The impact of the Expanded Public Works Programme on poverty alleviation and skills development for social auxiliary workers in Ekurhuleni

by

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i

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"And we know that God causes all things to work together for good to those who love God."

Romans 8:28

D Mukhathi

Pretoria, October 2014

Abstract

The impact of the Expanded Public Works Programme on poverty alleviation and skills development for social auxiliary workers in Ekurhuleni

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The Expanded Public Works Programme (EPWP) was announced by the former president, Mr Thabo Mbeki, in 2002. The EPWP is one part of an overall government strategy to reduce poverty through the alleviation and reduction of unemployment. It is a deliberate approach to ensure that participants gain the necessary skills, increase their capacity to earn an income and increase their chances of securing employment, and embarking on sustainable intervention in the second economy to address social and economic inequities. The EPWP aims to create employment in four sectors: infrastructure, the environment, the social sector and the economic sector. This study focused on the social sector, specifically the programme for social auxiliary workers. The goal of the study was to determine the impact of the EPWP on Social Auxiliary Work (SAWs) in the Ekurhuleni Metropolitan area.

In order to achieve this goal, a quantitative research approach was adopted to determine whether the EPWP for social auxiliary workers is successful in poverty alleviation and skills development. A questionnaire was designed as a data collection instrument which was divided into the broad categories of biographic information, poverty alleviation and skills development. Quantitative data were collected through a process of group administration.

Quantitative findings indicated that the EPWP for SAWs was successful in terms of *poverty alleviation.* The findings indicated that the majority of respondents who had no income before the EPWP for SAWs earned an income after enrolling into the EPWP. Those who had an income before EPWP indicated that their financial position improved

after enrolling into the EPWP for SAWs. Through the findings respondents also indicated that after qualifying as SAWs, securing employment was easy. SAWs reported that they were able to afford groceries, technology (airtime), toiletries, non-consumables, accommodation and clothing after enrolling into the EPWP for SAWs. The study also found that the majority of the respondents indicated that their salary was making a big difference in their lives. Through the EPWP for SAWs, people who were unemployed received training and full time employment as SAWs. However, to confirm whether the EPWP was successful in poverty alleviation, the researcher inquired from the respondents if they agreed with the statement that the EPWP was successful in poverty alleviation. The majority of the respondents agreed that the EPWP for SAWs was successful in poverty alleviation and addressing unemployment. Therefore, it was concluded that the EPWP for SAWs was successful in poverty alleviation.

In terms of *skills development* the researcher focused on the skills development before the respondents enrolled into the EPWP for SAWs and skills development after enrolling. It was concluded that the majority of respondents did not have financial skills; namely budgeting, saving and counting money, spending money wisely, investing money, depositing and transferring money. However, the findings of this study pointed to the conclusion that the respondents obtained those skills after enrolling into the programme. The study also focused on other forms of skills that the respondents obtained through the EPWP for SAWs training. Those skills included access to social services, communications and networking and bonding in the community. These forms of skills development were also explored in this research as it correlated with the Exit Level Outcomes (ELOs) of the SAW programme as registered with the South African Qualifications Authority (SAQA). It thus appeared that the respondents obtained all the skills requirements in line with the ELOs for the SAW qualification. The study concluded that the EPWP for SAW is successful in skills development.

The recommendations of this study are offered as guidelines to ensure that the programme promotes poverty alleviation and skills development of SAWs in line with a social developmental approach at the Department of Social Development (DSD) and those working at non-governmental organisations (NGOs).

Social capital involves the creation of social infrastructure such as housing, schools, health clinics, sanitary and water supply projects. However, the majority of the respondents

declared that they did not obtain the skills of accessing infrastructure and assets in their working environment. It is therefore recommended that SAWs who did not acquire the skill of access to infrastructure should be equipped with this skill through continuous professional development programmes. The EPWP for SAWs should not be seen as a short-term employment opportunity but as a permanent employment opportunity for those who go through the programme and complete it. DSD should monitor the job placement process to ensure that every person who went through the training is absorbed.

More males must be recruited into the EPWP for SAWs to better their lives and that of the communities they live in. Traditionally men are socialised to become providers for their families. Therefore, by becoming SAWs, men could be enabled to provide for their families as expected.

Salaries of SAWs should be adjusted to make the profession more attractive to all ethnic groups.

Keywords:

- Department of Social Development
- EPWP: Expanded Public Works Programme
- Impact
- Social auxiliary worker
- Social development
- Poverty alleviation
- Skills development
- Ekurhuleni Metropolitan Municipality

Table of Contents

APPENDICES

LIST OF FIGURES

LIST OF TABLES

CHAPTER 1: GENERAL INTRODUCTION

1.1. INTRODUCTION AND CONTEXTUALISATION

Poverty levels in the Republic of South Africa (RSA) have dropped since 2006, reaching a low of 45.5% in 2011, when applying the upper-bound poverty line (R620 per capita per month in 2011 prices). This translates roughly into 23 million people living below the upper-bound poverty line (UBPL) (Statistics South Africa, 2014:5).

According to Statistics South Africa (2014:xv), the number of unemployed people increased by 237 000 (or 4.9%) between the fourth quarter of 2013 and the first quarter of 2014. This is largely attributable to an increase of 153 000 unemployed men. This statistic is at the highest level since the inception of the *Quarterly Labour Force Survey* in 2008 (Statistics South Africa, 2014:5). Additionally, the number of discouraged job-seekers increased by 64 000, while the other (not economically active group) decreased by 35 000, resulting in a net increase of 29 000 in the not economically active group (Statistics South Africa 2014:v). The unemployment rate in South Africa increased to 25.50% in the second quarter of 2014 from 25.20% in the first quarter of 2014 (Statistics South Africa, 2014:5). Apart from the huge number of unemployed citizens, the trade union Solidarity reported that South Africa suffers a tremendous shortage of skilled people. As a result, numerous projects in the RSA had to be delayed or cancelled due to a lack of skilled labourers.

The South African society is characterised by extreme poverty and inequality in the distribution of income and earning opportunities (Van der Berg, 2005:214). The high level of poverty that persists in the country is closely linked to unemployment. The fact that many households are not directly linked to the formal economy via the labour market, as well as the poor employment growth performance in past decades, have long been matters of great concern for policy makers (Pauw, Oosthuizen & Van der Westhuizen, 2006:2). To address these challenges, the South African Government (henceforth, government) introduced a macro-economic framework, namely Growth Employment and Redistribution (GEAR), in June 1996 which aimed at "increasing and sustaining economic growth, creating employment, keep the rate of inflation minimal, reduce government debt, increase foreign direct and gross domestic investment and restructure the public sector through privatization" (African National Congress, 1995:19). Unfortunately, GEAR did not succeed in addressing the vast number of economic

challenges South Africa was facing. Instead, unemployment, poverty and skills shortages escalated (Streak, 2004:275). Lombard (2008:157) concurs with this view when she refers to the fact that, particularly during 1996 to 2000, GEAR did not produce the economic benefits it intended to realise. In addition, the Congress of South African Trade Unions (Cosatu) is of the opinion that GEAR is a clear failure. This is because GEAR was supposed, in the tradition of the Reconstruction and Development Programme (RDP), to reduce the legacies of inequality and poverty left by apartheid but failed to do so (Chopra & Sanders, 2004:157; Streak, 2004:279). As a result of GEAR's failure, poverty and unemployment increased, the worst affected being families employed in the textile and manufacturing industries (Chopra & Sanders, 2004:156). In this regard, Gray (2006:16) indicates that rather than increasing job opportunities, more than one million jobs had been lost to the extent that by 2000, only 13% of Africans was employed in the formal economy. An estimated 55% of the potential African labour force could not find jobs in the formal economic sector.

However, efforts by the government to combat poverty and increase employment did not end with GEAR. In an attempt to stimulate economic growth through skills development and temporary job creation, the government implemented the Expanded Public Works Programme (EPWP) in 2005 within the Department of Public Works (McCord, 2004:7). The EPWP was first announced by former president, Mr Thabo Mbeki, in 2003 with his State of the Nation Address (RSA, State of the Nation Address, 2003). Government's commitment to the EPWP is a central pillar of its strategy to address poverty and unemployment. Phillips (2004:46) eloquently contextualises the EPWP with the following remark:

> The EPWP is a cross-cutting programme to be implemented by all spheres of government and state-owned enterprises. It is defined as a nation-wide programme which will draw significant numbers of the unemployed into productive work, so that workers gain skills while they work, and increase their capacity to earn an income. The objective of the EPWP is to utilize public sector budget to alleviate unemployment by creating opportunities coupled with training.

Streak and Van der Westhuizen (2004:39) postulate that the Department of Public Works, through the EPWP, provides an important avenue for labour absorption and income transfers to poor households in the short- to medium-term. It is, however, not designed as a policy instrument to address the structural nature of the unemployment

crisis. Moreover, it is merely one element within a broader government strategy to reduce poverty through the reduction of unemployment.

It is clear that the EPWP is still government's priority under the Zuma administration. In his 2009 State of the Nation Address, President Zuma mentioned that "…another important element of our drive to create job opportunities is the Expanded Public Works Programme (EPWP). The initial target of one million jobs has been achieved". It appears as if government is committed to the EPWP and the figures indicate a positive progress. Again in 2010 President Zuma mentioned in his State of the Nation Address (RSA, State of the Nation Address, 2010) that "by the end of December [2009] the government had created more than 480 000 public works job opportunities, which is 97% of the target the government had set". In his State of the Nation Address in February 2011 President Zuma mentioned that "our Expanded Public Works Programme aims to create 4.5 million work opportunities, and more than a million opportunities have been created already since the beginning of phase 2" (RSA, State of the Nation Address, 2011).

Currently, different government departments are running EPWPs. The Department of Public Works and the Department of Social Development (DSD) are amongst the key role players in the EPWP. Within the DSD there are three EPWPs running, namely the Early Childhood Development (ECD), the Home-based Care (HBC) and the Social Auxiliary Work (SAW) programme. Through the EPWP, people can enrol as social auxiliary workers (SAWs) at the DSD and ultimately acquire a qualification in social auxiliary work (NQF, Level 4). This qualification enables people to acquire skills and secure employment within the social welfare sector. "Social auxiliary work is an act or activity practiced by a social auxiliary worker under the guidance and control of a social worker and as a supporting service to a social worker to achieve the aims of social work" (South African Council for Social Service Professions [SACSSP], n.d.). The SACSSP considers a social auxiliary worker as support staff who functions under the guidance of a social worker in the rendering of social services.

The EPWP can be regarded as an example of an initiative that aims to contribute to the social development of South African citizens (EPWP Phase 2 Summit, 2010). Despite its existence for half a decade, not much is known about the EPWPs and their impact in terms of poverty alleviation and skills development, especially regarding the anticipated value for SAWs. According to Sabinet, a South African research database, no study has

to date determined the impact of the SAWs programme on poverty alleviation and skills development. Calls for research of this nature have been made by, among others, Continuing Education for Africa (CEFA) (2010). In addition, communication with the Deputy Director of Research and Development at the DSD, Mrs Shamona Kandia (2010), confirmed that there is a serious need for EPWP-focused research.

1.2. RATIONALE AND PROBLEM STATEMENT

Little is known about the impact of the EPWP on poverty alleviation and skills development of SAWs. Information is needed to confirm or dispute the anticipated benefits of public sector job creation initiatives, in this case the SAW component of the EPWP. The present investigation attempted to fill this knowledge gap by means of a survey among SAWs. The study was conducted in the Ekurhuleni Metropolitan area of the Gauteng Province. Through this study, the researcher investigated whether the EPWP programme had any impact on SAWs in terms of skills development and poverty alleviation. The results could provide direction towards managing the EPWP and determining its effectiveness in achieving the government's poverty alleviation agenda.

1.3. THEORETICAL FRAMEWORK

The researcher adopted social development as the theoretical framework underpinning this study.

Proponents of a social development approach argue that investments in social programmes enhance people's welfare through their productive participation in the economy. The approach is considered the most effective way of enhancing people's welfare and achieving economic development (Patel, 2005:29). This study was undertaken within a social development framework which states that social welfare is realised in society when welfare consumers are both socially and economically developed in order to become productive citizens (Midgley, 1995:25). Therefore, the impact of the EPWP for SAWs in DSD will be determined with acknowledged indicators of social development, i.e. skills development and poverty alleviation (*cf.* Patel & Hochfeld, 2008). Poverty alleviation involves the alleviation of extreme poverty and hunger (RSA, Poverty Profile, 2006:12), while skills development refers to "education, training and development activities designed to help employees gain knowledge, skills and attitudes that would improve their performance in the positions that they currently hold and improve their future prospects" (Department of Education, 2006:2). Both these indicators form the backbone of assessing social development in South Africa. Social

4

development theory assesses poverty alleviation and skills development by means of at least three forms of capital development (*cf.* Lombard, 2005:211):

- Human capital development which is closely linked to education and investments in human capacity through skills training and education.
- Social capital development which entails the creation of strong bonds of community reciprocity and strengthening of social relationships; it also involves the creation of social infrastructure such as housing, schools, health clinics, sanitary and water supply projects.
- Economic capital which implies that human development should be integrated into the economy through various strategies, e.g. job placement, micro-enterprises, cooperatives and community-based projects.

In this particular study, the above-mentioned forms of capital development were explored through two concepts, i.e. poverty alleviation and skills development, to determine the impact of the EPWP for SAWs in the Ekurhuleni Metropolitan Municipality.

1.4. GOAL AND OBJECTIVES OF THE RESEARCH STUDY

The goal of the study was to determine the impact of the EPWP on SAWs in the Ekurhuleni Metropolitan area.

In pursuit of this goal, the specific objectives to be achieved were as follows:

- To ascertain whether, and if so, the extent to which the EPWP affected the financial situation of SAWs.
- To determine the nature and perceived value of the skills transferred to SAWs through the EPWP.
- To identify strengths and shortfalls of the EPWP for SAWs in order to strengthen the programme.
- Based on the results, to make recommendations about the EPWP programme in the DSD, and for further social work research.

1.5. RESEARCH QUESTION

Explorative and descriptive studies are generally guided by the "what" question (Babbie & Mouton, 2001:76; Punch, 2005:36-37). The following research question guided the study:

❖ What is the impact of the EPWP for SAWs in terms of poverty alleviation and skills development in the Ekurhuleni Metropolitan area?

1.6. OVERVIEW OF RESEARCH METHODOLOGY

The study was rooted in the positivist research paradigm in order to ensure the objective and value-free, precise measurement of the impact of the EPWP on SAWs (Trochim, 2001:19). More specifically, the study was quantitative in nature, as detailed research planning was needed to produce precise and generalisable findings regarding the contribution of state-sponsored poverty alleviation and skills development initiatives (Neuman, 2000:122; Rubin & Babbie, 2010:34). Therefore, numerical data were gathered from SAWs in order to statistically test for significance regarding the experienced impact of the EPWP. To facilitate the process, standardised procedures – in this case through a survey design – ensured a high level of consistency while investigating the impact of the EPWP. Specific variables regarding the anticipated impact of the EPWP was developed and quantified, which formed the basis of a structured instrument administered to Social Auxiliary Work graduates (see the data collection instrument in Appendix A). As such, implications of the study were made through inductive analyses based on the responses of SAWs (Neuman, 2000:122).

The data instrument in this study was in the form of a questionnaire, which was divided into the broad categories of biographic information, poverty alleviation and skills development (see Appendix A).

Prior to the actual gathering of data, the instrument was pilot-tested. The researcher exposed five SAWs from Sedibeng Metropolitan area to exactly the same procedure as planned for the main investigation (Strydom, 2011b:240-241). Based on the feedback from these SAWs, the data collection instrument was refined before its implementation in the main study.

The questionnaire was administered to SAWs in a group context within the Ekurhuleni Metropolitan Municipality. In the data collection method, each respondent received a copy of the survey instrument to complete individually. The researcher was present in

case any of the respondents required assistance in completing the questionnaire. Therefore, no discussion about the topic took place to avoid bias.

Once the SAWs had completed the questionnaire, the data were organised in order to arrive at findings, conclusions and recommendations. The data was first coded (the final questionnaire provided for edge coding), after which it was captured using the Statistical Packages for the Social Sciences (SPSS), Version 20.0.

Firstly, univariate analysis was used with the primary aim of describing the characteristics of the sample, while bivariate analyses were used to describe the empirical relationship between variables (Babbie & Mouton, 2001:640). Relevant statistical tests were employed to test for significance, e.g. Pearson Chi-square and McNemar test. In the present study, significance was set to $p < 0.05$ as it is often the norm in social science research (Pietersen & Maree, 2007:209).

For the purpose of this study a sample was drawn from a population of all (N=187) qualified SAWs in Ekurhuleni. This figure was confirmed through a list of all SAWs provided by the DSD Ekurhuleni region. This was inclusive of SAWs working for the DSD and those working for the NGOs. For the purpose of this study the population consisted of two strata: SAWs working in the NGOs and SAWs working for DSD. After dividing the population into strata, the researcher drew a random sample from each sub-population to guarantee representativeness of different strata within a sample.

Stratum 1, which is the NGOs, consisted of 55 offices, or clusters, and 99 qualified SAWs. Complex cluster samples were drawn taking into account the office size. From the 55 offices or clusters, 10 clusters were selected using the systematic sampling method. Stratum 2, which is the DSD, consisted of 23 offices, or clusters, with 88 qualified SAWs. From the 23 offices or clusters 8 offices were selected using the systematic sampling method. At the end, a sampling frame of 20 SAWs in the employ of DSD, and 22 SAWs in the employ of NGOs in the Ekurhuleni District formed part of the study. This sampling frame ensured representivity of all SAWs in Ekurhuleni who qualified through the EPWP.

This study received ethical clearance from the Research Ethics committee of the Faculty of Humanities at the University of Pretoria (see Appendix D) and the DSD also granted permission that the study may be conducted (see Appendix B). Ethical considerations

such as avoidance of harm, informed consent and deception of subjects, were taken into consideration while conducting this study.

For a more detailed discussion of the research methodology and ethical considerations applicable to this study, see paragraphs 3.2 and 3.3 in Chapter 3 of this research report.

1.7. LIMITATIONS OF THE STUDY
Limitations of this study arose from the challenges of implementing the EPWP for SAWs in the DSD.

