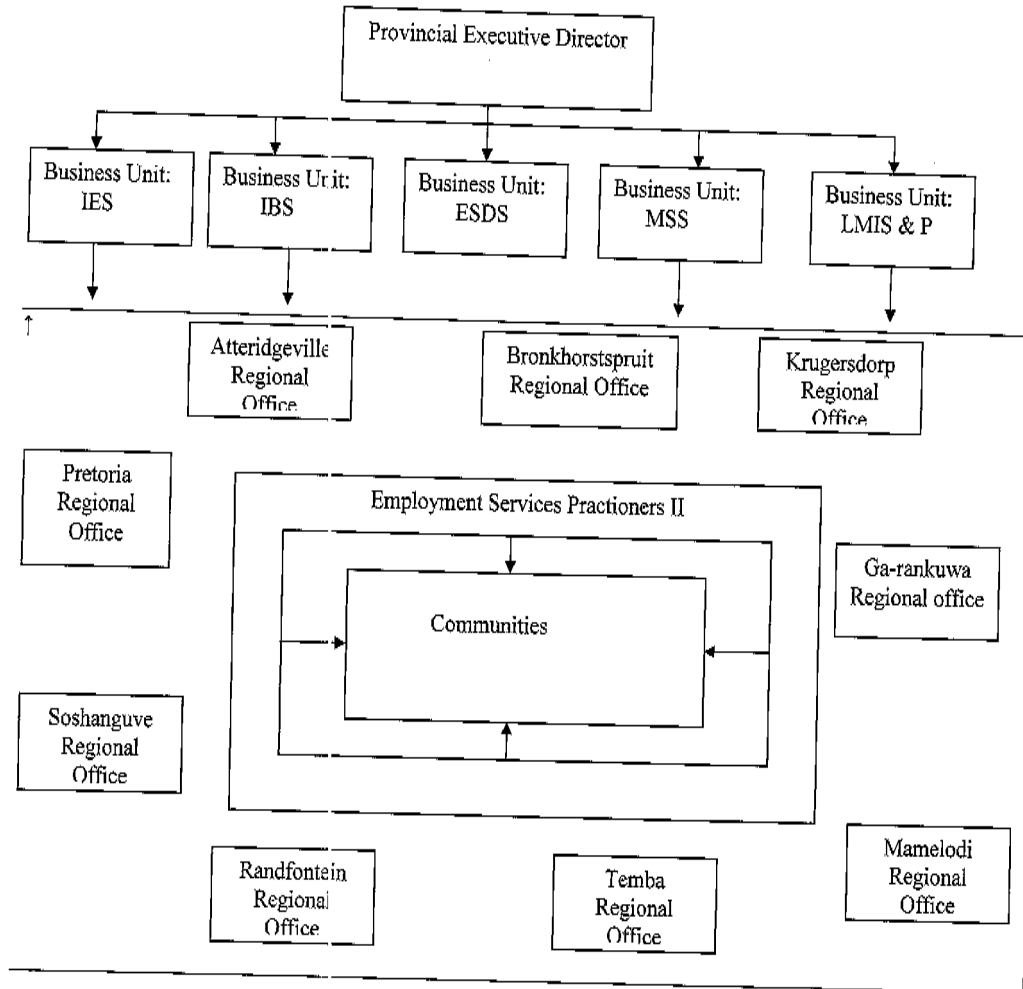


Figure 2 above outlines the decision making chart outlining processes from the Provincial Executive Manager, Business unit ES DS, Regional offices/ESP II, and Communities



ADDENDUM C



DEPARTMENT OF LABOUR

PROVINCIAL OFFICE: PRETORIA



Ethics Committee
Faculty of Education
University of Pretoria
South Africa

To Whom It May Concern:

This serves to confirm that approval has been granted to Mr. Izzy Maboja to observe Employment Skills Delivery Services (ESDS) of the Department of Labour as part of his data collection process.

The Department understands this approval to be necessary for his studies in Master of Education degree.

Please note that this authority is applicable only for this purpose.

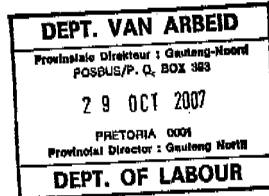
L Weber

Ms. L Weber
ESDS Manager

Approval by Provincial Executive Manager

E Tloane

Ms. E Tloane
Provincial Executive Manager





UNIVERSITY OF PRETORIA
FACULTY OF EDUCATION
RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER : SS07/11/01

MEd. Assessment and Quality Assurance
Evaluating the Employment Skills Development Services (ESDS)
Training Programme of the Department of Labour.

Esrom Maboja - 22288385

Social Studies Education

16 May 2008

APPROVED

This ethical clearance is valid for 2 years from the date of consideration and may be renewed upon application

**CHAIRPERSON OF ETHICS
COMMITTEE**

Dr Salomé Human-Vogel

DATE

16 May 2008

CC

Dr Rinelle Evans
Mrs Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

P.O. BOX 82396
DOORNPOORT
0017
25-02-2008

Dear Participant

Request for informed consent: MA research study

One of the main functions of a university is to do research. I, Mr Izzy Maboja, am a Masters student from the Faculty of Education and am currently doing project-specific research related to an evaluation of the instructional process and its impact on learner throughput. The outcomes of this research might positively be used by the instructors, training providers, beneficiaries (trainees) and the Department of Labour in enhancing the skills development initiative.