- The sample was dominated by female Africans and very few males.
- The study was conducted in Ekurhuleni Metropolitan Municipality, therefore the results of this study cannot be generalised to the Gauteng Province, or South Africa at large.

1.8. DEFINITION OF KEY CONCEPTS
The following concepts are used throughout this research report and should be interpreted uniformly:

1.8.1. Department of Social Development
The Department of Social Development "is the lead advocate for the overall social development agenda" as "the Department of Social Development aims to ensure the provision of comprehensive, integrated, sustainable and quality social development services that address vulnerability and poverty, and to create an enabling environment for sustainable development in partnership with those committed to building a caring society" (South Africa Online, 2010).

1.8.2. EPWP: Expanded Public Works Programme
"EPWP is a short term employment programme designed by government aimed at addressing unemployment and skills shortages" (McCord, 2004:7).

1.8.3. Impact
Impact means "to effect or influence" (*Webster's Dictionary*, 2011), as well as "the effect or impression of one thing on another" (*Free Online Dictionary*, 2011[1]).

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[1] Although various research methodology text books and subject-specific dictionaries were consulted, the researcher did not identify any adequate or recent conceptualisation for 'impact'.

1.8.4. Social Auxiliary Worker

A Social Auxiliary Worker, as defined by the South African Council for Social Service Profession (SACSSP, n.d.), is "an act or activity practiced by a social auxiliary worker under the guidance and control of a social worker and as a supporting service to a social worker to achieve the aims of social work."

1.8.5. Social Development

In this study Lombard's definition on social development will be adopted, *viz.* "Social development needs to be clearly distinguished as (1) an ultimate (end) goal of development activities; and (2) as an appropriate approach to social welfare and thus an intervention strategy that incorporates social and economic processes to achieve social development as its ultimate goal" (Lombard, 2007:299).

1.9.   CONTENTS OF THE RESEARCH REPORT

The remainder of this research report consists of the following four chapters:

CHAPTER 2:   **THE EPWP IN THE DEPARTMENT OF SOCIAL DEVELOPMENT WITH REFERENCE TO SOCIAL AUXILIARY WORKERS**

Based on a literature review, the chapter describes, amongst others, the contribution of the EPWP in the lives of SAWs in terms of human, social and economic capital development in order to alleviate poverty and skills development.

CHAPTER 3:   **RESEARCH METHODOLOGY, RESEARCH FINDINGS AND INTERPRETATION**

The research methodology guiding the study, data collection methods and the analysis of data are described in this chapter. The emphasis of the chapter is on the research findings and their interpretation.

CHAPTER 4:   **CONCLUSIONS AND RECOMMENDATIONS**

The last chapter focuses on the conclusions of the study. In addition, recommendations are drafted for the DSD in order to streamline the implementation and secure the realisation of the EPWP's objectives for SAWs.

CHAPTER 2: THE EPWP IN THE DEPARTMENT OF SOCIAL DEVELOPMENT WITH REFERENCE TO SOCIAL AUXILIARY WORKERS

2.1. INTRODUCTION

The Department of Social Development is at the centre of development and service delivery to people. However, the shortage of social auxiliary workers and social workers hampers progress of service delivery to the most vulnerable groups, namely women, children, older persons, people with disabilities and people infected and affected by HIV and Aids (Department of Social Development [DSD], 2010:6). A national priority in South Africa is to address the many social development needs prevalent amongst individuals, families, groups and communities. Social auxiliary work (abbreviated as SAW) and social work are at the frontline of social development and transformation, particularly in traditionally under-resourced communities (Cefa, 2010:1).

In 2002, following the ANC policy conference in Stellenbosch in the Western Cape Province, former President Thabo Mbeki announced the Expanded Public Works Programme (EPWP) (McCord, 2004:7). The EPWP programme aims to create employment in four sectors: infrastructure, the environment, the social sector and the economic sector (Du Toit, 2005:661).

In order to gain an in-depth understanding of the EPWP, the aim of this study was to determine the impact of the EPWP on SAWs in the Ekurhuleni Metropolitan area. Subsequently, the specific focus of this chapter is on the following aspects: Poverty and skills shortage in South Africa; causes of poverty; urban poverty; causes of urban poverty; challenges experienced by the urban poor; measures by government to reduce urban poverty; government responses to poverty and skills development; the EPWP and its existence; mandate of the EPWP; human capital, social capital and economic capital development in relation to the EPWP for SAWs; the link between SAWs training and social development; SAW training programme; and lastly, challenges of implementing the EPWP in the Department of Social Development relevant to SAWs.

2.2. POVERTY AND SKILLS SHORTAGES IN SOUTH AFRICA

Although the dismantling of apartheid brought about many improvements in South Africa, problems such as unemployment and poverty still prove daunting challenges. The labour force consists of 15.8 million workers, 4.1 million people are unemployed with fifty per cent of the population living in poverty. These statistics lead to the government introducing a job creation initiative in 2004, called the Expanded Works Programme. Its stated objective is the creation of one million job opportunities to meet the needs of the unemployed within five years (Antonopoulos & Kim, 2008:20).

Recent statistics indicate that, unemployment in South Africa increased to 25.50% in the second quarter of 2014 from 25.20% in the first quarter of 2014 (Statistics South Africa, 2014).

The responsibility for poverty alleviation and skills development cuts across sectors of government and social institutions. According to Mubangizi (2008:178) the Department of Social Development bears the primary responsibility for reaching the poor, most of whom predominantly live in the rural areas. To this end, it has developed targeted programmes for women, youth and people with disabilities, which include the formation of collectives with a view to providing basic skills training in conjunction with start-up capital and on-going support for income generation projects.

According to Mubangizi (2004:219) a serious effort should be made to include the poor in delivery processes to prevent poverty alleviation programmes from being agent driven, excluding the beneficiaries from contribution to decisions necessary for the conceptualisation, implementation and evaluation of the programmes. This could lead to the inability of poverty alleviation programmes to address the root causes of poverty and empower the poor to move out of or substantially improve their situation.

In August 2008, the government launched the national War on Poverty Campaign to reduce poverty among the country's poorest citizens (DSD, 2013:4). The most deprived households identified in the poorest ward were visited periodically during the campaign by a team of professionals and community workers to identify their specific needs and to accelerate access to government services and provide safety nets. The success of tackling poverty and social exclusion requires that every sector plays its part.

11

Local government departments take responsibility for providing free basic services, public works and other measures affecting the very poor. The war on poverty campaign has a unique approach which is based on its experience of other initiatives, such as the urban and rural development strategy, the consolidation of projects and *imbizo* in order to effect the maximum impact in targeted communities (DSD, 2010:4).

The researcher is of the view that there is a clear link between poverty and shortage of skills. If people are not empowered with education and training, they experience challenges in securing employment. According to the Department of Labour (2003:1) the South African economy continues to experience a shortage of skills in key economic sectors. Such a shortage is not a new phenomenon. A shortage of skills has been a feature of South Africa's economic and social landscape since the period of apartheid (Joint Initiative Priority Skills Acquisition [JIPSA], 2006:6). Daniels (2007:1) concurs that the genesis of South Africa's skills policy regime is intricately linked to the history as an apartheid state, the legacy this presented in the labour market, and the efforts post 1994 to ameliorate the iniquities of ''Bantu'' education. The principal, but not the only, cause of persistent skills shortages has been the effects of pre-1994 apartheid government policies and the structural shifts that have occurred in the economy, from being an inwardly focused economy concentrated on minerals and manufacturing to becoming a more diversified and globally oriented economy.

There is growing evidence that South Africa's skills shortage is raising the price of skilled work. The single most serious threat to public infrastructure and private investment programmes is the shortage of skills, comprising of professional skills in areas of engineering and science, managerial functions such as financial, personnel and project managers, and skilled technicians such as artisans and IT technicians. The shortfall is attributed to the policies of apartheid and the tardiness of education and skills development institutions to meet the needs of accelerated economic growth. (Accelerated and Shared Growth Initiative for South Africa [ASGISA], 2006: 6).

However, Van Dyk and Coetzee (2012) argue that the shortage of skills is partly because of the failure of the national education and training system to supply the economy with much needed skills. The researcher is of the opinion that to address

12

poverty, skills development has to be a priority in government and the private sector. To achieve that, education and training need to be accessible equally to all citizens.

According to the trade union, Solidarity (2008:2), Deloite and Touché released a report in June 2007, indicating that 81% of companies struggle to find appropriate staff, with 76% saying that finding employment equity candidates was a particular problem.

According to the Department of Labour (2003:1) there is no instantaneous solution to the lack of skills, which developed over a considerable period of time. The remedy to this situation will not be short-term measures, such as drawing immigrants to the South African labour market.

The researcher is of the opinion that vocational training and education will assist in reducing the high levels of skills shortages and poverty. Efforts by the government to provide training to SAWs are concrete evidence that they regard skills development as a necessity to address the plight of the unemployed and the poor. The following discussion focuses on the causes of poverty.

2.3. CAUSES OF POVERTY

Increased poverty in South Africa can be witnessed daily in South Africa. The gap between the rich and poor has widened considerably – especially in Gauteng. This was probably caused by population growth which outstripped economic growth. The increased poverty illustrates that poor households have missed out on the benefits of economic growth (Thwala, 2011: 13).

Chronic poverty in the country is caused by inequality in various aspects, such as employment opportunities, the ownership of assets, and accessibility to basic infrastructure, which all can be attributed to apartheid (Poverty Profile, 2006:6) However, it must be noted that different factors affecting and causing poverty exist in urban and non-urban areas.

May (2010:4) outlined three causes of poverty and inequality in South Africa. Firstly, ''the impact of apartheid which stripped people of their assets, especially land, distorted economic markets and social institutions through racial discrimination, and resulted in

13

violence and destabilisation. Secondly, under-mining the assets base of individuals, households and communities through ill health, over-crowding, environmental degradation, the mismatch of resources and opportunities, race and gender discrimination and social isolation. Lastly, the impact of a disabling state, which included the behaviour and attitudes of government officials, the absence of information concerning rights, roles and responsibilities, and the lack of accountability by all levels of government''.

Seekings (2007:1), however, proposes a valid argument when stating that the proximate causes of poverty are apparent. He suggests that those are persistent unemployment and low demand for unskilled labour, a strong demand for skilled labour, an inadequate education system, and social provision that is inclusive but does not seem to provide in all needs. He regards it as clear that economic growth alone will not address poverty and inequality. As important as pro-poor social policies are, a pro-poor economic growth path is vital.

Lombard and Strydom (2011:327) argue that all sectors in South Africa, including the social welfare sector, are challenged to join efforts in finding new solutions to reduce the consistently high levels of poverty and unemployment which impact on citizens' economic and social freedom. The progress made on poverty during the nineteen years of democracy is most visible in government's efforts in redistributive measures, including investment in services such as sanitation, electricity and housing, and in expenditure on the 'social wage', including access to health services and education, as well as social, transport, and municipal infrastructure (Lombard & Strydom, 2011:328).

There are many people still living in poverty who need urgent intervention. Therefore, pertinent to the discussion of poverty in South Africa, this study presents a thorough discussion of urban poverty which is relevant to this study due to the fact that it was conducted in Ekurhuleni which is an urban area.

2.4. URBAN POVERTY

Baker (2008:1) posits that population estimates indicate that at a certain point, the world's urban population will equal the world's rural population. The growth in the urban

population will continue to rise, projected to reach almost 5 billion in 2030. Much of this urbanisation is predicted to take place in the developing world. The urban growth is attributed to both natural population growth, and rural to urban migration.

Furthermore, Baker (2008:149) argues that many of the problems of urban poverty are rooted in a complexity of resources and capacity constraints, inadequate government policies at both the central and local level, and a lack of planning for urban growth and management. Given the high growth projections for most cities in developing countries, the challenges of urban poverty, and more broadly, of city management will only worsen in many places if not addressed more aggressively.

2.4.1. Causes of urban poverty

There are four factors known to cause urban poverty among people living in urban slum areas in different developing countries. These factors are, the lack of:

- opportunities to earn a living;
- access to services;
- good governance; and
- community power (Confronting Urban Poverty, 2013:1).

It appears that all four factors are related and usually require either economic or socio-political intercession. It is clear that a solution to urban poverty is dependent on a multi-facet approach which encompasses a wide range of intervention (Confronting Urban Poverty, 2013:1).

According to Mbeki (cited in the Department of Public Works, 2010:62), the government's concern about poverty and unemployment in both urban and rural areas is proven by "the national roll-out of the EPWP to address poverty, skills development and unemployment". Urban poverty is apparent in the study area, Ekurhuleni, with a number of citizens who live in informal settlements. It clearly indicates that two economies exist – that of the poor and that of the rich.

2.5.   CHALLENGES EXPERIENCED BY THE URBAN POOR

According to the Urban Poverty and Slum Upgrading (2011:1), urban poverty is a multidimensional phenomenon. The urban poor live with many deprivations. Their challenges may include:

- Limited access to employment opportunities and income;
- Inadequate and insecure housing and services;
- Violent and unhealthy environment;
- Little or no social protection mechanisms; and
- Limited access to adequate health and education opportunities.

Urban poverty is not just a collection of characteristics; it is also a dynamic condition of vulnerability or susceptibility to risks. Urban growth is attributed to both natural population growth, and rural to urban migration (Urban Poverty and Slum Upgrading, 2011:1).

2.6.   MEASURES BY GOVERNMENT TO REDUCE URBAN POVERTY

Baharoglu and Kessides (2008:149) argue that, when planning poverty reduction at national level, the government needs to bear in mind how the reduction of urban poverty can add to progress overall and to spin-offs across regions and sectors. Three priorities should be considered in urban poverty reduction: employment/labour markets (including safety nets), land, housing and infrastructure (including private financial markets) as well as inter-governmental relations (which would include municipal finance and capacity building). Other important solutions to poverty in cities would be simultaneous attention to education, health, transport, energy. Macro-economic and fiscal stability would also contribute significantly to the solution of the problem. The following discussion outlines the government plan to address poverty and skills development.

2.7. GOVERNMENT'S RESPONSE TO POVERTY AND SKILLS DEVELOPMENT

''The reduction of poverty has been a consistent theme of successive South African governments since 1994. Indeed, the Reconstruction and Development Programme (RDP), prepared in 1993 as the in-coming government's manifesto, singles out the reduction of poverty in all its dimensions as the central concern for the post-apartheid

16

era. However, the macro-economic environment has obviously conditioned the economic possibilities for achieving this'' (May, 2010:5).

According to Lombard and Strydom (2011:328) poverty, unemployment, and the need for faster economic growth remain key challenges for development in South Africa. Poverty is both a social issue and an economic phenomenon. It requires economic growth that will facilitate integrated social and economic development programmes. Economic growth in itself is no guarantee that poverty will be eradicated (Lombard & Strydom, 2011:331).

The researcher is of the opinion that since 1994 government introduced different strategies and programmes to address the scourge of unemployment and poverty; however, not much was achieved through those programmes (Skills Development, 2011:1). In 2002 the government introduced the EPWP as a new programme to address poverty and unemployment. The EPWP is a government strategy to alleviate unemployment for a minimum of one million people, of which at least 40% need to be women, 30% youth and 2% people with disabilities. The goal is to achieve work opportunities in labour-intense government-funded infrastructure projects, in public environmental programmes and in public social programmes and to utilise general government expenditure on goods and services to provide the work experience component of small enterprise learnership programmes (Department of Public Works, 2005:iv).

The EPWP is a short to medium term initiative that is based on the use of government expenditure to address the problems of poverty and unemployment. The EPWP goals will be achieved through the creation of job opportunities combined with training. The latter is pivotal to the EPWP as an exit strategy, but also to prepare participants to become sought-after employees (Nel, 2004:12).

In each of its sectors, the EPWP is led by a sector coordinating department. The Department of Public Works acts as the overall coordinator of the programme, as well as the sector coordinator for the infrastructure sector. The different programmes are funded by the Department of Labour aimed at meeting the training entitlement for workers on the EPWP projects. According to Aliber, Kristen, Maharajh, Nhlapo-Hlope

17

and Nkoane (2006:53), it also coordinates the EPWP training committee with the representatives of all the sector coordinating departments (Aliber et al., 2006: 53).

In order to develop skills and create short-term employment, all government departments are expected to work in accordance with the EPWP. The social sector is one of the sectors involved; its objective is to create employment within the framework of three programmes, which are Home-based Care (HBC) for people infected with HIV/AIDS, Early Childhood Development for children below the age of six, and training as Social Auxiliary Worker. The Department of Health is responsible for implementing the home-based care organisation, the Department of Social Development is responsible for the training of social auxiliary workers and the Department of Education is responsible for the early childhood development (Department of Public Works, 2005:16). For the purpose of this study social auxiliary work with relevance to the EPWP is the main focus.

2.8.   THE EPWP AND ITS EXISTENCE

An additional and very important component of the government's short-term effort to reduce poverty has been through the Expanded Public Works Programme (EPWP) which it introduced in 2002. Within six years, the EPWP had provided 1 million job opportunities at a cost of just less than R1 billion. Between 2011 and 2012, 626 959 work opportunities were created through this initiative, with 59% of the wage incentive accessed. The total participation targets were 62% women, 51% youth and 0.45% people with disabilities, according to the Department of Public Works Strategic Plan (2011:37). The National Treasury believes that more can be done by local government, and has recommended that municipalities opt for more labour intensive approaches to the delivery of services (National Treasury, 2008 in May, 2010:9). "The EPWP has a high profile in terms of the profile of government in meeting the basic needs of people and particularly those of the poorest. It has taken a prominent place in the State of the Nation Address since 2004 and is widely perceived as the government's key instrument in meeting the promise of halving unemployment by 2015" (Department of Public Works, 2011:1).

The National Development Plan (NDP) (The Presidency, 2011:355) emphasises that South Africa has an existing commitment to public employment in the EPWP. In phase

one, from 2004/2005 to 2008/2009, the EPWP exceeded its target of achieving one million work opportunities. The target was cumulative over five years.