I request your positive consideration to allow me to observe you in situ while you teach the new class of students at the training centre. I will be using the observation schedule as a guide to my observations. These observations will not be used to judge your teaching nor demean you in anyway whatsoever and ought thus not to impact negatively on your job as an instructor in any way. The observations will be discussed with you only in a transparent, constructive and objective way and not with your employer. These observations will be conducted in the strictest confidentiality, and under no circumstances will your identity be made known to any person/organisation/party that may be involved in the research process and/or which has some form of power over the participants. The data collected will be disguised using pseudonyms and fictitious appellations. Data will be captured in an Excel spreadsheet, analysed and a report generated. The captured data will be stored electronically on a compact (CD) and also on a hard copy as per institutional requirements.

You may decide to withdraw at any stage should you wish not to continue with your participation. Should you declare yourself willing to participate in this study by allowing your teaching to be observed and discussed thereafter, would you please sign this letter as a declaration of your informed consent?

Your co-operation is highly valued and we look forward to your positive response. Please contact my supervisor or myself for further details.



Student-researcher: Mr Izzy Maboja
MA in Quality Assurance & Assessment
Tel: 012 547 6432
E-mail: Izzy.Maboja@Labour.gov.za

Supervisor: Dr Rinelle Evans
Tel: 012 420 4272
E-mail: revans@postino.up.ac.za

To be completed by the participant

I acknowledge that I fully understand the parameters of this research project and declare that

- my participation is voluntary;
- I have the right to privacy and confidentiality;
- I may withdraw and cancel any observations should I feel they are invasive or hinder my ability to instruct effectively;
- I have no expectation of any form of remuneration, material gain or inducements being given.
- I am not obliged to participate in any follow-up projects.

Participant's signature: _____

Date: 13/02/2008



ADDENDUM D



Instructor's tone of voice
(Variations during teaching)

Normal:

Variations:

High
pitch:

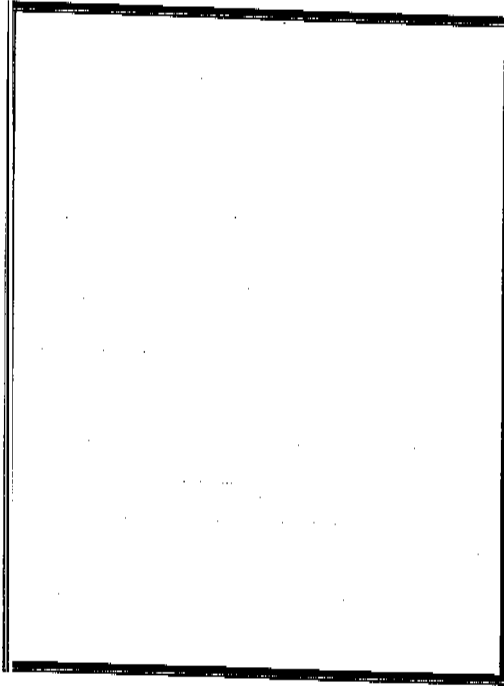
Very Low
pitch:

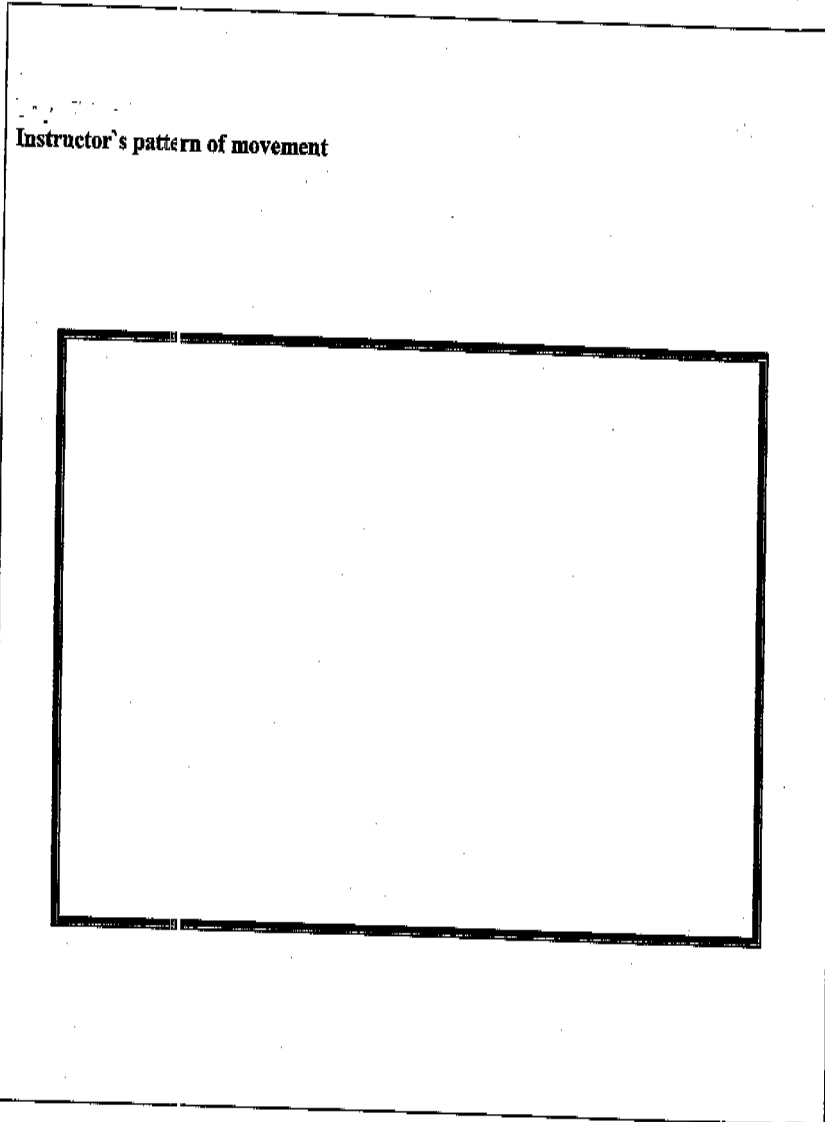


Instructor's teaching method																																																																																																																																													
<i>(Ensures learner understanding. i.e. giving practical examples)</i>																																																																																																																																													
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Sitting parttern of learners







OBSERVATION SCHEDULE

1. Ability to create a rapport with learners

(Introduction; first directive contact with each learner-cold; mild; warm reception)

The instructor has established a healthy relationship.

The teaching is very much interactive.

Student sends % of rapport impact

Mania

Moshe

Fate Sophie

Munqiso

Milliecut

= Address the students by name.

- The level at which they communicate is warm, in that they and all parties are humorous.

Rapport

Creating a positive classroom atmosphere

- Encourage teamwork with students
- Class participation & feedback
- Instructor enters through direct involvement
- A little joke can break the tension and help a student overcome his fears
- A feeling of caring & love goes a long way in a tense classroom atmosphere - suspenders with open pressure that the world are facing
- Love, compassion, tolerance, equality, politeness and justice to be stressed



2. Instructor's preparedness

(Lesson preparation, time management, maintenance of order)

The instructor seems to be well prepared in advance. She provided the material which shows that she has prepared in advance. The instructor was careful to be in a quiet time effectively. She kept to the college schedule. Maintenance of order has not been a major problem since majority of learners are adults.

NOT PREPARED

LESSON PREPARATION

- Language → English → trainees
- Adults
- Education level
- Background
- Objectives of lesson
- Needs not shared
- No feedback oppor.

EXPERIENCE

- Little experience
- No skill to handle adults
- Reflective journal

NOTES FINDINGS

• Yet, to an extent
Quality good but
Trust road from notes

ORDER??

MAINTAIN ORDER

- Not at all
- Adult learners
- Noisy
- SHORT CONCENTRATION SPAN

CONTENT KNOWLEDGE

Very little

Reflection not done

[Signature]



Learning Environment

(Enough brightness in class, ventilation, space, tidiness, noise etc)

The floor is very bright, enough ventilation
and the group of furniture.

The environment is conducive for learning.