Furthermore, on the issue of poverty it is mentioned that it is possible to eliminate poverty and to reduce inequality by 2030 sharply. In addition, ''the EPWP is widely presented and understood as giving substance to government's commitment to eradicate poverty and bridging the gap between the first and second economies. It is one of government's priority interventions to correct these discrepancies and alleviate poverty through short term employment, training, and exit strategies'' (Department of Public Works, 2011:1).

The researcher argues that, until the emphasis is on ensuring that the implementation of the EPWP is well monitored, – like other strategies, programmes and policies will not make much of a difference in skills development and poverty alleviation. Hence, there are numerous challenges for the DSD in relation to the implementation of the EPWP for SAWs, some of which are discussed later in this chapter. The following discussion focuses on the mandate of the EPWP.

2.9. THE MANDATE OF THE EPWP

According to Antonopoulos and Kim (2008:53) the mandate of the EPWP is to further employment by means of providing unskilled workers from poor and exceedingly poor households with short- to medium-term employment opportunities.

Ramachela, (2005:4) emphasises that the EPWP is one part of an overall government strategy to reduce poverty through the alleviation and reduction of unemployment. It is a deliberate approach so that participants gain the necessary skills, increase their capacity to earn an income and increase their chances of getting gainful employment or embarking on sustainable intervention in the second economy to address the social and economic inequities.

The rationale of the EPWP is to ensure that unskilled and unemployed beneficiaries of the programme enter the programme to gain relevant experience and skills, and then exit either into the formal labour market or into formal training (Ramachela, 2005:11).

The researcher believes that the EPWP is closely linked with the three forms of capital, which are human capital, social capital and economic capital in order to address poverty and skills development. The following discussion focuses on these three essential forms of capital and how they link with the EPWP.

2.9.1. Human capital

According to Hickman and Olney (2011:654) little is known about the impact of globalisation on investments in human capital. Human capital can be defined as the totality of employees' knowledge, abilities and skills, which can play an important role in the capability and service provision of a unit.

Among various interventions to reduce poverty, the role of human capital development is critical as it provides opportunities, empowers the poor and provides security. An investment in human capital can enhance the basic abilities of the poor, increase their productivity and provide income earning opportunities. Human development affects poverty in three different ways. These are (i) capability building through economic improvement; (ii) capability expansion through the reduction of poverty, and (iii) capability improvement through social services (Govinda, n.d.:8-9.). The first route belongs to the category of "growth-led security", the other two can be categorised as "support-led security". Thus, social expenditures can improve the welfare of the poor both directly and indirectly. The researcher posits that in this instance the EPWP also contributes to human capital because it focuses on the provision of knowledge and skills for the most vulnerable groups in the communities. Through the EPWP, skills are also imparted to the people during the short-term employment. Therefore, those who went through the programme become marketable since they have acquired the skills required in the labour market.

McCord (2004:11) argues that participation in the EPWP can be seen to build human capital and social capital, and hence address important non-income aspects of poverty. The researcher argues that the EPWP with social auxiliary workers does invest in human capital. Social auxiliary workers were unemployed youths living in the community. They are aware of the challenges within their communities. Through skills development they have received social auxiliary work training, they qualify as social auxiliary workers. With the Further Education and Training Certificate (NQF level 4)

qualification, they are placed in different non-governmental organisations as employees and apply the skills they have acquired to benefit their communities. The next form of capital discussed is social capital.

2.9.2. Social capital

According to Van Staveren (2003:415) social capital is a shared commitment to social values as expressed in the quantity and quality of social relationships, which may enable or constrain dynamic efficiency. Social capital is integrated in three ways in economic analysis: a preference in utility functions; a resource next to other capitals; and a mechanism to address market failures due to imperfect information and risk (Castano, 2007:140).

According to the World Bank (2011), social capital refers to the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions. Increasing evidence shows that social cohesion is critical for societies to prosper economically and for development to be sustainable. Social capital is not just the sum of the institutions which underpin a society; it is the glue that holds them together.

Moreover, according to the DSD (2005:42) social capital is a *sine qua non* in the battle against poverty and in building long-lasting social networks. From a sustainable livelihoods perspective, social capital can be regarded as the social resources upon which people rely in pursuit of their livelihood objectives. Social capital is comprised of the networks and inter-relatedness that promotes trust and the ability of people, organisations and institutions as they function together and improve their access to a widening range of resources. Social capital is able to take the edge of political and socio-cultural conflicts that often arise in communities, particularly during transitions from informal to formal settlements. Social capital is expressed in the term *ubuntu* which is well illustrated in crises, such as disasters when trust and informal cooperation form a safety net for those who are affected.

The researcher is of the opinion that social capital does form part of the EPWP with social auxiliary workers. Social capital involves networking and establishing new relationships. SAWs who join the EPWP come from different cultural backgrounds,

21

communities and provinces. However, due to the fact that they have the same need for education and employment, they come together and establish new relationships through networking with other SAWs.

Social capital, according to Midgley and Livermore (1998:31), connotes the social relationships, ties, and networks established among people within the context of wide social systems. They suggest that strong and enduring human relationships facilitate effective human functioning and improve the quality of societal institutions. They note that a social system with a high degree of social capital has well-developed social networks and institutions and functions more effectively than those with limited social capital.

The researcher is of the opinion that social capital involves the issue of establishing social cohesion, working together and establishing new relationships. In the context of this study, SAWs do attend meetings and conferences within their scope of work. Through that they are able to network with other people, be it other social auxiliary workers or other professionals from other regions, institutions and provinces including other professionals like nurses and the police. Team work, trust, social cohesion and co-operation among SAWs, social workers and the community they serve form part of social capital. The social cohesion and networking is also visible through the use of external resources with a view to bring about change in the community. Those include municipalities, government departments and churches, just to list a few. The last form of capital development which discussed is economic capital which focuses on income generation.

2.9.3. Economic capital
According to Midgley (in Lombard, 2005:45), economic capital implies that human development should form part of the economy by means of vocational training, job placement, community-based projects, micro-enterprises and cooperatives. These could encourage self-sufficiency and full participation in society.

In the context of this study the researcher is of the opinion that economic development does form part of the EPWP. Social auxiliary workers are trained through the EPWP to acquire the necessary knowledge and skills. With the NQF level 4 qualification, they are

then absorbed into the labour market. Through their access to employment as social auxiliary workers they become self-sufficient, financially independent and self-reliant. The training makes a visible difference in poverty alleviation and skills development. The following discussion outlines in detail the link between SAW training and social development.

2.10. THE LINK BETWEEN SAW TRAINING AND SOCIAL DEVELOPMENT

Addressing the myriad of social development needs is seen as a national priority in South Africa as it affects individuals, families and communities. Particularly in traditionally under-resourced communities, social work and social auxiliary work are regarded as indispensable (Nascence Education, 2011).

It is the responsibility of DSD to serve the vulnerable groups, families and communities. Due to the scourge of poverty, it was difficult in the past to render services to all the needy people. That led to the recruitment and training of social auxiliary workers.

According to the Candiz Training Academy (n.d:14), the qualification is aimed at providing learners with basic understanding and knowledge of the context in which social services function in South Africa. During training, the social auxiliary workers also learn about social development in terms of the role and needs of social auxiliary workers and policies regarding them and their work.

Moreover, the qualification provides them with basic knowledge of human behaviour, relationship systems and social issues and the ability to address social needs using appropriate social auxiliary work methods and techniques. Lastly, it empowers them with the skills to work as a team member and as a provider of support services to the social work team (Candiz Training Academy, n.d.:14).

''Social auxiliary work is an act or activity practiced by a social auxiliary worker under the guidance and control of a social worker'' (Department of Social Development, n.d:). This implies that the social auxiliary worker assists or supports the social worker in working with individuals, families, groups or communities (South African Qualifications Authority [SAQA], 2011:2). Therefore, social auxiliary workers are an essential component in the DSD contributing towards service delivery. There is a patent need for more SAWs. It is

also indicated by a number of social auxiliary workers who are trained through the EPWP to work in the DSD and NGOs.

Social auxiliary workers contribute towards poverty alleviation and skills development through the services they render to the community. Social workers assist as the supervisor of projects. According to Lombard and Strydom (2011:327) within the context of a developmental approach, social entrepreneurship provides social work and social auxiliary work with an avenue to engage communities in their own development. This requires a refocus of social workers and social auxiliary workers on their role in poverty reduction and social development, and hence in direct and indirect economic activities.

Training covers the essential components of social development. This includes the social auxiliary worker assisting social workers and members of multi-sectoral teams as they deliver social services. They make use of appropriate resources in their service delivery to clients; they apply appropriate social auxiliary work methods and techniques in addressing the social needs of client systems, and they demonstrate basic knowledge of the financial matters that relate to social auxiliary work (SAQA, 2010:1-5).

According to SAQA (2010:1-5), their work also includes understanding human behaviour, relationship systems and social systems. Furthermore, they use appropriate resources in service delivery to client system. They also provide an efficient research and administrative support service to the social worker. Social auxiliary workers keep precise records and compile accurate reports on social needs and social auxiliary work activities and file them appropriately. They also assist social workers to attend to any other matters that could result in, or stem from, social instability in any form (SAQA, 2010:1-5).

It can be concluded that social auxiliary workers render an essential service to the DSD and that contribute to their own development. The following discussion focuses on the SAWs training programme.

2.11. THE SOCIAL AUXILIARY WORKERS TRAINING PROGRAMME

The need for social auxiliary workers in South Africa was identified more than 10 years ago, leading to the role and functions of Social Auxiliary Work being defined in the Regulations to the Social Service Professions Act, 1978, as amended.

Social auxiliary workers undergo the one-year in-service training courses of the South African Interim Council for Social Work. The social auxiliary workers follow the course under the guidance and control of a social worker, acting as trainer, while they are in the employment of a specific organisation (Career Descriptions – Social Auxiliary Worker, 2011:1).

The courses consist of two subjects that carry the same weight for the final examination, namely Social Auxiliary Work and Social Care. These two subjects must be done consecutively. Field instruction and theoretical training occur simultaneously. Prescribed theoretical training is based on the study guide and core notes studied by the student and explained and supplemented by the trainer, as well as prescribed assignments by the pupils (Career Descriptions - Social Auxiliary Worker, 2011:1).

The prescribed practical training is based on group discussions led by the trainer, observation of videos and other audio-visual aids, practical demonstrations, visits to institutions and other community resources, and assignments which the trainer assesses. The course is presented over 12 months and social auxiliary workers are expected to pass both subjects within 24 months, in which case their probationary appointment of 12 months is also extended for a further 12 months (Career Descriptions-Social Auxiliary Worker, 2011: 2).

A minimum of 50% must be obtained in each paper or practical evaluation during the course. The Social Auxiliary Work subject must be passed before admission can be obtained to the subject Social Care.

Students receive the Certificate in Social Auxiliary Work awarded by the Council of Social Service Professions after successfully passing the examination. A further provision is that a person who is undergoing this course should be registered

provisionally as a social auxiliary worker with the South African Council or Social Service Professions (Career Descriptions-Social Auxiliary Worker, 2011:2).

The demand for social auxiliary workers is high and continues to grow. Social auxiliary workers can work at any of the following places of employment (NGOs, FBOs, CBOs) and any departments where social workers are employed mostly in government (Department of Social Development, n.d:). Although a social auxiliary worker can progress rank-wise, such a person may not exercise a supervisory function over other social auxiliary workers. It is not possible to work for yourself, because a social auxiliary worker has to work under the guidance and control of a social worker (Career Descriptions-Social Auxiliary Worker, 2011:1).

For the purpose of this study, a copy of the qualification is attached followed by detailed information regarding the social auxiliary work qualification.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Further Education and Training Certificate: Social Auxiliary Work

SAQA QUAL ID	QUALIFICATION TITLE			
23993	Further Education and Training Certificate: Social Auxiliary Work			
ORIGINATOR	**ORIGINATING PROVIDER**			
SGB Social Work				
QUALITY ASSURING BODY				
HW SETA - Health and Welfare Sector Education and Training Authority				
QUALIFICATION TYPE	**FIELD**		**SUBFIELD**	
Further Ed and Training Cert	Field 09 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	**MINIMUM CREDITS**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**QUAL CLASS**
Undefined	180	Level 4	NQF Level 04	Regular-ELOAC
REGISTRATION STATUS	**SAQA DECISION NUMBER**	**REGISTRATION START DATE**	**REGISTRATION END DATE**	
Reregistered	SAQA 0695/12	2012-07-01	2015-06-30	
LAST DATE FOR ENROLMENT	**LAST DATE FOR ACHIEVEMENT**			
2016-06-30	2019-06-30			

REGISTERED QUALIFICATION:

Source: SAQA, (2010: 1)

❖ **QUALIFICATION RULES**

The qualification consists of a fundamental, a core and an elective component.

To be awarded the qualification, learners are required to obtain a minimum of 180 credits as detailed below.

❖ Fundamental component

The fundamental component consists of:

- Mathematical Literacy at NQF Level 4 to the value of 16 credits
- Communication at NQF Level 4 in a First South African Language to the value of 20 credits
- Communication at NQF Level 3 in a Second South African Language to the value for 20 credits

It is compulsory therefore for learners to take courses in communication in two different South African languages, one at Level 4 and the other at Level 3.

The fundamental component comprises of 56 compulsory credits.

❖ Core component

The core component consists of outcomes to the value of 116 credits, all of which are compulsory. These include South African welfare context, human behaviour, judicial system, research, report writing, intervention, and project management (Continuing Education for Africa, 2010:1).

❖ Elective component

In order to achieve the minimum credits for the elective component, a primary understanding of the policies, legislation and organisational functioning as well as the

ability, within the team context, to respond as a social auxiliary worker in one of the following is required (South African Qualification Authority, 2010:6):

- Child and family life

- Child and youth care

- Youth work

- Disabilities

- Drug abuse

- Chronic illnesses

- Mental health

- Older persons

- Correctional services

- Victim empowerment

- Life skills

- Community work/ development.

The next discussion gives detailed information on the challenges the DSD experiences in implementing the EPWP. The focus was specifically on the Gauteng Province, as this study was conducted in the mentioned province. Those challenges include funding for training SAWs and challenges in placing SAWs.

2.12. CHALLENGES OF IMPLEMENTING THE EPWP IN THE DEPARTMENT OF SOCIAL DEVELOPMENT RELEVANT TO SAWs

The Gauteng Department of Social Development is also running the EPWP. Social auxiliary work is funded through the EPWP budget to provide skills to the unemployed people of the Gauteng Province. Within the DSD, the EPWP is managed by the HIV/AIDS directorate. This directorate is responsible for ensuring proper funding for the social auxiliary workers' training and therefore ensures that SAWs are absorbed in different non-governmental organisations.

The EPWP carries a promise of considerable improvement in family and child well-being, the present and important focus. It can also be used as a major component of other national programmes, helping to bring together all Departments that seek out important new opportunities to help model key sectors where the citizens and

29

community demand and action is desirable to achieve greater coverage, efficiencies and sustainability (Developmental Bank of South Africa, 2007:111).

According to Mokgothu (2012/07/07) from the HIV/AIDS unit co-coordinating the EPWP for social auxiliary workers in DSD in the Gauteng Province, the DSD has trained four hundred and eighty seven (487) social auxiliary workers. To date four hundred and eighty seven have graduated. All of them are permanently employed in NGOs funded by DSD under the EPWP budget. A follow up interview with Buthelezi (2015/02/04) confirmed that the number of SAWs trained still remained at 487.

Furthermore, the Department of Public Works (2007:42) mentioned that in the Gauteng Province there are difficulties in attitudes towards and perceptions of the EPWP. Those difficulties include: a lack of support and commitment from political leaders and senior management to the EPWP and its projects; there are no binding instructions, poor training and exit strategies; infrastructure and the environment tend to attract most of the funding; there is inconsistent participation in EPWP-related projects as there is no accountability; a low level of awareness of the EPWP exists; wage levels are inconsistent across sectors and programmes; the high expectations of beneficiaries/communities for the programme to meet their needs; and weak SETA linkage and support.

Moreover, an additional challenge for the EPWP has been the disappointing level of commitment to the programme shown by key role players, such as municipalities. Active private sector involvement was possibly hindered by the general negative perception that the EPWP could be short-term and producing non-sustainable employment. Up to date the sector's lack of commitment has been evident. As the participation of the private sector is crucial for emerging small contractors, it is necessary to improve education and provide effective policy interventions to ensure acceptance of the programme (Department of Public Works, n.d.).

The challenge of the EPWP is to get civil servants to learn not only to implement effective programmes in their own sector, but to learn to work collaboratively across the entire social cluster. When different parts of a social system, such as the EPWP and the social sector work together, the sum is more than the parts. Together they can do what

individuals sector departments cannot achieve on their own (Developmental Bank of South Africa, 2007:81).

In the public sector and within communities, the specific key institutional constraints identified include lack of norms for processes or procedures, inconsistencies between projects, duplication of effort by different line ministries, lack of efficiencies of scale, lack of social development expertise, limited community participation, and the lack of credible, integrated development plans to guide asset selection (Du Toit, 2005:661).

It is largely left to chance whether the responsible line departments provide the necessary institutional support mechanisms for the jobs they create. As often as not, the support mechanisms are lacking (Developmental Bank of South Africa, 2007: 87).

Buthelezi (2013/02/13) from the Gauteng DSD coordinating the EPWP mentioned that the DSD is experiencing challenges regarding funding for the EPWP for SAWs. At the moment applications for funding are made through the National Skills Funding for the provision of training of SAWs. The process is lengthy and not all the Department's beneficiaries are able to receive an opportunity for training. Therefore, the Departments need to allocate funds to provide training. Whenever the Department plans training in social auxiliary work, they need to ensure that - the trainees will be placed. Institutions like the Skills Education Training Authorities (SETA) are no longer keen to train people without guarantees of placement. Placements facilitated by the Department for social auxiliary workers in NGOs always cause challenges regarding supervision and therefore there are always grievances. Moreover, Buthelezi mentioned that most SAWs prefer to be placed in an area where they live which is a complex process to manage.

A follow up interview with Buthelezi was conducted on the 4th of February 2015 regarding the status of the EPWP. There have been improvements in terms of funding for the EPWP. The programme is funded by the National Skills Fund and the National Department of Social Development. However, it should be noted that the SAWs are not included in the training programme for the financial year 2015/2016. Instead, training is conducted for Child and Youth Care Workers (CYCW). A shift in focus was due to a needs assessment conducted by the DSD.