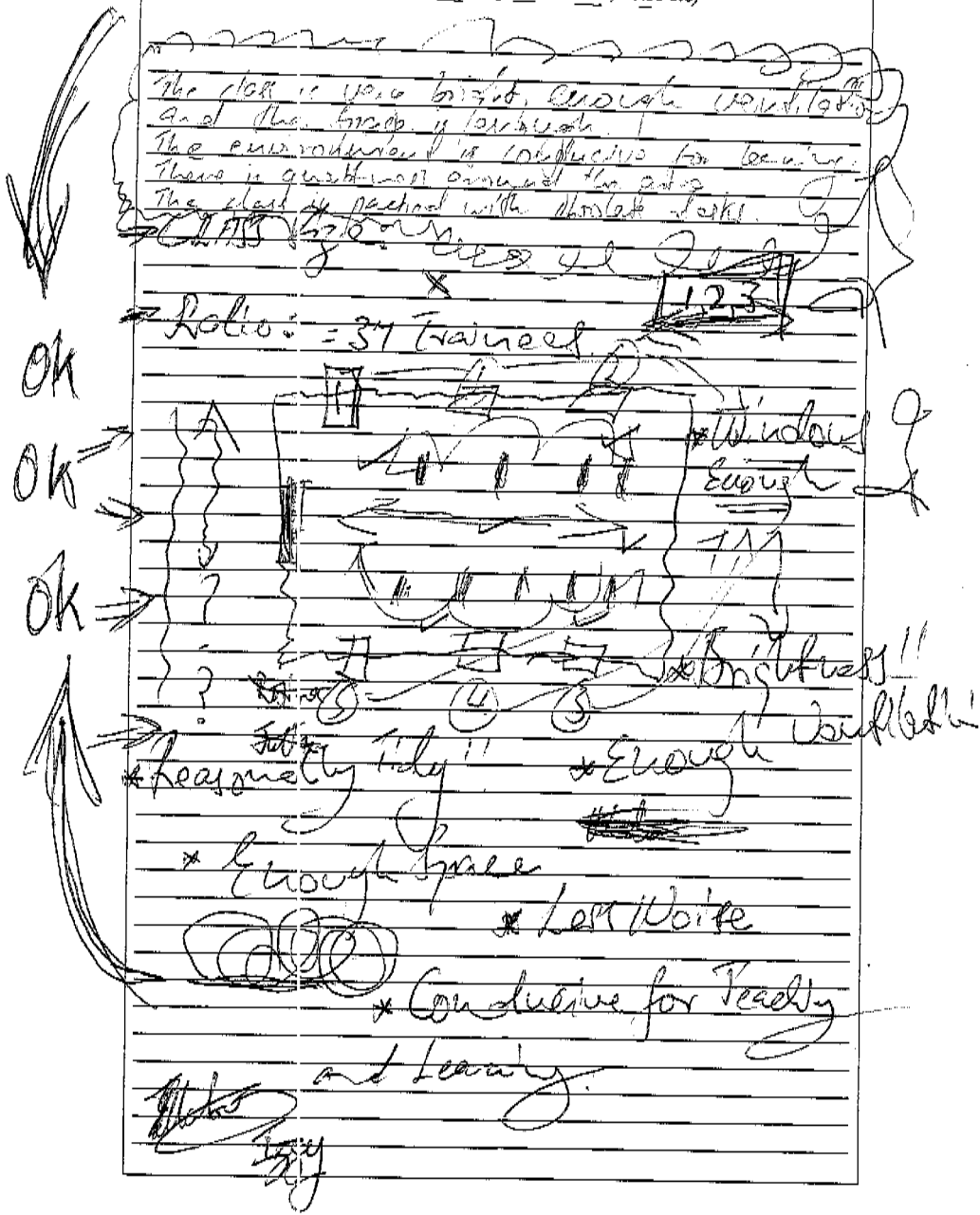
There is quietness around the area.

The class is packed with double desks.

CLAS 620

Relios = 37 Trained

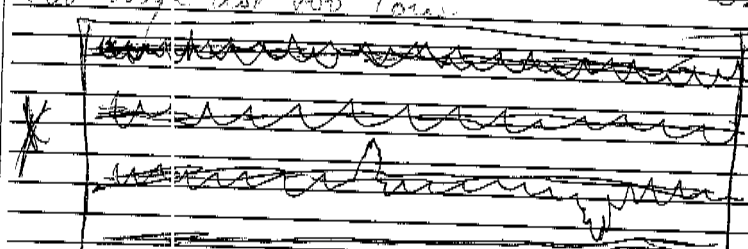
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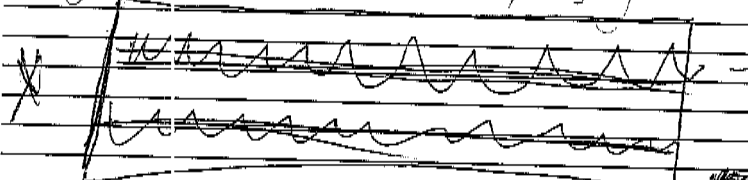


Instructor's tone of voice
(Variations during teaching)

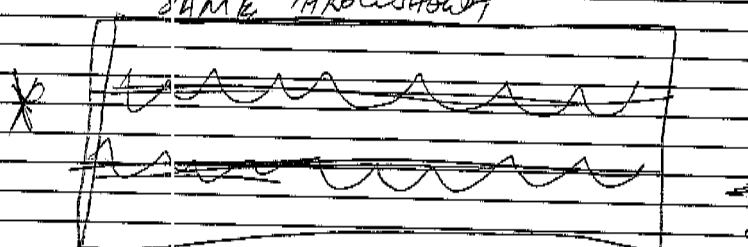
Normal: *Stefanie Mounded! Bab! No hands please!!*
100 100 100 100 100 100



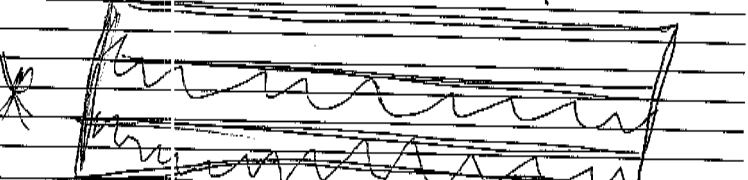
Variations: *Sheep 10.000 sheep they long of voice: She*
100 100 100 100 100 100
is 100% of attention but just when
asking questions and when simplifying



High pitch: *Voice not raised high as expected!!*
SAME THROUGHOUT



Very Low pitch: *Too low!! Too low!!*



NO HANDS OUT!!
No Hand
No Hand
Very low
low
Voices
down
down
down

(REMEMBERING SAME TONE!! LULLABY SONG)



23/06/2009

Instructor's teaching method

(Ensures learner understanding, i.e. giving practical examples)

- Sharing criteria with learners:

It is not clearly stated
Does there exist criteria with the need to have
has not been any evidence to support
that
difficult to say a criteria was stated.
No!! No!! No!! NO SHARING OF CRITERIA

- Allow self and peer assessment:

Teacher: All!!
Peer assessment: with observation
Peer assessment: within lessons
it is not a self assessment as well
No SELF ASSESSMENT AS WELL
(Mr. Knows All!!)??

Frequency of asking question:

Very low

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

7
5
3
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1
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1
1
1
1

Frequency of pausing:

PAUSING TOO MUCH!! TOO SILENT!!

C	o	u	n	t	i	n	g																		
	✓																								
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

- Type of questions asked. (higher/lower order questions):

Lower Order Questions					Higher Order Questions				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓								
✓			✓					✓	

TOTAL # 09 ONLY 3

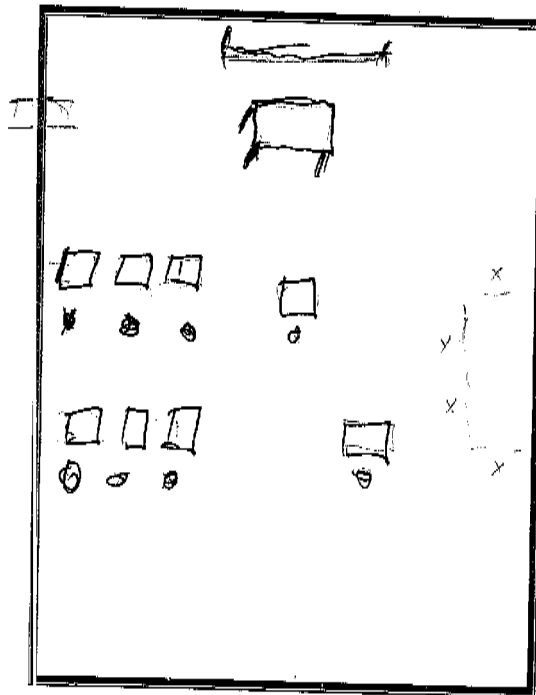


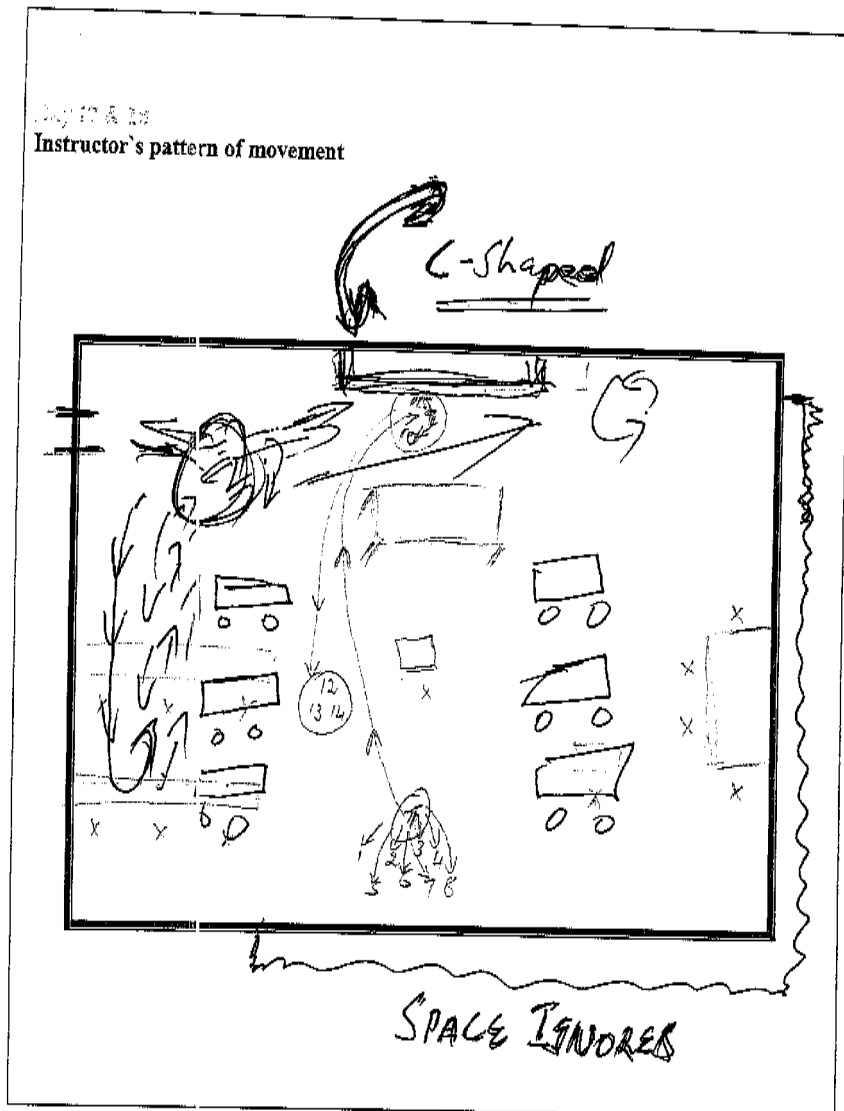
0.17.16

Sitting pattern of learners

Very Normal!!