2.13. SUMMARY

The specific focus of this chapter was on poverty alleviation and skills development in South Africa. The history of South Africa in terms of poverty and skills shortages was outlined. A discussion on what the government has put in place to address skills shortages and poverty alleviation was also included. As Ekurhuleni is an urban area, the aspect of urban poverty was discussed with a view to clarify what urban poverty is and the challenges experienced by the urban poor.

This chapter also focused on the EPWP as a solution to unemployment and skills development and how that is relevant to SAWs. A relationship between the EPWP and the three forms of capital (which are human capital, social capital and economic capital (development) with their relevance to SAWs was also clarified. The link between SAWs and social development was clarified with a view to identify the need for social auxiliary workers in the DSD. Most government programmes experience challenges with implementation. In conclusion the challenges that the DSD is experiencing with the implementation of the EPWP were discussed.

In Chapter 3 the focus is on the research methodology that guided the study, the research findings and an interpretation of the quantitative data.

CHAPTER 3:
RESEARCH METHODOLOGY, RESEARCH FINDINGS AND INTERPRETATION

3.1. INTRODUCTION

This chapter delineates the research strategy to determine the impact of the Expanded Public Works Programme (EPWP) on Social Auxiliary Workers (SAWs) in the Ekurhuleni Metropolitan area.

The goal of this study was to determine the impact of the EPWP on SAWs in the Ekurhuleni Metropolitan area. In pursuit of this goal, the specific objectives, applicable to this chapter, were to:

- Ascertain whether, and if so, the extent to which, the EPWP affected the financial situation of SAWs
- Determine the nature and perceived value of the skills transferred to SAWs through the EPWP.

This chapter is divided into two sections. In Section A (Research methodology) the following is outlined: research question, research paradigm and approach, research purpose and type, research design and methods, data collection instrument and method, data processing and analysis, logistical arrangements and authorisation, and ethical considerations.

Section B (Research results and interpretation) is divided into three subsections. Subsection B1 of the chapter focuses on the biographic information of respondents, such as their age at the time of the study, ethnic group, year of qualification as a SAW and the main reasons for studying towards the SAWs Certificate. Subsection B2 discusses poverty alleviation, financial position of respondents, monthly financial position before and after the programme, employability, buying ability/spending power, groceries, technology, toiletries, clothing, accommodation, salary/income input, dependency, the EPWP and poverty alleviation, preliminary conclusion on the EPWP for SAW regarding poverty. Subsection B3 focuses on the skills development. The following themes are discussed: financial skills, conclusion about financial skills, other skills, Cluster 1 on the access to social services, Cluster 2 on communication and Cluster 3 on social networking and bonding in community.

3.2. SECTION A: RESEARCH METHODOLOGY

This section outlines the research methodology of this study comprehensively.

3.2.1. Research question

Explorative and descriptive studies are generally guided by the "what" question (Babbie & Mouton, 2001:76; Punch, 2005:36-37). The following research question guided this study:

- **What is the impact of the EPWP for SAWs in terms of poverty alleviation and skills development in the Ekurhuleni Metropolitan area?**

3.2.2. Research paradigm and approach

The study was rooted in the positivist research paradigm in order to ensure the objective and value-free, precise measurement of the impact of the EPWP on SAWs (Trochim, 2001:19). More specifically, the study was quantitative in nature, as detailed research planning was required to produce precise and generalisable findings regarding the contribution of state-sponsored poverty alleviation and skills development initiatives (Neuman, 2000:122; Rubin & Babbie, 2010:34). Therefore, numerical data was gathered from SAWs in order to statistically test for significance regarding the experienced impact of the EPWP. To facilitate this process, standardised procedures – in this case through a survey design – ensured a high level of consistency while investigating the impact of the EPWP.

Specific variables regarding the anticipated impact of the EPWP were developed and quantified, which formed the basis of a data collection instrument administered to Social Auxiliary Work graduates (see data collection instrument attached as Appendix A). As such, conclusions of the study were reached through inductive analyses based on the responses of a number of SAWs (Neuman, 2000:122).

3.2.3. Research purpose and type

A two-pronged approach was followed in terms of the research purpose. On the one hand, an explorative strategy was needed to fill the knowledge gap regarding the impact of the EPWP. Since explorative studies are generally small-scale in nature, the present investigation was limited to SAWs in one geographic area, i.e. Ekurhuleni

Metropolitan area, and not at the provincial or national level. Explorative studies mostly aim to answer the "what" question, which is in line with that of the present investigation (Fouché & De Vos, 2011:95; Neuman, 2000:21). On the other hand, a descriptive method was required to determine the specific details of the EPWP's ability (or lack thereof) to improve the lives of SAWs. A descriptive approach also facilitated the process of describing the characteristics of the population under investigation (Fouché & De Vos, 2011:96; Rubin & Babbie, 2010:41-42). Survey methods are often used in descriptive studies, as was the case with this present study (Neuman, 2000:22; Rubin & Babbie, 2010:43).

As is normally the case in the applied professional social sciences, this study was applied in nature as the results informed a set of recommendations to strengthen the EPWP in the DSD. Towards this end, the researcher had, during strategic planning meetings, kept key role players and decision-makers in the DSD responsible for the implementation and management of the Social Auxiliary Work Programme (Bless, Higson-Smith & Kagee, 2006:181) informed. Due to the fact that this study was explorative and descriptive in nature no hypothesis was developed for each variable.

3.2.4. Research design and methods

The following aspects are discussed under the research design and methods: Research design, research population, sample and sampling method, data collection instrument and method, data processing and analysis, logistical arrangements and authorisation, and ethical considerations.

3.2.4.1 Research design

Explorative and descriptive studies are often undertaken by means of cross-sectional designs (Babbie, 2007:102; Fouché & Delport, 2011:146). In the present study, a cross- sectional survey was undertaken to collect standardised data from one group of respondents, in this case SAWs. This design was considered adequate in that data were needed on the incidence and distribution of particular variables, i.e. the financial impact and skills transfer of the EPWP in DSD. An essential focus was to observe these anticipated outcomes at a specific point in time (Rubin & Babbie, 2010:44-45). An advantage of this design relates to the fact that respondents (i.e.

SAWs) are randomly selected, which increases their representivity to the larger target population (Fink, 2003:34-35).

3.2.4.2. Research population, sample and sampling method

For the purpose of this study a sample was drawn from a population of all (N=187) qualified SAWs in Ekurhuleni. This figure was confirmed through a list of all SAWs provided by DSD Ekurhuleni region. This was inclusive of SAWs working for DSD and those working for the NGOs. For the purpose of this study the population consisted of two strata. According to Neuman (2011:256) when we use stratified sampling, we first divide the population (strata) on the basis of supplementary information. After dividing the population into strata, we draw a random sample from each subpopulation. This guarantees representativeness or fixes the proportion of different strata within a sample.

Stratum 1: NGOs

Stratum 1, which is the NGOs, consisted of 55 offices, or clusters, and 99 qualified SAWs. Complex cluster samples were drawn taking into account the office size. From the 55 offices or clusters, 10 clusters were selected using the systematic sampling method. According to Strydom (2005:200), in systematic sampling the first case is selected randomly, preferably from a random table. Cases are selected according to a particular interval depending on the percentage sample needed. Taking into account the office size, (n=22) SAWs were selected using probability proportional to size sampling. Probability proportionate to size sampling is an adjustment made in cluster sampling when each cluster does not have the same number of sampling elements (Neuman, 2011:261).

Stratum 2: DSD

Stratum 2 which is the DSD consisted of 23 offices, or clusters, with 88 qualified SAWs. From the 23 offices or clusters, 8 offices were selected using the systematic sampling method. (n=20) SAWs were randomly selected to form part of the sample. For a sampling design to be called random it is imperative that each element in the population has an equal and independent chance of selection in the sample. Equal

36

implies that the probability of selection of each element in the population is the same (Kumar, 2005:169).

The criteria for inclusion into the study were as follows:

(1) The respondent must be a qualified SAW registered with the South African Council of Social Service Professions;

(2) He or she must have qualified through the EPWP during the period between 2007 and 2013.

(3) He/she must be employed in DSD or an NGO in Ekurhuleni.

At the end, a sampling frame of 20 SAWs in the employ of DSD, and 22 SAWs in the employ of NGOs in the Ekurhuleni District formed part of the study. This sampling frame ensured representivity of all SAWs in Ekurhuleni who qualified through the EPWP.

3.2.4.3. Data collection instrument and method

Research instruments in a quantitative approach and survey designs in particular, are highly structured in order to facilitate the quantification of primary data. The instrument in this study was in the form of a questionnaire, which was divided into the broad categories of biographic information, poverty alleviation and skills development (see the data collection instrument attached Appendix A). The researcher developed the questionnaire, after an in-depth literature study (see chapter 2). It contained mainly closed-ended type questions, as well as scales and follow-up questions (Delport & Roestenburg, 2011:196-202). Care was taken to avoid double-barrelled, leading and ambiguous questions in the development of the questionnaire (Terre Blanche, Durrheim & Painter, 2006:286). The questionnaire was completed in English. Since SAWs held at least a Further Education and Training Certificate (NQF Level 4), it was taken that they would be able to complete the questionnaire.

Prior to the actual gathering of data, the instrument was pilot-tested. The researcher exposed five SAWs from Sedibeng Metropolitan area to exactly the same procedure as planned for the main investigation (Strydom, 2011b:240-241). The pilot test exposed limitations in the questionnaire, for example in Section B with poverty alleviation, Question 6, it was suggested that "no income" should be

included in case a person came from a situation where there was no income. Changes to the data collection instrument were made in consultation with the study leader and the UP statistics team. The five respondents who were recruited in testing the data collection instrument were not included in the main study.

The questionnaire was administered to recruited SAWs in a group context. In the data collection method, each respondent received a copy of the survey instrument to complete individually. The researcher was present in case any of the respondents required assistance in completing the questionnaire. Therefore, no discussion about the topic took place to avoid bias. The selected SAWs were informed about the date, time and venue of data gathering. Facilities at the DSD offices in Ekurhuleni were availed for this purpose (Delport & Roestenburg, 2011:189). An advantage of this data gathering method is that it was cost and time efficient, because all the respondents completed the instrument at the same time.

3.3. DATA PROCESSING AND ANALYSIS

Once the SAWs had completed the questionnaire, the data were organised in order to arrive at findings, conclusions and recommendations. The data were first coded (the final questionnaire provided for edge coding), after which it was captured using the Statistical Packages for the Social Sciences (SPSS), Version 20.0.

Once the data set was cleaned, numerical representations were utilised to describe and explain the financial circumstances and skills transfer of the SAWs. Firstly, descriptive statistics were used with the primary aim of describing the characteristics of the sample, while bivariate statistical analyses were used to describe the empirical relationships between two variables at a time (Babbie & Mouton, 2001:640). Inferential statistics were employed by performing relevant statistical tests, such as Pearson's chi-square test and McNemar test. Where possible, the results were presented in numerical format, specifically tables, figures and graphs (Babbie & Mouton, 2001:52) to complement the results. The following is a brief description of each statistical test used in this study.

3.3.1. Pearson's chi-square test

Pearson's chi-square (χ^2) test is frequently used in social science to test for a significant relationship between two categorical variables in the population (Babbie, 2001:481-482).

Example

The researcher used Pearson's chi-square test to test the relationship between two categorical variables, namely the years of experience as a SAW and poverty alleviation (question 4 and question 13 respectively) (see Appendix A attached). The p-value (>0.05) indicated that there was indeed no significant relationship between the years of experience as a SAW and poverty alleviation.

3.3.2. McNemar's test

McNemar's test is used on paired nominal data. It is applied to 2x2 contingency tables with a dichotomous trait, with matched pairs of subjects, to determine whether the row and column marginal frequencies are equal (Wikipedia, 2014:1).

Example

An example of where a McNemar test was used in this research is in question 9 and 10 (see Appendix A). The researcher could not count the number of items the respondents were able to buy before and after employment, since there was only one item under the heading "clothing". McNemar's test for paired observations was therefore used to test whether there was a shift in the number of items they could buy before studying towards the SAW qualification and after employment as a SAW in the EPWP. The validity and reliability of this quantitative study also needed to be determined.

3.3.3. Validity and Reliability

The validity and reliability in a quantitative research a questionnaire could be considered valid if it determines and explores the variables under study accurately (Babbie, 2007: 146). In the present study the questionnaire was considered valid if it determines the (a) poverty alleviation and (b) skills development of the SAWs who qualified through the EPWP. Furthermore, the researcher had to ensure that indicators associated with the theoretical framework, i.e., social development, are embedded in question contained in the questionnaire. That is, human, social, and economic capital

development (cf. Lombard, 2005:211). The data collection instrument of this study was reviewed and pilot tested to ensure both face and content validity. The Postgraduate Committee of the Faculty of Humanities and statistics from the Department of Statistics scrutinised the questionnaire first on face value, and thereafter its content to establish, on the basis of expert judgements, whether the instrument covers all the facts associated with the two variables (Delport & Roestenburg, 2011: 173-174).

Reliability in quantitative research determines whether a data collection instrument will result in the same findings, should the data be collected repeatedly and in similar circumstances, (Babbie, 2007:143). In the present study the Cronbach Alpha test could have been performed to determine the reliability of the questionnaire. However, the test was not considered relevant for this study as (a) the study was limited in scope and restricted to one metropolitan area, and (b) the study was merely explorative and descriptive in nature.

3.4. LOGISTICAL ARRANGEMENTS AND AUTHORISATION

All SAWs in the Ekurhuleni Metropolitan area were informed about the study, as well as their potential inclusion in the survey. The project was funded by the researcher who ensured the necessary requirements were prioritised, i.e. printing of questionnaires, transport, etc. The researcher received approval to conduct the study from the Postgraduate and Ethics committees of the Faculty of Humanities and the DSD Gauteng province also granted permission to conduct the study (see attached permission letters as Appendix B and Appendix D).

3.5. ETHICAL CONSIDERATIONS

All social research involves ethical considerations as the data collection does not only involve people, but it is also about people (Punch, 2005:414). In this study the following ethical consideration were applicable.

3.5.1. Avoidance of harm

Social research may cause harm to respondents, e.g. discomfort, anxiety, harassment, or the invasion of people's privacy (Kumar, 2005:84; Strydom, 2011c:115-116). The researcher avoided harm to respondents at all cost. It was ensured that the environment was conducive for group administered questionnaires and safe for human beings.

3.5.2. Informed consent

Informed consent entails, among others, that the SAW respondents be informed about the purpose and procedures of the survey. Based on the information provided in the consent letter (see informed consent form attached as Appendix C), the SAWs had the opportunity to consent to their participation in the study without any coercion and with the understanding that they may withdraw from the study at any stage (Babbie, 2007:68). In addition, respondents were informed that the raw data obtained from the study would be kept in safekeeping at the Department of Social Work and Criminology for a period of 15 years in accordance with policy of the University of Pretoria.

3.5.3. Deception of subjects and/or respondents

As the deception of respondents is unethical, the researcher did not mislead the SAWs about the purpose of the study. It was clear from the onset that the data obtained would be used to determine the impact of the EPWP on poverty alleviation and skills development of people who completed the programme (Babbie, 2007:67).

3.5.4. Violations of privacy/anonymity/confidentiality

Both the anonymity and confidentiality of the SAWs was secured in the study as they were not required to provide any private and personal information; the group-administered questionnaires were completed anonymously (Strydom, 2011c:119-121) without the possibility of relating the responses on the data collection instrument back to the respondent (Babbie, 2007:65).

3.5.5. Actions and competence of researchers

The researcher was competent to undertake this study as she had completed a mini-dissertation during her undergraduate studies in Social Work and successfully completed a postgraduate course in research methodology. As such, she gained the necessary research skills to embark on this endeavour, and as a social worker she is committed to uphold ethical behaviour (Strydom, 2011c:123-124).

3.5.6. Release or publication of the findings

The researcher ensured that the mini-dissertation, and potential submissions to professional journals or papers presented at conferences, is accurate, objective and highly scientific (Strydom, 2011c:126). Measures such as language editing and statistician consultations, contributed to the accuracy and scientific accuracy of envisaged publications.

The following discussion focuses on the research results and interpretation. The section is divided into three subsections, section B1, B2 and B3.

SECTION B: RESEARCH RESULTS AND INTERPRETATION

The results are discussed based on the responses as provided by the respondents and statistical techniques applied in this study. The section is presented in the form of tables, pie charts and graphs.

3.6. SECTION B1: BIOGRAPHIC INFORMATION

The following is discussed in the biographic information: gender, respondents' age at the time of the study, ethnic group of respondents, year of qualification as SAW and main reason for studying towards the SAW certificate.

3.6.1. Gender

The sample of this study consisted of 42 respondents (n=42). From the 42 respondents 35 were females and 7 were males.

Table 1: Gender of the respondents

Gender	Number of respondents (*f*)
Female	35
Male	7
Total	42

Data were collected from 42 SAWs, of which 83.3% were females and 16.7% were males. According to Khunou, Pillay and Nethononda (2012:125) women dominate the social auxiliary work professions internationally and nationally. The South African

42

Council of Social Service Profession (SACSSP, 2014:4) indicated that the profession is dominated by female Africans and their register indicates that there are more women who are SAWs in all categories.

3.6.2. Respondents' age at the time of the study

At the time of the study the mean age of the respondents was 31.47 years and the median was 30.50 years. The youngest respondent was 23 years old and the eldest was 47 years old. The majority, 83.3%, of the respondents were between the ages of 25 and 40. When compared to Erik Erikson's eight stages of human development, the respondents were found to be at the stage of "generativity vs stagnation". According to Erikson's psychosocial development theories, this stage occurs during middle adulthood. People at this stage are focused on nurturing or creating things that will outlast them. Feeling useful and contributing to society are important at this stage. Working and participating in the community are just two ways that people forge a sense of purpose during this period of development (Psychosocial stages, 2014:2). The literature confirms what is happening in the lives of the respondents who are now qualified SAWs. They are responsible for rendering services in ill-sourced communities and to the vulnerable groups. SAWs are also responsible for nurturing their family members who are dependent on them financially.