$\frac{18}{10}$







DAY 11

Lesson closure

(Summative evaluation)

▪ Oral

testing:

~~AND THROUGH THE LESSONS SHE~~
~~THROWS VERY FEW QUESTIONS~~
~~OF WHICH THE PURPOSE IS NOT CLEAR!!~~

(Linda)

▪ Pen and paper

testing:

THAT WAS DONE ONCE
MAKING ONLY OBSERVATIONS!!
ONCE!! MORE TO COME??

(ONCE)!!

▪ Summing-up

lesson:

ALWAYS TRIES TO SUMM-UP
BUT LACKS THE SKILLS & EXPERIENCE
AND EXPERTISE

▪ Other

methods:

NONE!!
ONLY THE ORAL & THE
ONE PEN & PAPER!!

- Classworks
- Tests
- Assignments
- Projects

- Role-play
- Dramatizing



ADDENDUM E



TRAINING CLAIM

NATIONAL SKILLS FUND



First training claim
Final training claim

Department of Labour: Skills Development Act, 1998

Contract ID	9001	Disbursing Agent	PROVINCIAL DIRECTORATE: GAUTENG NORTH	Start date (dd/mm/yyyy)	26-02-07	End date (dd/mm/yyyy)	04-03-07	Total fee	R 101.00
Course Alloc. ID	30203	Project	GNPO598 CID CLEAN ZONE AMBASSADORS 2	Course	26-02-07	04-03-07	Training fee	R 101.00	
Course Cril. ID	10628	Provider	790 JAMEC TRAINING CENTRE	Claim period	26-02-07	04-03-07	Allowance	R 0.00	
		Course Title	ENGAGE IN A RANGE OF SPEAKING & LISTENING INTERACTIONS				Fee Type	Per Day	

No.	Trainee BSA ID No.	Trainee Surname	Trainee Initials	Disabled (Y/N)	Gender (M/F)	Age (Years)	Qualification	Race (AS/IND)	Passed (Y/N)	No. of days trained	Training Fee Claimed	Allowance Claimed	Total Amount Claimed	As proof of attendance and receipt of allowance Full Signature of Trainee
1	01060907911085	L.S	L.S	N	F	45	10	B	Y	26	R 101.00	R	R 2626.00	Masina D.P. CHALL
2	021508570824	D.P	D.P	N	F	26	12	B	Y	27	R 181.00	R	R 2727.00	Masina D.P. CHALL
3	070510580082	M.M	M.M	N	F	30	12	B	Y	27	R 101.00	R	R 2727.00	Masina D.P. CHALL
4	040612640082	E.K	E.K	N	F	23	12	B	Y	27	R 101.00	R	R 2727.00	Masina D.P. CHALL
5	101153270820	M.C	M.C	N	M	21	10	B	Y	26	R 101.00	R	R 2626.00	Masina D.P. CHALL
6	0052006240824	L.T	L.T	N	F	35	10	B	Y	27	R 101.00	R	R 2727.00	Masina D.P. CHALL
7	002305400825	M.G	M.G	N	F	28	12	B	Y	27	R 101.00	R	R 2727.00	Masina D.P. CHALL
8	0027096110827	M.L	M.L	N	F	20	11	B	Y	26	R 101.00	R	R 2626.00	Masina D.P. CHALL
9	01502061140215										R	R	R	
10	03290720027										R	R	R	
11											R	R	R	
12											R	R	R	
13											R	R	R	
14											R	R	R	
15											R	R	R	
16											R	R	R	
17											R	R	R	
18											R	R	R	
19											R	R	R	
TOTALS											R 101.00	R	R 2626.00	

Instructor for this course group for the full course: J. Phatladi Signature: J. Phatladi

Signature of Contractor: Abidi Abete

Provider Invoice No. 27 Total Amount of Claim R 2626.00

For Office Use Only



NATIONAL SKILLS FUND



TRAINING CLAIM

First training claim
 Final training claim

Department of Labour: Skills Development Act, 1998

Contract ID	8004	Disbursing Agent	PROVINCIAL DIRECTORATE: GAUTENG NORTH	Start date (dd/mm/yyyy)	End date (dd/mm/yyyy)	Total fee	R	101.00		
Course Alloc. ID	30203	Project	GNPO/598	CID CLEAN ZONE AMBASSADORS 2	Course	15.02.07	25.04.07	Training fee	R	101.00
Course Cyl. ID	10628	Provider	790	JAMEC TRAINING CENTRE	Claim period	15.02.07	25.04.07	Allowance	R	0.00
		Course Title	ENGAGE IN A RANGE OF SPEAKING & LISTENING INTERACTIONS					Fee Type	Per Day	

No.	Trainee RSA ID No.	Trainee Surname	Trainee Initials	Disabled (Y/N)	Gender (M/F)	Age (Years)	Qualification	Race (W/C/A/P)	Passed (Y/N)	No. of days trained	Training Fee Claimed	Allowance Claimed	Total Amount Claimed	Full Signature of Trainee
1	031006141020	M.H.N.	N.N.	N	F	21	B	B	Y	26	R 101.00	R	R 2675.00	M. M. M. M.
2	077905250820	M.A.N.	N.N.	N	F	22	B	B	Y	26	R 101.00	R	R 2675.00	M. M. M. M.
3	090210510822	R.P.N.	N.F.	N	F	22	B	B	Y	26	R 101.00	R	R 2675.00	M. M. M. M.
4	092010000821	T.G.N.	N.F.	N	F	22	B	B	Y	26	R 101.00	R	R 2675.00	M. M. M. M.
5	101510336081	N.O.N.	N.F.	N	F	22	B	B	Y	26	R 101.00	R	R 2675.00	M. M. M. M.
6	204040828081	K.C.N.	N.F.	N	F	21	B	B	Y	26	R 101.00	R	R 2675.00	M. M. M. M.
7	051204130821	L.F.N.	N.F.	N	F	21	B	B	Y	26	R 101.00	R	R 2675.00	M. M. M. M.
8	110210228081	K.A.N.	N.F.	N	F	21	B	B	Y	26	R 101.00	R	R 2675.00	M. M. M. M.
9	091204080821	L.A.N.	N.F.	N	F	21	B	B	Y	26	R 101.00	R	R 2675.00	M. M. M. M.
10	031404310825	G.T.N.	N.F.	N	F	21	B	B	Y	26	R 101.00	R	R 2675.00	M. M. M. M.
11											R	R	R	
12											R	R	R	
13											R	R	R	
14											R	R	R	
15											R	R	R	
16											R	R	R	
17											R	R	R	
18											R	R	R	
TOTALS										26	R 1010.00	R	R 2675.00	

Instructor for this course group for the full course: Denny Matipa Signature: [Signature]

Signature of Contractor: [Signature] Date: 25/04/2007 DD MM YYYY

Witness: [Signature]

Provider Invoice No. 32 Total Amount of Claim R 2675.00

CLAIM NUMBER



ADDENDUM F



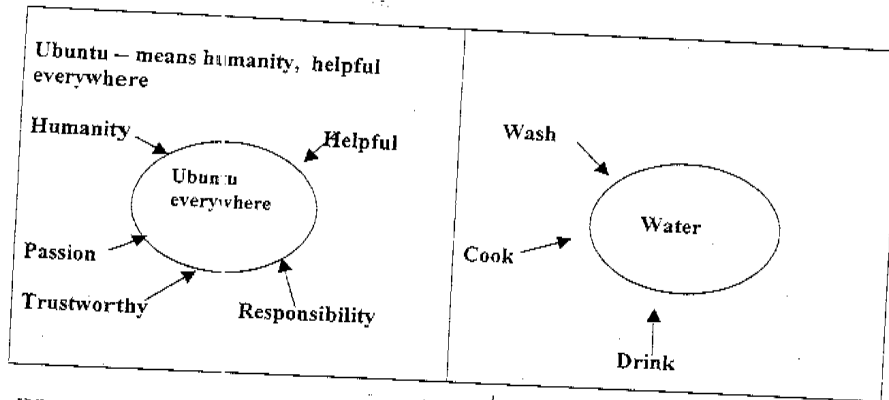
ADDENDUM: I

BASIC DEVELOPMENT OF A WORKER

**Engage in a Range of
SPEAKING and LISTENING
Interaction**

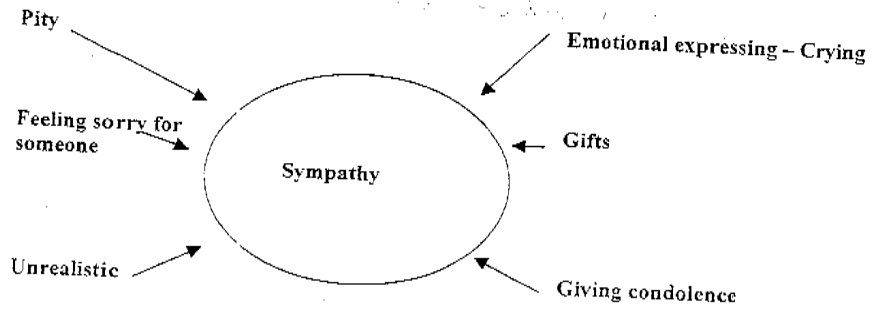


-2-



What are your listening barriers?

- No eye contact
- Noise
- Not paying attention
- Misunderstanding
- To show empathy
- Do not interrupt
- Sympathy





CHAPTER 1

- ❖ HOUSE KEEPING
- ❖ INDOOR AND OUTDOOR
- ❖ RECOGNISE AN OPPORTUNITY
- ❖ TRAINING METHODOLOGY
- ❖ RULES OF A SUCCESSFUL PROJECT

CHAPTER 2

- ❖ CUSTOMER CARE

CHAPTER 3

- ❖ THE RIGHTS OF AN EMPLOYEE
- ❖ THE FORMAT OF WRITING A CV
- ❖ HOW TO PRESENT YOURSELF AT AN INTERVIEW



ENGAGE IN A RANGE OF SPEAKING AND LISTENING INTERACTIONS

1. **Listening:**

Are you listening or hearing?