3.6.3. Ethnic group of respondents

Although it was suspected, the majority of the respondents were African (black) females (83.3%). The researcher found it necessary to compare the number of different ethnic groups.

Figure 1 below depicts the number of SAWs in terms of their ethnic groups.

	African	Coloured	Indian/Asian	White
🟥	95.20%	4.80%	0	0
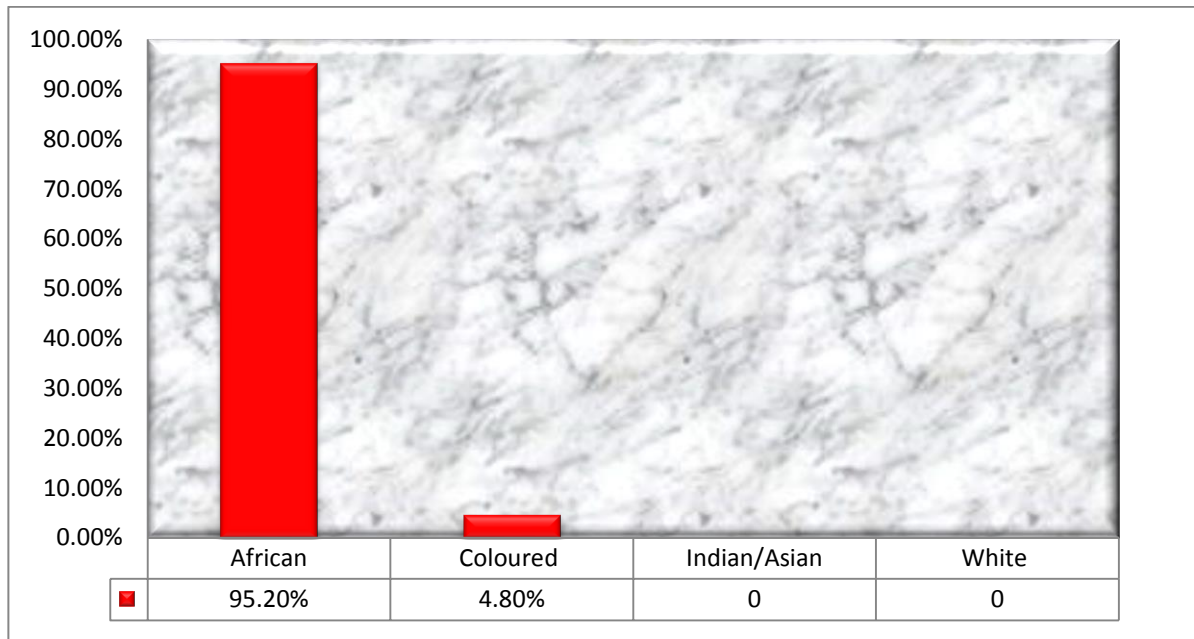
Figure 1: Ethnic groups

Figure 1 above, indicates that from the total number of respondents, the majority of respondents (95.2%) were African/Black and two (4.8%) were Coloured. There was no representation of white and Indian people in the sample drawn. According to the analysis conducted by the South African Council of Social Service Professions (SACSSP, 2011:4), SAWs are dominated by Africans at 71.75%, followed by Coloured people at 8.28%, followed by Indians with 5.60% and Whites at 14.36%. This is a clear indication that more work still needs to be done to recruit more Coloured, Indians and White people into the SAW profession.

3.6.4. Year of qualification as social auxiliary worker
Between 2006 and 2008 33.33% of SAWs qualified, while 64. 28% of SAWs qualified between 2009 and 2011. It should be noted that this study only covered SAWs who qualified as SAWs through the EPWP from 2007 to 2013. A sample of this study consisted of people who qualified as SAWs through the EPWP. As such, no specific reference or values are attached to the year during which they qualified.

3.6.5. Main reasons for studying towards the SAWs certificate
The pie chart below, Figure 2, indicates the reasons for studying towards the Social Auxiliary Work certificate.

44
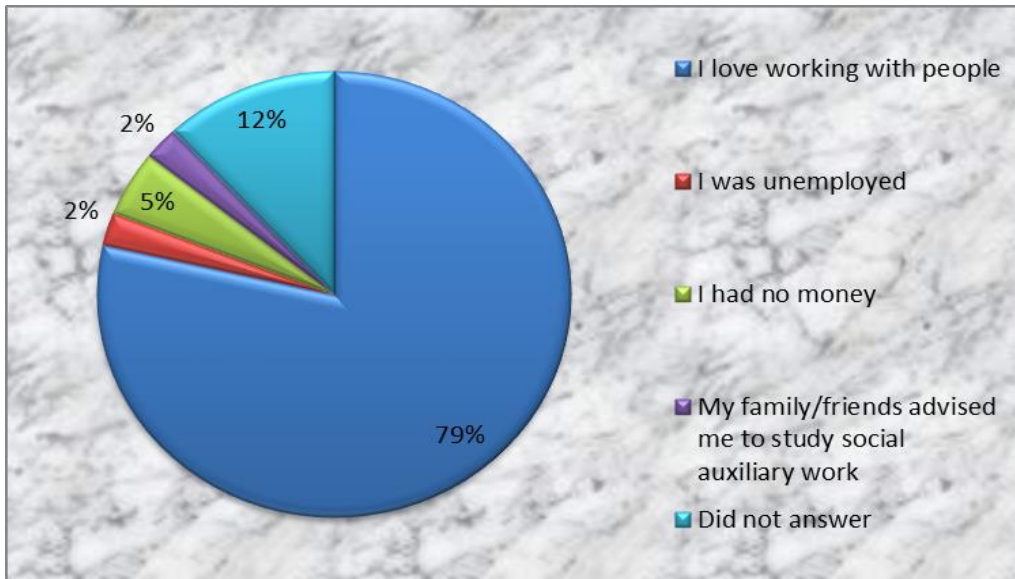
Figure 2: Main reasons for studying Social Auxiliary Work

The researcher's intension was to determine the reasons for choosing to study SAW. The respondents replied to the question as follows: "I love working with people" (78.6%), "I was unemployed" (2.4%), "I had no money" (4.8%), and "My family/friends advised me to study social auxiliary work" (2.4%). Five respondents (11.9%) did not provide an answer to this question. It is clear, based on Figure 2, that the respondents had different reasons for studying Social Auxiliary Work. It is also evident that others studied Social Auxiliary Work because of financial circumstances they were facing at the time.

The next section focuses on the results pertaining to the potential poverty alleviation that could be attributed to the Social Auxiliary Work programme within the EPWP.

3.7. SECTION B2: POVERTY ALLEVIATION

In Section B2, poverty alleviation, the themes that are discussed include the following: financial position of respondents, monthly financial position before enrolling in the programme, monthly financial position after enrolling into the SAWs programme, employability, buying ability/spending power, salary/income input, dependency, EPWP and poverty alleviation and preliminary conclusion on the EPWP for SAWs regarding poverty alleviation.

45

3.7.1. Financial position of respondents

Respondents were requested to indicate their financial position before enrolling in the EPWP and after enrolling in the programme with a view to determine the impact of the EPWP in poverty alleviation. Table 2 below indicates the monthly financial position before enrolling in the programme and after enrolling into the Social Auxiliary Work programme of the EPWP.

3.7.1.1. Monthly financial position before the programme

The researcher wanted to establish the financial position of the respondents before the programme in order to compare the information before the programme and after the programme enrolment. The comparison is presented in the tables below.

Table 2: Financial position before the programme

Income	*f*	%
No income	13	31.0
R250-R500	3	7.1
R501-R1000	7	16.7
R1001-R1500	4	9.5
R1501-R2500	8	19.0
R2001-R2500	1	2. 5
More than R2500	3	7.1
Total	39	92.9

Table 2 above indicates that 31.0% did not have any income before enrolling in the EPWP, 7.1% only had an income of between R250-R500, 16.7% had an income of R501-R1000, 9.5% earned between R1001-R1500, 19.0% earned between R1501-R2500, 2.45% had an income between R2001 and R2500 and 7.1% had an income of more than R2500. Three respondents (7.1%) did not provide their answer on this question. In this regard Seekings (2007:13) stated that:

> …the effects of unemployment on poverty are accentuated by the growth of an 'underclass' of people who suffer systematic disadvantage in the labour market with the result that they face no real possibility of escaping from poverty. For many unemployed people, poverty is transitory, ending when they find employment. But others lack the skills (including language skills), credentials and (especially) the connections (i.e. social capital) which are crucial in terms of securing unemployment.

Given the unemployment number in South Africa, it is only a very few people who are absorbed in the labour market. It is also indicated in Table 2 above that 31.0% had no income prior enrolment into the SAW programme.

3.7.1.2. Monthly financial position after enrolling into the SAW programme

The study looked at the monthly position of the respondents after enrolling into the EPWP. The following discussion focuses on the financial position of the respondents.

Table 3: Financial position after the programme

Income	*f*	%
R501-R1000	2	4.8%
R1001-R1500	6	14.3%
R1501-R2000	3	7.1%
More than R2500	29	69%
Total	40	95.2%

Based on Table 3 above, it was clear that only a small number of respondents, 4.8% had an income of R501-R1000 after the EPWP. Still in the same group of respondents 14.3% had an income of R1001-R1500 after the EPWP. A number of respondents (7.1%) had an income of R1501-R2000. The majority of the respondents (69%) had a financial income of more than R2 500 after enrolling in the programme. If compared with the financial position before, it is evident that the EPWP has an impact in poverty alleviation. After enrolling in the programme, respondents received a monthly income which assisted the majority of them financially. The major improvement is that 31% of the respondents moved from no income before the programme to have an income after the programme. There is missing data of 4.8% who did not provide their answer.

Based on the results of this study it is evident that the EPWP is capable of reducing poverty. A number of respondents, 31.0% did not have a monthly income before enrolling into the programme; however, their circumstances changed for the better after enrolling in the programme as it is indicated in Table 3 above. This confirms the argument of Seekings (2007:13) quoted above when he mentions that for many unemployed people poverty ends when they get employment. Therefore, based on the results of this study it is evident that the EPWP did change the financial position of the

47

SAWs. Ramachela (2005:4) argues that the EPWP is the government's approach to address poverty and unemployment. Participants gain skills while they receive a stipend during training. The long term plan is that the participants will be absorbed in the labour market after completing the programme or become well sustained entrepreneurs. Based on the results of this study it is concluded that the EPWP for SAWs is capable of poverty alleviation if considered from an income point of view. As shown in Table 3 above, the majority of the respondents (69%) indicated that their income changed for the better after enrolling in the SAWs programme as compared to before enrolling into the programme. The following graph indicates the chances of the respondents in securing employment after the EPWP for SAWs.

3.7.2. Employability

The following horizontal bar chart presents the percentage distribution over four categories of employability:

	Very easy	Easy	Difficult	Very difficult
Series1	35.70	42.90	11.90	9.50
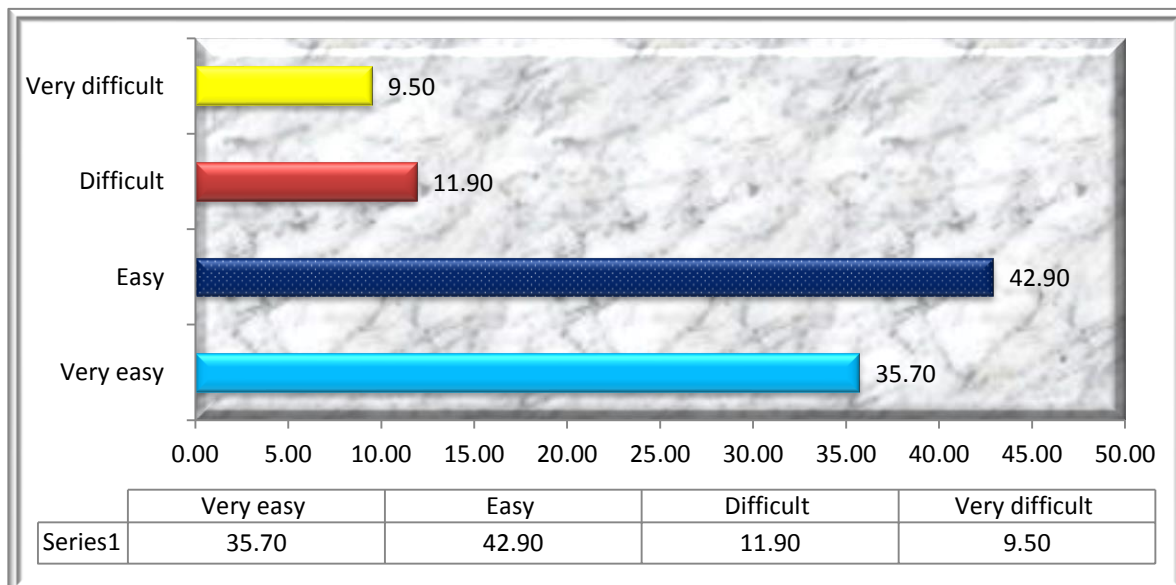
Figure 3: Employability

Figure 3 above indicates that there was a change concerning the employment opportunity of the respondents in the labour market. Therefore, it is clear that the majority, (42.9%) found securing employment easy, 35.7% found securing employment very easy, and only 9.5% found securing employment very difficult, while 11.9% found securing employment difficult.

It is clear that the majority of SAWs was of the opinion that securing employment was easy, possibly because the Department of Social Development ensures that they absorb SAWs who have undergone the training.

48

According to the Department of Public Works (2005:i), the EPWP will continue to exist until government's medium-to-long term programmes to address unemployment, increasing economic growth, improving skills levels through education and training, and enabling environment for industry to flourish.

However, the Gauteng Province has a bigger challenge of unemployment due to the number of people who flow into the province seeking employment. The *Growth and Development Strategy for Gauteng* (2005:9) mentions that the province's growth rate has attracted job seekers faster than it is able to absorb them into the formal labour market. Gauteng receives more migrants than any other province, mainly from other provinces and the Southern African Development Community (SADC).

The Gauteng Province continues to experience the challenges of high levels of unemployment and poverty. Uneven and skewed growth and development has resulted in some geographic areas and some sections of the population benefit from the successes more than others (Growth and Development Strategy for Gauteng, 2005:3). Based on the results of this study, it is evident that through the EPWP, there are possibilities of absorbing skilled and qualified people into the labour market if it is well coordinated. The researcher also wanted to determine whether the respondents' buying ability and the spending power changed after qualifying as a SAW. The following discussion will focus on the buying ability of the respondents.

3.7.3. Buying ability/Spending power

Buying ability/spending power in the context of this study is defined as the ability to buy goods after securing employment as SAWs. To ascertain the ability to buy is indicated in Table 4 below. Items were organised as follows: groceries, toiletries, technology, clothing, non-consumables and accommodation. Spending will be compared at the pre- and post -EPWP with results obtained by the McNemar's test as indicated below.

3.7.3.1. Groceries

Table 4 below indicates the ability of the respondents to buy groceries before employment as SAW and after employment as SAW. To get the number of items the respondents were able to buy before and after employment, the number of items under groceries that the respondents were able to buy before and after employment were counted. The McNemar -tests for a change of groceries purchasing patterns before and after the EPWP.

Table 4: Groceries before and groceries after the EPWP[2]

			V10 Groceries - After		Total
			No	Yes	
Groceries – Before	**No**	Count	0	3	3
		Row %	0.0%	100.0%	100.0%
		Column %	0.0%	7.7%	7.1%
	Yes	Count	3	36	39
		Row %	7.7%	92.3%	100.0%
		Column %	100.0%	92.3%	92.9%
Total		Count	3	39	42
		Row %	7.1%	92.9%	100.0%
		Column %	100.0%	100.0%	100.0%

Table 4 above indicates that there is a huge difference between the number of groceries respondents were able to buy before enrolling into the EPWP, (7.7%), and after the programme (92.3%). The following discussion will focus on the number of technology items respondents were able to buy before enrolling in the SAWs programme and after enrolling in the programme.

3.7.3.2. Technology

Table 5 below reflects a comparison between the respondents were able to buy technology (in this study referring to airtime) before enrolling into the EPWP for SAWs and after qualifying as a SAW through the EPWP.

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[2] It should be noted that neither the McNemar or Pearson's Chi-square test indicated statistical significant changes (p<0,05). Therefore, no p-values are reported in this chapter.

Table 5: Technology before and technology after the EPWP

		Technology after No	Technology after Yes	Total
Technology before No	Count	6	25	31
	%	19.4%	80.6%	100.0%
Technology before Yes	Count	2	9	11
	%	18.2%	81.8%	100.0%
Total	Count	8	34	42
	%	19%	81%	100%

Of the respondents (19.4%) indicated that they were not able to buy technology before the EPWP; (80.6%) were able to buy technology after qualifying as SAWs. It is therefore evident that the respondents experienced a positive change after enrolling in the EPWP Based on the results of this study, it is concluded that the EPWP does contribute positively to the financial positions of the respondents as it relates to technology. Likewise the study focused on the number of toiletries the respondents were able to buy before enrolling in the EPWP and after qualifying as SAWs. The following discussion will indicate the number of toiletries respondents were able to buy before enrolling into the EPWP for SAWs and after qualifying as SAWs.

3.7.3.3. Toiletries

Table 6 below indicates number of toiletries the respondents could buy before securing employment through the EPWP and after securing employment through the EPWP.

Table 6: Toiletries and cleaning material before and after the EPWP

			V10_Toiletries & cleaning material – After		Total
			No	Yes	
V9 Toiletries & cleaning material Before	No	Count	1	5	6
		Row %	16.7%	83.3%	100.0%
		Column %	33.3%	12.8%	14.3%
	Yes	Count	2	34	36
		Row %	5.6%	94.4%	100.0%
		Column %	66.7%	87.2%	85.7%
Total		Count	3	39	42
		Row %	7.1%	92.9%	100.0%
		Column %	100.0%	100.0%	100.0%

Based on the Table 6 above, it is clear that there is a huge difference between the average number of toiletries the respondents could buy before enrolling as a SAW and after securing employment as a SAW. 16.7% of the respondents indicated that they were not able to buy toiletries before employment as SAWs and 83.3% indicated that they were able to buy toiletries after employment as SAWs. However, the number of toiletries respondents were able to buy before employment as SAWs moved from 5.6% to 94.4% which indicates a positive move from being unable to buy toiletries before employment as a SAW and after employment as a SAW. The following discussion will focus on the non-consumable items the respondents were able to buy after being employed as SAWs.