In this section, we will look at difference between listening and hearing without realizing it there are vast difference between the two. More often than not, we hear what people/customers are saying to us but we do not necessarily listen to what they are saying to us.

2. **Hearing:**

Have you noticed the difference?

- Hearing is simply the act of perceiving sound by ear.
- When you hear someone talking, you are aware of the fact that they are talking but you are not listening to a word they are saying
- You see their mouths moving but what they are saying to you has absolutely no impact on you
- You are not paying attention and you are therefore not responding to what is being shared with you.

3. **Listening:**

- Listening is something you consciously choose to do
- When you are listening to someone, you apply empathy
- When you are listening to someone, you acknowledge (follow up and understand) what is being said
- When you are listening to someone, you relate or listen attentively (paraphrase) what is being said
- When you are listening to someone, you repeat (summarize) what is being said
- When you are listening to someone, you respond to what is being said
- When you are listening to someone, you reflect back feeling and emotions as well as facts and ideas.

Health and Safety precautions:

EMPATHY	SYMPATHY
<p>To make somebody's problems ours</p> <p>Identifying the persons feelings, put yourself in someone's shoes</p>	<p>You feel for somebody and teach him how to help himself</p>



MODULE 2

CUSTOMER CARE



ADDENDUM G

National Skills Fund Funding Windows 2005 - 2010



- 8.3 Supplementary support towards disabilities
- 8.4 Promoting excellence
- 9 Discretionary and Innovation projects.

The core criteria (purpose, target beneficiaries and qualifying applicants) for each of the funding windows are outlined in the following pages.

NSF-Funding Window 1:

Social Development Initiatives

Purpose

This NSF funding window is in support of NSDS Indicator 3.1 namely to finance training whereby unemployed or under-employed people are equipped with working skills to promote their employability and sustainable livelihoods (including training for EPWP).

Targeted beneficiaries

- Unemployed/under-employed people (16 years of age or older)
- Communities who could benefit from specific social development projects (including EPWP).

Who can apply

- Government departments
- Private sector (focusing on social development projects)
- NGOs/CBOs
- Public institutions (Further and higher education and training institutions).

Core criteria

- South African citizens (100%) – as per indicator 2.6
- Accelerate equity targets (85% Black, 54% women and 4% people with disabilities, including youth in all categories) – as per Indicator 2.6 and NSDS principles
- Accelerate Broad Based Black Economic Empowerment (BBBEE)



Where am I? » vodacom4me.home (logged in) » messaging » e-mail



my email | subscribe

1% of 1.0GB

- Check mail
- Folders:**
- Inbox
- Spam
- Drafts
- Sent Items
- Deleted Items

- Settings:**
- Folder Options
- Email Options

Reply | Reply To All | Forward | Delete | Spam | Print | Sav

From "Graham, Andrew" <algraham@uj.ac.za>
To Esrom <seaparoM@vodamail.co.za>
Cc "izzy.maboa@labour.gov.za" <izzy.maboa@labour.gov.za>
Sent Mon Jan 26 09:56:49 SAST 2009
Subject RE: Working Document Med Izzy Andrew Graham
Attachments unknown [text/html; charset=us-ascii]
 Izzy Andrewing.doc [application/msword; name="Izzy Andrewing.doc"]

Izzy – attached edited doc. Please acknowledge receipt Andrew

From: Esrom [mailto:seaparoM@vodamail.co.za]
Sent: 21 January 2009 13:36
To: Graham, Andrew
Cc: izzy.maboa@labour.gov.za
Subject: Working Document Med Izzy Andrew Graham

Sir

Please receive my document for editing. I have been trying to sent sinc morning but the mail never went. The following need serious attention:

- Text-Arial 11pt
- Spacing-1.5
- Heading- Arial 12pt Bold
- Subheadings- Arial 11pt Bold
- 3rd level heading Arial 11pt italics
- Double spacing after full stop
- Tenses to change where necessary
- Cross check all references
- Reference style : Havard or APA let be consistant with our c

Find some of the comments from my supervisor to have an idea of her expectation.



- *Link paragraphs*
- *tighten, elaborate, be clear...*
- *paraphrase or delete*
- *move shift, rephrase*
- *link to your study (literature or whatever)*
- *Synthesise, link theories..*
- *Does not make sense*
- *Technicalities need serious attention etc.*

Please acknowledge receipt and forward me your fee and banking details due next week as explained telephonically.

Regards
Izzy
082 788 2452

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Search

Web Search SA Search

Vodacom

Sponsored Links



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Locate your loved ones!



Insurance for Women



Free Life Insurance Quote



Car and Household Insurance



Join AdMe and be exclusive!



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Glossary A-Z