3.7.3.4. Non consumables
The researcher wanted to determine the number of non-consumable items the respondents were able to buy before the EPWP and the number of items the respondents were able to buy after qualifying as SAWs. Table 7 below indicates the figures in detail.

52

Table 7: Non-consumable items before taking part in the EPWP and non-consumables items after qualifying as SAWs

			V10 Non-consumables - After		Total
			No	Yes	
V9 Non-consumables – Before	No	Count	9	11	20
		Row %	45.0%	55.0%	100.0%
		Column %	64.3%	39.3%	47.6%
	Yes	Count	5	17	22
		Row %	22.7%	77.3%	100.0%
		Column %	35.7%	60.7%	52.4%
Total		Count	14	28	42
		Row %	33.3%	66.7%	100.0%
		Column %	100.0%	100.0%	100.0%

Slightly less than 45.0%, of SAWs indicated that they were not able to afford non-consumable items before taking part in the EPWP for SAWs. 55.0% of SAWs mentioned that they were not able to buy non- consumable items after being part of the EPWP for SAWs, and 22.7%, indicated that they were able to afford non-consumable items before taking part in the EPWP. The majority, 77.3% indicated that they were able to afford non-consumable items after completing the EPWP for SAWs. Likewise the following sub-topic will focus on the ability to buy clothing before qualifying as SAWs and after qualifying as SAWs.

3.7.3.5. Clothing

The researcher wanted to determine whether the respondents were able to afford clothing before completing the EPWP for SAWs versus after completing the EPWP for SAWs. Table 8 below indicates the respondents' ability to buy clothing before enrolling into the EPWP and after securing employment as a SAW.

Table 8: Clothing before and clothing after EPWP

		Clothing- after No	Clothing after Yes	Total
Clothing before No	Count	5	24	29
	%	17.2%	82.8%	100%
Clothing before Yes	Count	2	11	13
	%	15.4%	84.6%	100.0%
Total	Count	7	35	42
	%	16.7%	83.3%	100%

Table 8 above indicates that the respondents were able to buy clothing after securing employment as SAWs. 17.2% indicated that they were not able to buy clothing after employment as SAWs and 82.8% indicated that they were able to buy clothing after being employed which indicated a shift from being unable to buy clothing before employment as SAWs to being able to buy clothing after securing employment as a SAW. Of the respondents (15.4%) indicated that they had been able to buy clothing before employment and 84.6% were able to buy which also indicate a shift in the ability to buy clothing. In total 16.7% were not able to buy clothing before employment but 83.3% were able to buy clothing after employment which indicates that the EPWP was able to make a difference in the lives of SAWs.

3.7.3.6. Accommodation

Housing is a major challenge for most Gauteng residence. For the purpose of this study the researcher wanted to explore whether the respondents were able to afford accommodation before securing employment as SAW versus after securing employment as SAW. Table 9 below indicates the ability to afford accommodation before and after employment as a SAW.

**Table 9: Accommodation before employment and after employment as SAWs**

		Accommodation after No	Accommodation after Yes	Total
Accommodation before No	Count	23	15	38
	%	60.5%	39.5%	100.0%
Accommodation before Yes	Count	0	4	4
	%	0.0%	100.0%	100.0%
Total	Count	23	19	42
	%	54.8%	45.2%	100%

Table 9 above indicates that from 60.5%, respondents who were not able to afford accommodation before employment, 39.5%, respondents were able to afford accommodation after EPWP. Based on Table 9 above, it is evident that there was a shift from being unable to afford accommodation before the programme and to the ability to afford accommodation after completing the EPWP for SAWs. In total 54.8% were not able to afford accommodation before employment and 45.2%, were able to buy accommodation after employment. This is an indication that there are SAWs who are still not able to pay for accommodation after employment as SAWs. However, the shift from not being able to afford accommodation to being able to afford accommodation is a clear indication that the EPWP for SAWs did make a difference in the lives of SAWs.

The following topic will focus on the salary or income of SAWs. It will also indicate the comments of the respondents regarding the impact of salary in their lives based on an open question. A number of qualitative responses from the respondents are quoted to indicate personal expressions of the respondents.

3.8. SALARY/INCOME INPUT

SAWs receive stipends during training and after training they are usually absorbed into the labour market by the DSD. The researcher wanted to determine whether the salary of the respondents was making a difference in their lives. Figure 4 below indicates the impact of a salary in the lives of SAWs.

55
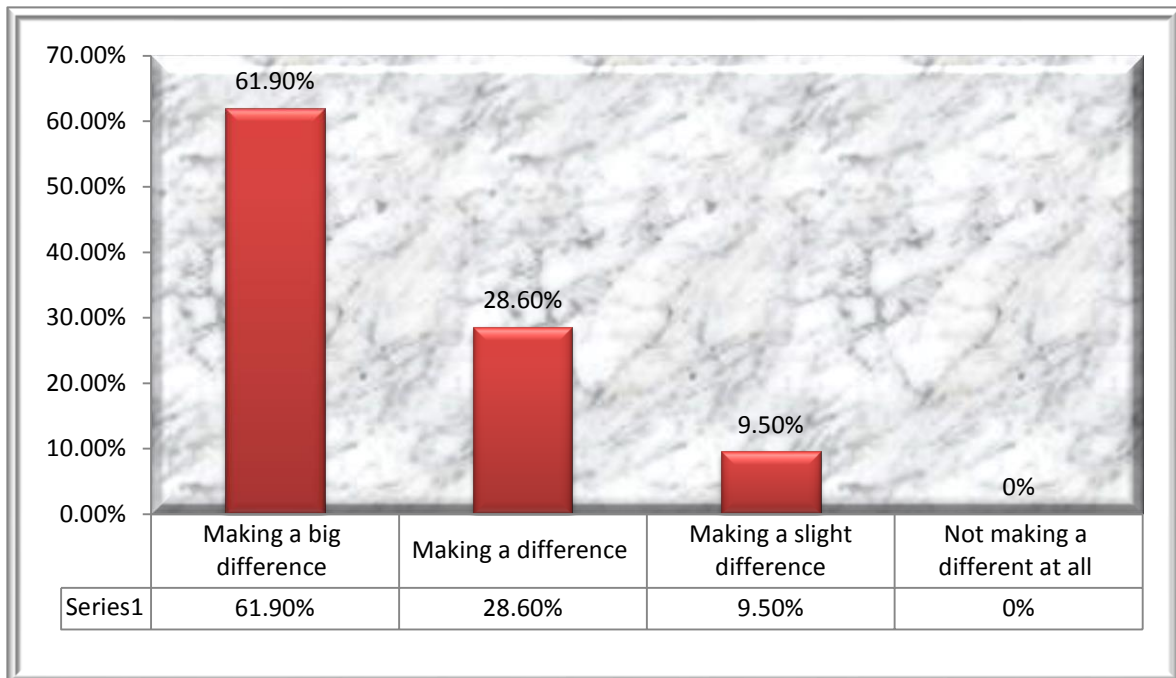
Figure 4: Salary income

The majority of the respondents 61.9% indicated that the salary was making a big difference in their lives; 28.6% indicated that the salary was making a difference in their lives. Only 9.5% indicated that the salary is making a slight difference. None of the respondents indicated that the salary was not making a difference in their lives. It is clear based on the results that the salary was making changes in the lives of the respondents. Some of the responses regarding the difference made by the salary includes the following:

- *"I am able to further my studies"*
- *"I am able to meet my daily needs"*
- *"I am a breadwinner and I managed to buy a car"*
- *"My family has a roof and a warm house and we are able to buy clothes"*
- *"I am able to pay rent, buy food, clothing and paying school fees for my younger sister and my child"*
- *"I am paying university fees for my younger sister"*
- *"I have even enrolled for a social work degree"*
- *"I am a bread- winner for 15 people"*

Based on Figure 4 above and the inputs, it can be concluded that the EPWP contributes financially to the lives of SAWs. It is also evident that SAWs are appreciative of the impact of the EPWP in their lives. It also appears that SAWs are able to improve the

56

lives of their extended family members. Some are also striving to achieve more academically. The following discussion will focus on the number of people dependent on the salary of a SAW.

3.8.1. Dependency

Table 10 below indicates the number of individuals dependent on the salary of the SAW.

Table 10: Dependency

	Descriptive statistics
Mean	6.17
Median	5.00
Minimum	1
Maximum	16
Standard deviation	5.469

On average six persons (mean=6.17; median=5) are dependent on the salary of the SAWs in the family with a minimum of one dependent on the salary. The maximum is where 16 family members are dependent on the salary of a SAW. This is a clear indication of the positive difference that the salary of a social auxiliary worker is making in their lives and the life of significant others. To further this discussion the following discussion will focus on the EPWP and poverty alleviation.

3.8.2. Preliminary conclusion on the EPWP for social auxiliary work regarding poverty alleviation

Poverty is the single greatest burden of the people of South Africa. Poverty afflicts millions of people, the majority of whom are women, children, youth, the elderly and people with disabilities (Sustainable Development, 2013:21). Given the high percentage of unemployment and poverty in South Africa, implementation of the EPWP is viewed as an intervention to address poverty amongst the vulnerable groups which includes women, youth and people with disability. Through EPWP for SAWs, people who were unemployed received training and a full time employment as SAWs. For the purpose of this study all SAWs who formed part of the sample were permanently employed as SAWs. However, to confirm whether the EPWP is successful in poverty alleviation, the researcher inquired from the respondents if they agreed with the statement that EPWP

57

is successful in poverty alleviation. Figure 5 below depicts the views of the respondents on EPWP and poverty alleviation.

	Strongly agree	Agree	Disagree	Strongly disagree
Series1	64.30%	31%	2.40%	0%
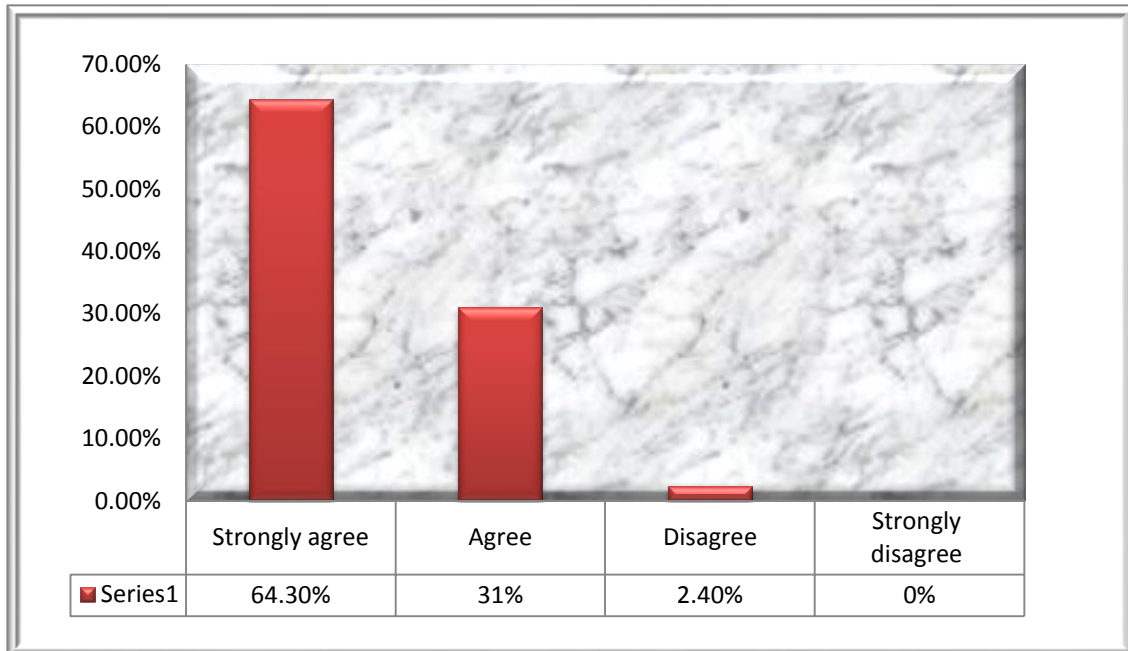
Figure 5: EPWP and Poverty alleviation

To obtain a clear response from the respondents, the researcher asked a close-ended question. The respondents were requested to indicate whether they strongly agree, agree, disagree and strongly disagree with the statement that the EPWP is successful in poverty alleviation. Based on Figure 5 above, it is evident that the majority of SAWs 64.3% strongly agree that EPWP is successful in poverty alleviation, and 31% agree that EPWP is successful in poverty alleviation. Only 2.4% indicated that they disagree with the statement that EPWP is successful in poverty alleviation. There is missing data of 2.4% who did not indicate their response. . It can be concluded that that the EPWP for SAWs is successful in poverty alleviation and addressing unemployment.

One of the objectives of this study was to determine the nature and perceived value of the skills transferred to SAWs through the EPWP. The following discussion will focus on skills development presented through the EPWP.

3.9. SECTION B3: SKILLS DEVELOPMENT

Under skills development the following themes will be discussed: financial skills, conclusions about financial skills, other skills (access to social services, communication and social networking and bonding), relevance of the programme towards skills development.

3.9.1. Financial skills

As part of exploring the benefits for SAWs enrolled in the EPWP, this study considered the financial skills development of respondents. Data were compared before and after enrolment into the programme. Table 11 below gives a detailed description of the SAWs financial skills before enrolment into EPWP and after completing EPWP for SAWs.

Table 11: Financial skills

Skills	Before Yes (*f*)	%	Before No (*f*)	%	After Yes(*f*)	%	After No(*f*)	%
Budgeting	16	38.1	26	61.9	34	81.0	8	19.0
Saving money	16	39	25	61.0	37	90.2	4	9.8
Counting money	18	47.4	20	52.6	27	71.1	11	26.19
Spending wisely	18	43.9	23	56.1	36	87.8	5	12.2
Investing money	6	14.3	36	85.7	27	63.3	15	35.7
Depositing money	11	26.8	30	73.2	30	73.2	11	26.8
Transferring money	7	17.5	33	82.5	25	62.5	15	37.5

Of the respondents 38.1% indicated that they had budgeting skills before enrolling in the programme, while 61.9% indicated that they did not have budgeting skills before enrolling in the EPWP for SAWs. While 81.0% were of the opinion that they had obtained the skills after enrolment into the EPWP, 19.0% indicated that they did not have budgeting skills after enrolment in the programme. Some of the respondents, 39% indicated that they had saving skills before they enrolled in the programme; however 61.0% indicated that they did not have saving skills before the EPWP. A big majority, 90.2%, indicated that they had acquired money saving skills after the enrolment in the EPWP for SAWs and only 9.8% indicated that they did not gain money-saving skills after completing the EPWP for SAWs. Of the respondents 47.4% indicated they could count money before enrolling in the programme and 52.6% indicated that they did not

have a skill of counting money after enrolling in the programme; 71.1% indicated that they acquired the skill of counting money after the EPWP and 26.19% indicated that they did not gain the skill of counting money after enrolling in the programme. Regarding money management 43.9% indicated that they had the skill of spending wisely before enrolling in the programme, however, 56.1% did not have wise spending skills before the EPWP. Furthermore, 87.8% indicated that they had acquired the skill of spending money wisely after completing the EPWP for SAWs. Only 12.2% indicated that they did not acquire the skill of spending money wisely after enrolling in the EPWP. Regarding investment 14.13% indicated that had the skill of investing money before employment as SAWs and 85.7% indicated that they did not have the skill of investing money before securing employment as SAWs. However, 63.3% had the skill of investing money after securing employment as SAWs and 35.7% did not acquire the skill of investing money after completing the SAWs programme. Moreover, 26.19% had the skill of depositing money before the programme of SAWs and 73.2% indicated that they did not have the skill of depositing money after completing the EPWP for SAWs. 73.2% had the skill after completing the EPWP for SAW; however, 26.8% indicated that they had no depositing skills. Lastly, 17.5% had the skill of transferring money before enrolling into the EPWP and 82.5% had no skill of transferring money after completing EPWP for SAWs. However, 62.5% had the skill of transferring money after securing employment as SAWs and 37.5% had not attained the skill of transferring money after the programme.

Based on the above explanation it is clear that the majority of respondents obtained financial skills during the programme.

3.9.2. Conclusion about financial skills
Skills shortage in South Africa is something that many are familiar with, but at the heart of the matter is the idea that demand for skills exceeds the supply (Daniels, 2013:1). One of the objectives of the EPWP is to educate and train unemployed youth, women and people with disability as a means of economic empowerment. Through the EPWP for SAWs people receive a stipend while training (McCutcheon, 2001:279). After the training, the SAWs are absorbed within the DSD and NGO's. Skills development in South Africa must be aligned to the economic and political imperatives of reducing unemployment and poverty, while fostering growth (Mayer & Altman, 2005:33). Based on the answers provided by the respondents in this study, it is evident that a number of respondents did not have financial skills before the training; however, the number of those who acquired skills after the programme has increased. It is therefore clear that

the EPWP for SAWs does contribute to skills development. The following discussion will focus on other skills that the respondents gained through the programme.

3.10. OTHER SKILLS

For the purpose of this study the researcher ensured that other types of skills that were covered in this study correlate with the Exit Level Outcome (ELO) of the SAW programme as registered with SAQA. Other than the financial skills the respondents gained in the programme, there are also other forms of skills that the respondents are supposed to obtain during the SAW training programme. Those included building interpersonal relationships, participation and involvement in social development programmes and linking internal resources with external resources. To accommodate all other types of skills covered in this study, the researcher clustered them into three clusters, namely Cluster 1 (Access to social services), Cluster 2 (Communication) and Cluster 3 (Social networking and bounding in community). Through the statistical test, scores as percentages for the three clusters were created. Then descriptive statistics were calculated for the three scores. The following tables will focus on the three clusters. Under each cluster several different skills which fall under each cluster are discussed.

3.10.1. Cluster 1: Access to social services

Access to social services is associated with five other skills which were clustered under it. Those are: extension of social service infrastructure to underserviced rural areas, and obtaining the skills of linking internal resources with external resources, accessing infrastructure and assets (e.g. crèche, water supply), obtained the skill of accessing social services and using resources in service delivery to clients. The following discussion will provide a detailed description of what the respondents mentioned regarding the mentioned skills starting with the skill of extension of social service infrastructure to rural areas not serviced.

3.10.1.1. Extension of social service infrastructure to rural areas not serviced

Infrastructure gaps highlight the need to prioritise funding of infrastructure for individuals in under-serviced areas and to make better use of available infrastructure such as clinics and libraries to provide multiple points for delivery of different services (DSD, 2013:39).

Other than financial skills the SAWs obtained during the EPWP training, SAWs were also exposed to other skills including the extension of social infrastructure to un-serviced rural areas. The exact figures are discussed in Table 12 below which indicates whether

61

the SAWs obtained the skill of extending social service infrastructure to un-serviced rural areas.

Table 12: Extension of social service infrastructure to rural areas not serviced

	f	%
Yes	16	38.1
No	26	61.9
Total	42	100.0

Of the respondents 38.1% indicated that they had obtained the skill to extend their services to other areas and 61.9% indicated that they did not obtain the skill to extend their services to other un-serviced areas. Based on the above figures of respondents who did not obtain the skill of extension of social service infrastructure to un-serviced rural areas, it appears that there is a need to empower SAWs with the skill to extend social service infrastructure to un-serviced rural areas. The researcher is of the view that SAWs should be empowered to render services to the un-serviced informal settlements and un-serviced townships. The questionnaire explored whether the respondents received the skill to link internal resources with external resources. The results are detailed in Table 13 below.

3.10.1.2 Linking internal resources with external resources

"With its strength based, person in-environment perspective, the social work professions [and SAWs] are well trained to develop and improve support systems (including service delivery systems, internal and external resource opportunities, and social support) that advance the well-being of individuals, families, and communities" (NASW, 2013:8). SAWs should be familiar with resources available in their designated areas and outside their designated areas for proper referral of clients. Like social workers, SAWs are expected to be knowledgeable about other external resources in the community they service, provincially, national and internationally. Table 13 below indicates the results on the skill of linking internal resources with external resources.

Table 13: Linking internal resources with external resources

	f	%
Yes	39	92.9
No	3	7.1
Total	42	100.0

Of the respondents 92.9% indicated that they have obtained the skill to link internal resources with external resources when rendering services to their clients; 7.1% of the respondents indicated that they had not obtained the skill to link internal resources to external resources. The other skill obtained by SAWs through the EPWP is the skill of accessing infrastructure and assets. The figures on how the respondents rated the skill are discussed below in Table 14.

3.10.1.3. Accessing infrastructure and assets [e.g. crèche, water supply]
Building of infrastructure and assets (e.g. crèche) is a priority for DSD. The DSD has begun a process of establishing ECDs in the informal areas and townships to address the issues of infrastructure development and illiteracy (DSD, 2013:39). Table 14 below indicates the number of SAWs who obtained the skill and those who did not.

Table 14: Accessing of infrastructure and assets (e.g. crèche, water supply)

	f	%
Yes	8	19.0
No	34	80.1
Total	42	100.0

Nineteen per cent of the respondents indicated that they had obtained the skill of building infrastructure and assets in their working environment. 80.1% of the respondents indicated that they had not obtained the skill of accessing infrastructure and assets in their day to day work. Therefore, it seems that greater attention needs to be paid to infrastructure to facilitate access to services, particularly in the traditional rural areas where there is no access to adequate water and sanitation, and especially in informal settlements where children are often exposed to danger due to unsafe playground, shack fires, floods, paraffin use and other environmental risks (DSD,

63

2013:39). SAWs needs to be able to utilise their internal and external resources to link their clients with the resources needed in their communities, e.g. how to establish and register for ECD and the procedure to access the funding. Furthermore, the *National Development Plan 2030 (NDP)* recognises the state's responsibility for children's development by emphasising the need for an effective and integrated system to ensure essential ECD services are accessible to all, especially for those children whose development is most at risk (DSD, 2013:34). The study also focused on the skill of access to social services. Table 15 below gives detailed figures on how the respondents rated the skill of access to social services.

3.10.1.4. Access to social services

Midgley (in Lombard, 2005:211) argues that social services are widely regarded as investments in human capital. Human capital is linked to education and investment in human capacity through skills training and education. The researcher also determined through the questionnaire whether the respondents had acquired the skill of access to social services. SAWs are rendering services to the disadvantaged communities and therefore it is imperative that they ensure that their clients are able to access social services. The response from SAWs is indicated in Table 15 below.

Table 15: Access to social services

	f	%
Yes	40	95.2
No	2	4.8
Total	42	100.0

Of the SAWs, 95.2% indicated that they had obtained the skill of access to social services. 4.8% of the respondents indicated that they had not obtained the skill of access to social services. SAWs should also take part in economic development projects which focus on the enhancement of human potential. The following discussion will focus on the skill of using resources in service delivery to clients.

3.10.1.5. Using resources in service delivery to clients

Lombard (2006:11) maintains that social workers and SAWs must know about economic principles and processes, as well as about resources available for human, social and economic development and how to access those services. Service delivery is a priority to DSD hence it was deemed necessary to employ SAWs to assist social workers in

their workload. The researcher wanted to ascertain whether SAWs were also exposed to using resources in service delivery to clients. Table 16 below indicates the number of SAWs who had obtained the skill of access to social services and those who had not obtained the skill of access to social services.

Table 16: Using resources in service delivery to clients

	f	%
Yes	41	97.6
No	1	2.4
Total	42	100.0

The majority of respondents 97.6% indicated that they had obtained the skill of using resources in service delivery to clients and 2.4% indicated that they had not obtained the skill of using resources in service delivery to clients. Table 16 above clearly indicates that the EPWP for SAW is successful in skills development due to the number of respondents indicating that they had acquired the skill.

It is the responsibility of the SAWs to ensure that they update themselves with regard to other relevant services in the area they service and outside their designated areas in order to refer clients appropriately. Respondents who did not have skills and qualifications could not be absorbed in the labour market, gained the skills and they were absorbed into the labour market as SAWs. However it was also noted that there are respondents who did not acquire the skill in the SAW of accessing of infrastructure and assets (e.g. crèche, water supply). Therefore there is a knowledge gap which needs to be addressed in the programme for the SAWs to acquire the skill. The following discussion will focus on Cluster 2 which is communication and the different skills which will be discussed under this heading.

3.10.2. Cluster 2: Communication

Under Cluster 2 the following skills will be discussed: obtaining the skill of attentive listening, verbal communication, basic counselling, compiling reports, keeping records, mobilisation of clients to taking ownership for own development.

65

3.10.2.1. Attentive listening

''The ability to listen carefully, ask pertinent questions and retain verbally transmitted information is vital to the counselling aspect of social auxiliary work. It is how they establish trust, open doors and discovered valuable details about their clients in understanding their unique circumstances'' (Social Work tool box needs, 2014: 20).

SAWs work with people and therefore it is important that they apply the skill of attentive listening. Based on that principle, the researcher deemed it necessary to enquire from SAWs if they had acquired attentive listening skills during the EPWP for SAWs. Table 17 below indicates the respondents answer with regard to obtaining attentive listening skills.

Table 17: Attentive listening

	f	%
Yes	38	90.4
No	4	9.5
Total	42	100.0

Good listening skills are at the heart of a SAWs communication efforts. 90.4% of the respondents indicated that they had obtained the skill of attentive listening through the EPWP for SAWs programme. 9.5% respondents indicated that they had not obtained the skill of attentive listening through the EPWP. A SAW who applies good listening skills will develop insight into her or his clients and be able to respond effectively.

3.10.2.2. Verbal communication

Trevithick (2000:3) maintains that good communication involves being able to hear how others gather and inform their thoughts and feelings, and the meaning they give to particular experiences.

Verbal communication is an integral part of the SAW professions. The day to day work involves communication with clients and therefore SAWs should be able to communicate properly with their clients. Table 18 below describes whether the respondents did obtain communication skills.

Table 18: Verbal communication

	f	**%**
Yes	39	92.9
No	3	7.1
Total	42	100.0

Most of the respondents 92.9% indicated that they had obtained verbal communication skills and 7.1% of the respondents indicated that they had not obtained verbal communication skills in the programme. Communication for SAWs is of significance because it will lead to better counselling skills. The following discussion will focus on basic counselling skills and give details of SAWs regarding what they think of basic counselling skills.

3.10.2.3. Basic counselling

Basic counselling takes place when a counsellor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose (Counselling skills and social work: a relationship, n.d:). It is significant for SAWs to acquire the basic counselling skills because they work with people. Table 19 below indicates how many SAWs had acquired the basic counselling skills and how many had not acquired the basic counselling skills during the EPWP for SAWs.

Table 19: Basic counselling

	f	**%**
Yes	33	78.6
No	9	21.4
Total	42	100.0

Of the respondents, 78.6% indicated that they had obtained the skill of basic counselling. 21.4% respondents indicated that they had not obtained the skill of counselling in the programme. Basic counselling and communication skills are used every day in their line of work. All social work and SAWs processes comprise of interviewing, assessment, planning, interventions, and evaluations, and it takes place in the context of meeting people, dealing with their worries and their life crises. Basic

67

counselling forms part of the SAWs work and therefore there is a need for them to be able to provide counselling. However, proper guidance and supervision from the supervisory social worker is highly important in this regard.

3.10.2.4. Compiling reports

A report is defined as a document in which a given problem is examined for the purpose of conveying information, reporting findings, putting forward ideas and, sometimes, making recommendations (Report writing technique, 2014:1). Table 20 below indicates the number of SAWs who had obtained report writing techniques and those SAWs who had not obtained report writing techniques.

Table 20: Compiling reports

	f	%
Yes	42	100.0
Total	42	100.0

All the respondents, 100%, indicated that they had obtained the skill of compiling reports. In the Social Work and SAWs profession writing reports is still a major channel for the communication of information; therefore, SAWs should be able to compile professional reports.

3.10.2.5. Filing skill

The *New Dictionary of Social Work* (1995:317) defines filing as the process of putting in writing and keeping on file relevant information about the client; the problem; the prognosis; the intervention; the progress of treatment; the social, economic, and health factors contributing to the situation and the procedures for termination or referral. Filing is part of SAWs work and therefore SAWs must be equipped with the skill. Table 21 below indicates the number of SAWs who indicated that they had obtained the skill of filing and those who had not obtained the skill of filing. Table 21 below displays a number of SAWs who had acquired filing skill and those SAW who had not acquired filing skill.

68

Table 21: Filing skill

	f	%
Yes	39	92.9
No	3	7.1
Total	42	100.0

Many of the SAWs 92.9% indicated that they had obtained filing skills; 7.1% of the respondents indicated that they had not obtained filing skills. Social work files may be wholly or partly electronic or they may be in hard copy (Practice guide, 2010:2). In a working environment, SAWs are expected to do professional filing. It is vital that a SAW has the skill to conduct professional filing.

3.10.2.6. Record keeping skill

According to the National Association of Social Workers (NASW, 2013:5) the SAW under the social worker's supervision shall document all case management activities in the appropriate client record in a timely manner. The documentation shall be prepared, completed, secured, maintained, and disclosed in accordance with regulatory, legislative, statutory and organisational requirements. SAWs must be able to maintain clear and accurate records. Good records are an essential tool for SAWs to reflect on their on-going work with people and to plan future work. Table 22 below indicates the number of respondents who had acquired the skill of recording and a number of those SAWs who had not obtained the record keeping skill.

Table 22: Record keeping

	f	%
Yes	40	95.2
No	2	4.8
Total	42	100.0

The results showed that 95.2% of the respondents indicated that they had obtained the skill of record keeping; 4.8% of the SAWs indicated that they had not obtained the skill of record keeping. SAWs should keep files on each client and each community as it is

expected in their profession. It is clear that respondents mastered the skills of record keeping which is indicated by the number of respondents indicating that they had obtained the skill, which indicate that the programme is successful in skills development. However, it should be noted that the study was conducted only in Ekurhuleni and therefore the results cannot be generalised nationally. The following cluster will focus on social networking and bonding in community. Different skills that fall under Cluster 3 will also be discussed.

3.10.3. Cluster 3: Social networking and bonding in community

Under this cluster the following skills will be discussed: mobilising clients to take ownership for own development, social networking and bonding in the community, development of common vision for community development, access to markets for products and interpersonal empowerment.

3.10.3.1. Mobilisation of clients to take ownership for own skills development

Lombard and Strydom (2011:327) state that within the context of a developmental approach, social entrepreneurship provides social workers/SAWs with an avenue to engage communities in their own development. This requires a refocus of social workers and SAWs on their role in poverty reduction and social development, hence direct and indirect economic activities. Table 23 below indicates the number of SAWs who had obtained the skill of mobilisation of clients to take ownership of their own development and those who indicated that they had not acquired the skill of mobilising clients to take ownership of their own development.

Table 23: Mobilisation of clients to take ownership for skills development

	f	%
Yes	40	95.2
No	2	4.8
Total	42	100.0

Of the respondents, 95.2% indicated that they are skilled in mobilising clients to take ownership for development; 4.8% of the SAWs indicated that they had not obtained the skill of mobilising of clients to take ownership for their own development.

70

SAWs should also extend their networking to other professionals in other offices, regions, and provinces. That allows them to increase their professional knowledge. Establishing strong ties with the community will also enhance the progress in terms of economic development in their communities. Unless clients feel that development projects belong to them, they will not take ownership of their development. Therefore, clients should be involved from the initial stage of the project.

3.10.3.2. Social networking and bonding in community

Bonding networks in communities are strong when residents with common backgrounds trust each other and engage with each other (University of Minnesota, 2008:4). According to Lombard (2005:211), bonding capital refers to capital which brings people who already know each other closer together. Bonding networks in communities are close ties that help people get by. These connections are usually with family, friends and neighbours.

Table 24: Social networking and bonding in community

	f	%
Yes	40	95.2
No	2	4.8
Total	42	100.0

The majority of the respondents, 95.2% indicated that they had obtained the skill of social networking and bonding in the community, and 4.8% respondents indicated that they had not obtained the skill of social networking and bonding in the community. Networking and bonding in the community are important in community development. SAWs should assist the community to use the skill of networking and bonding to improve the challenges facing their community.

3.10.3.3. Development of common vision for community development

According to Lombard and Strydom (2011:332), community development, as a strategy for social development, provides a pathway for social workers and SAWs who work in communities to extend their focus on social programmes to include economic development activities and programmes.

Table 25: Development of common vision for community development

	F	%
Yes	37	88.1
No	5	11.9
Total	42	100.0

A high percentage, 88.1% of respondents indicated that they had obtained the skill of developing a common vision for community development and 11.9% respondents indicated that they had not obtained the skill. Community development is also one of the methods in social auxiliary work. Therefore, SAWs should be involved in community development to impart the knowledge and the vision for community development.

3.10.3.4. Access to markets for products

According to Midgley (in Lombard, 2005:45), economic capital implies that human development should form part of the economy by means of vocational training, job placement, community-based projects, micro-enterprises and cooperatives. These could encourage self-sufficiency and full participation in society. These would mean that the SAW should assist the community in respect to knowing how the consumers access the product or service. Aspects to think about in this area include: distribution channels, coverage, inventory, transportation, logistics and retail outlet location (Small business, 2014:1). In Table 26 the respondents were requested to indicate whether they acquired the skill of access to markets for products.

Table 26: Access to markets for products

	F	%
Yes	17	40.5
No	24	57.1
Total	41	97.6

A percentage of 40.5% of the respondents indicated that they had obtained the skill of access to markets for products and 57.1% respondents indicated that they had not obtained the skill of access to markets for products. Access to products for economic

development is an important part of community economic development. That would mean that community development projects must generate income within the community. Therefore, there must be access to marketing their products in the community and in the neighbouring communities.

3.10.3.5. Interpersonal empowerment

Empowerment refers to the process of increasing personal or political power so that individuals, families, and communities can take action to improve their situations. The process is dynamic, involving interactions between individuals - their behaviours, perceptions, feelings, skills, access to resources, social structures and activities (McCubbin & Cohen, 2003:4).

Table 27: Interpersonal empowerment

	F	%
Yes	35	83.3
No	7	16.7
Total	42	100.0

The number of respondents who indicated that they had obtained the skill of interpersonal empowerment was 83.3% and 16.7% respondents indicated that they had not gained the skill of interpersonal empowerment.

The above tables clearly indicate the different kinds of skills respondents had gained through the EPWP for SAWs. The majority of respondents indicated that they did not have skills before the programme and afterwards that they had gained skills. It is clear that individuals who were previously unemployed and had no skills are currently empowered in terms of skills and through employment. The respondents indicated that they had acquired a number of skills under cluster 3. However 57.1% indicated that they had not acquired the skill of access to market for products, which means that there is a knowledge gap which must be addressed in the SAW programme. The following discussion will outline the relevance of the programme towards skills development.
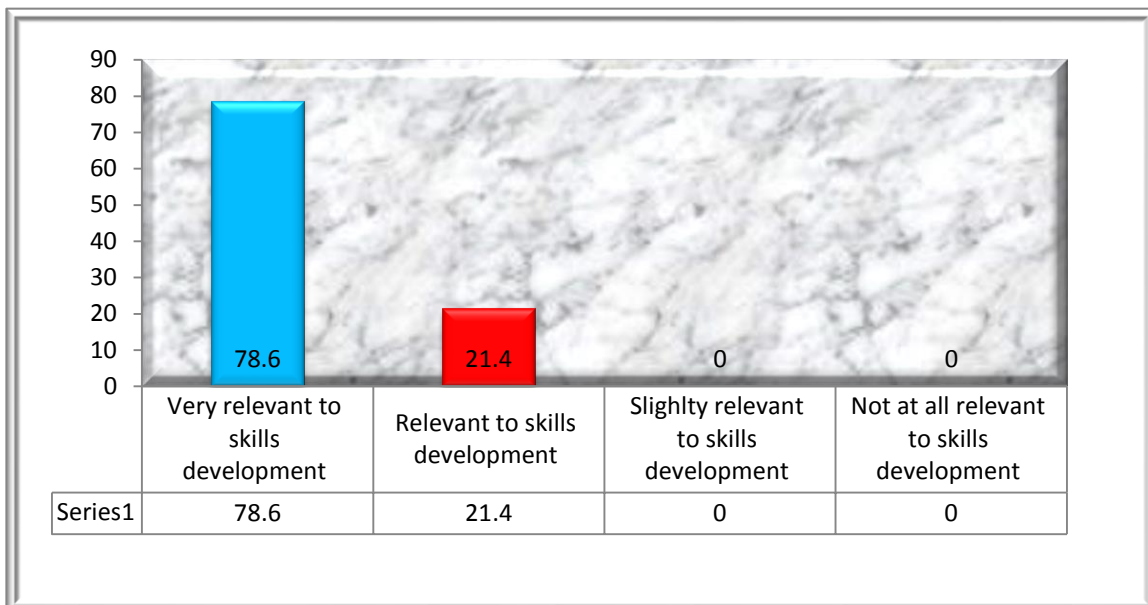
3.11. RELEVANCE OF THE PROGRAMME TOWARDS SKILLS
DEVELOPMENT

Figure 6 below indicates the relevance of the EPWP towards skills development. The focus of EPWP is to draw a number of the unemployed people into productive work coupled with training whilst enabling these workers to gain skills (City of Johannesburg, 2013:1).

3.11.1. Relevance of the EPWP towards skills development

Figure 6 below indicates how the respondents rated the relevance of the EPWP for SAW towards skills development.

Figure 6: Relevance of the EPWP towards skills development

It is clear, based on Figure 6 above, that the respondents indicated that the EPWP was relevant to skills development. The majority, 78.6% of the respondents confirmed that the programme was very relevant for skills development and 21.4% of the respondents indicated that the EPWP was relevant to skills development. To confirm that the EPWP was relevant to skills development none of the respondents indicated that the EPWP was slightly relevant or not at all relevant. The following discussion will give a preliminary conclusion about the skills development.

74

3.11.1.1 Preliminary conclusion about skills development

South Africans are aware that one of the biggest challenges facing the country is the generation and upkeep of a sufficiently skilled market. The skills shortage has been identified as one of the biggest obstacles for the government to reach its economic growth targets (Trainiac, 2013:1). The introduction of the EPWP arose from the need to develop skills, address the issue of unemployment and alleviate poverty (Department of Public Works, 2005:i).

Based on what the respondents indicated regarding skills development, it can be concluded that EPWP for SAWs is relevant for skills development. Even though the study was quantitative in nature, respondents were also allowed to give their input on their experience of the EPWP for SAWs in their lives. The following comments came from respondents regarding the EPWP.

3.12. GENERAL INPUT

The following are some of the positive quotes from the respondents regarding the overall experience with EPWP:

- *"It is a good programme provided that the person who does it is fully committed and appreciates working with people and assisting the community in general."*
- *"I had a great experience with EPWP, most of the things I know and teach other people it's because of it. This programme is very essential to unemployed youth who has interest in social work."*
- *"It's a good programme that needs to continue helping other unemployed people/youth. Also it needs to have placement for youth so that they don't end up staying at home with their certificates."*
- *"EPWP experience changed my attitude towards life to be positive and motivated towards life and study hard."*
- *"EPWP for SAWs has managed to enrich me with skills and at the same time alleviate poverty."*
- *"I had a very good experience since I am now employed."*
- *"I have grown as a human being and able to network with other people."*
- *"My dream is fulfilled, I like working with people especially children. So indeed I am working with children. That was my passion. I thank God about EPWP."*

- *"Working with people from other different races and know how to treat people with respect and dignity and to refer people in deferent* [sic] *resources in the area."*

The following are some of the negative quotes from the respondents regarding the overall experience with EPWP:

- *"The Dept of Social Development gave us an opportunity to be trained and be qualified as social auxiliary workers, but it seems that they did not have a plan about our work placement as we find ourselves having to work in the NGO's and these create a tension because the Dept is now saying we are employed by the NGO's while the NGO's are saying we are employed by the Dept. These issue needs to be cleared. Our biggest disadvantage is that we do not have the benefits, what will happen to our family when we pass away.?*
- *"For me it is a good programme that needs to continue helping other unemployed people/youth. Also it needs to have placement for the youth so that they don't end up staying at home with their certificate."*
- *"I have experienced that there is a need for government to employe* [sic] *more social auxiliary workers because in our work place we have to much backlogs* [sic] *as we social auxiliaries were employed as the backlog were there and we are still fitting with it if we have many social auxiliarys* [sic] *our job will be more simple and we wont* [sic] *have any bag logs, too much shortage of staff."*
- *"EPWP helps us a lot but now please we as social auxiliary worker we need benefits like UIF and pension funds because now we just work and there is no benefits so one day if I die what about my kids and my family because they all depend on me alone."*

These were some of the comments input from the respondents regarding the EPWP. The following discussion will focus on the impact of the EPWP in the lives of SAWs.

3.13. IMPACT OF EPWP IN THE LIVES OF SAWs

The researcher explored the impact of the EPWP on the lives of SAWs. The respondents were expected to rate the following factors: stability in my life due to permanent employment, sense of belonging, job fulfilment, sense of self confidence and independence. Figure 7 below indicates how the respondents rated the impact of the EPWP in their lives.

76
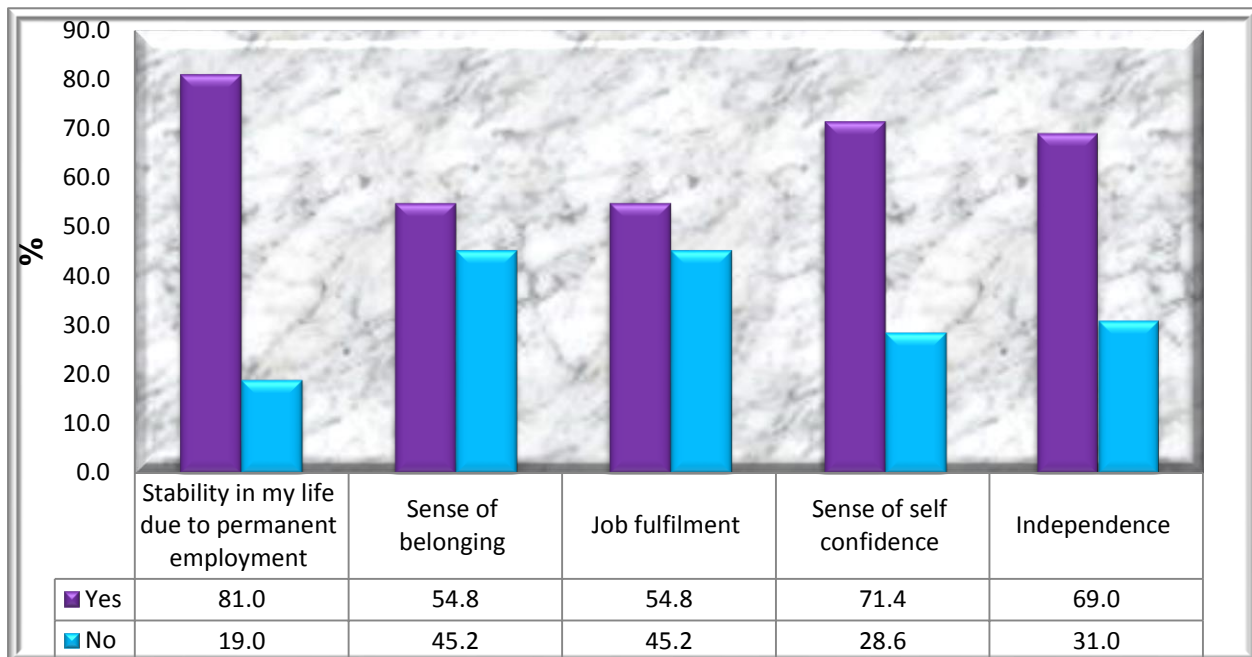
Figure 7: Impact of the EPWP on SAWs

The majority, 81.0% of the respondents indicated that the EPWP brought stability in their lives and 19.0 % indicated that the programme did not bring stability in their lives. Slightly more than half, 54.8% of the respondents indicated that the EPWP brought a sense of belonging in their lives and 45.2% indicated that the programme did not bring a sense of belonging in their lives. Of the respondents, 54.8% respondents indicated that the EPWP brought a sense of job fulfilment in their lives and 45.2% indicated that the programme did not bring them a sense of job fulfilment. Regarding a sense of self-confidence, 71.42% of the respondents responded positively and 28.6% of the respondents indicated that the programme did not bring them a sense of self confidence in their lives. On the question if the programme brought a sense of independence in their lives 69.0% of the respondents answered in the positive and, 31.0% respondents indicated that the programme did not bring sense of independence in their lives. The following preliminary conclusion about the impact of the EPWP on SAWs is provided in the next discussion.

3.13.1. Preliminary conclusion about EPWP on SAWs

Poverty is understood as deficiency in an individual's socio-economic capabilities. Its manifestations include factors such as income, access to basic services, access to assets, information, social networks or social capital. This broad approach to poverty

allows for engagement with the reality of poverty and the combination of things that should be done to deal with it (Towards an anti-poverty strategy for South Africa, 2008:4).

It is evident based on the responses from SAWs regarding the impact of the EPWP in their lives that the EPWP rescued them from the hardships of poverty and unemployment. The responses also indicated that SAWs are of the view that the EPWP brought stability in their lives due to permanent employment. SAWs also indicated that that the EPWP gave them a sense of belonging, job fulfilment, and a sense of self confidence and independence. From Figure 7 above it is evident that SAWs have confidence in the programme. They believe that the EPWP for SAWs has brought positive changes in their lives.

The acknowledgement that South Africa has pervasive skills shortages implies that closed-economy solutions to the problem are necessary but not sufficient. As far as availability of skills training is concerned, there are two dimensions to the problem: (a) training the unemployed, and (b) training the employed- from low to highly skilled employment. It cannot be stressed strongly enough that training for the unemployed is a public good in the classic sense, which means that if the market is unlikely to provide it, the state must take the lead in this regard (Daniels, 2007:34).

Furthermore, McCord (2003:9) argues that South Africa's EPWP have been among the most innovative in the world, with multiple objectives that include not only job creation, poverty reduction, and infrastructure development, but simultaneously job training and community capacity building. According to the Department of Public Works (2007:ix), the EPWP has come to be regarded as the flagship employment project of the post-apartheid government as it sets out to provide temporary job opportunities supported by training to enable job seekers to access more permanent employment.

The research question of this study was to find out what the impact was of the EPWP for SAWs in terms of poverty alleviation and skills development in the Ekurhuleni metropolitan area. In terms of poverty alleviation the researcher asked the respondents to indicate whether they thought the EPWP was successful in poverty alleviation or not. Of the respondents, 64.30% indicated that they strongly agreed that the EPWP was successful in poverty alleviation (see Figure 5). To answer the research question, the researcher asked the respondents to indicate the relevance of the EPWP in terms of skills development; 78.6% of the respondents indicated that the EPWP was very

relevant to skills development (see figure 6 above). Through the skills training for SAWs unemployed people secured employment. It confirms the theory that the EPWP is relevant for poverty alleviation and skills development.

3.14. PEARSON'S CHI-SQUARE TEST

The researcher wanted to determine if there was a categorical association between years of experience of workers and poverty alleviation. Two questions were combined to determine whether the years of experience as a SAW and poverty alleviation were associated. To test for the categorical association the researcher applied the Pearson's Chi-square test.

Table 28: Years of experience vs poverty alleviation

Frequency Expected Cell Chi-Square Percent	Strongly agree	Agree	Total
1	9 9.3333 0.0119 23.08 64.29 34.62	5 4.6667 0.0238 12.82 35.71 38.46	14 35.90
2	17 16.667 0.0067 43.59 68.00 65.38	8 8.3333 0.0133 20.51 32.00 61.54	25 64.10
Total	26 66.67	13 33.33	39 100.00

p= 0.813

*25% of the cells have expected counts less than 5

The researcher applied the Pearson's Chi-square by dropping the category of disagree and only testing the strongly agree and agree. Irrespective of years in the EPWP, most of the respondents indicated that the programme does alleviate poverty. This conclusion is based on the fact that p<value was not smaller than 0.05 – thus, not statistically significant. It is therefore clear that there is no association between the years of experience as a SAW and poverty alleviation. A summary of the findings of this chapter is provided below.

80

3.15. SUMMARY

This chapter highlights the research methodology which focused on the research question, research paradigm and approach, research purpose and type, research design and methods, data collection instrument and method, data processing and analysis, logistical arrangement and authorisation, and ethical considerations.

Section B was divided into three subsections. Under subsection B1, the chapter focus on the following themes: research findings and interpretations, biographical information, respondents' age at the time of the study, ethnic group, year of qualification as a SAW and the main reasons for studying towards the SAWs certificate.

Under Subsection B2 the following themes were discussed: poverty alleviation, financial position of respondents, monthly financial position before and after the programme, employability, buying ability/spending power, groceries, technology, toiletries, clothing, accommodation, salary/income input, dependency, EPWP and poverty alleviation, and preliminary conclusion on the EPWP for SAW regarding poverty.

Subsection B3 focused on the skills development. The following themes were discussed: financial skills, conclusion about financial skills, other skills, Cluster 1 on the access to social services, Cluster 2 on communication and Cluster 3 on social networking and bonding in community.

The presentation of this study was provided in the form of statistics with the use of tables and figures. Different statistical tests, including McNemar test and Pearson's Chi-square test were used to test whether the EPWP for SAWs was successful in poverty alleviation and skills development. Based on the results from the respondents, it is evident that the EPWP for SAWs is successful in poverty alleviation and skills development, although there are some limitations/shortfalls in the programme that could be addressed by the EPWP and the DSD.

The next chapter, Chapter 4, will provide the key findings of the study, conclusions and recommendations.

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

4.1. INTRODUCTION

This chapter seeks to draw a conclusion on the whole report. As a way forward the researcher will outline to what extent the goal and objectives of this study were achieved, and answer the research question. Thereafter, conclusions and recommendations emanating from the study will be provided.

4.2. RESEARCH GOAL AND OBJECTIVES OF THE STUDY

The goal of the study was to determine the impact of the EPWP on SAWs in the Ekurhuleni Metropolitan area.

In pursuit of this aim, the specific objectives were to be achieved:

- To ascertain whether, and if so, the extent to which the EPWP affected the financial situation of SAWs

Based on the findings of this study it was clear that the EPWP made a positive impact on the lives of SAWs. This objective was attended to by exploring the respondents' description of their financial position before and after enrolling into the EPWP. It was clear that the EPWP made a big difference in the lives of SAWs. This objective was also attended to by allowing the respondents to give their general inputs in an open-ended question on the impact of EPWP in their lives. The detailed information is in section B2, Chapter 3, which focuses on poverty alleviation, of this research report.

- To determine the nature and perceived value of the skills transferred to SAWs through the EPWP

This objective was to explore the respondents' opinion about the skills transfer during the EPWP for SAWs. Respondents indicated that the EPWP was very relevant to skills development. Financial skills were amongst the skills SAWs acquired through the SAW training. A detailed description of the financial skills is in paragraph 3.9.1 and Table 11 of Chapter 3 of this research report. Other than financial skills, there were other skills that respondents obtained though the SAW training. Those include, amongst others, access to social services, communications and networking and bonding in community. The details on these other types of skills appear in section B3 Chapter 3 of this research report which focuses on skills development.

82

- To identify strengths and shortfalls of the EPWP for SAWs in order to strengthen the programme

Based on the results reported in Chapter 3 the following limitations/shortfalls and strength of the EPWP for SAWs were identified.

❖ **Limitations/shortfalls of the EPWP for SAWs**

- The majority of the respondents were still unable to afford accommodation after qualifying and securing employment as SAWs.
- From the findings, it was reported that the majority of respondents are well equipped to utilise the acquired skills from the EPWP for SAWs. There is, however, a minority who reported not having accumulated the skills on accessing of infrastructure and assets, e.g. crèche, water supply.

❖ **Strengths of the EPWP for SAWs**

- Before enrolling into the EPWP for SAWs most respondents did not have any form of income. However, the majority of the respondents indicated their financial position changed for the better after enrolling into the EPWP for SAWs.
- The respondents also indicated that securing employment after qualifying as SAWs was very easy hence they were automatically absorbed into the system by DSD.
- SAWs reported that they were able to afford groceries after enrolling into the EPWP for SAWs.
- SAWs indicated that they were able to afford consumables after enrolling in the EPWP for SAW.
- Respondents indicated that they were able to buy clothing after enrolling in the EPWP for SAWs.
- The majority of the respondents mentioned that they were able to buy technology after taking part in the SAWs programme.
- Respondents indicated that they were able to afford cleaning material and toiletries after taking part in the SAWs programme.

- Most respondents mentioned that they had obtained the skill of budgeting, saving money, counting money, spending money wisely, depositing money and transferring money.

- With regards to skills development, other types of skills that were covered in this research which correlate with the Exit Level Outcome (ELO) of the SAW programme as registered with SAQA were obtained. Those skills included: access to social services, communications and networking and bonding in the community. It thus appears that the respondents obtained all the skills requirements in line with the ELOs for the SAW qualification.

- The majority of the respondents indicated that their salary was making a big difference in their lives.

- The majority of the respondents strongly agreed that the EPWP for SAWs is successful in poverty alleviation.

- Respondents indicated that the EPWP for SAWs was relevant for skills development.

- The majority of the respondents indicated that the EPWP brought stability in their lives due to permanent employment.

As such, the above provide evidence that Objective 3 was achieved.

- Based on the results, to make recommendations about the EPWP in the DSD and for further social work research.

This objective will feature later in this chapter under recommendations.

The research question of this study was: *"What is the impact of the EPWP for SAWs in terms of poverty alleviation and skills development in the Ekurhuleni Metropolitan area?"* In the context of this study, the EPWP was considered effective if the programme succeeded in terms of poverty alleviation and skills development in the lives of SAWs based in Ekurhuleni Metropolitan area. The impact of the EPWP in terms of poverty alleviation and skills development are outlined:

❖ **Poverty alleviation through the EPWP for SAWs**

- The majority of SAWs indicated that they had no form of income before enrolling into the EPWP; however their situation changed after enrolling in the EPWP and they started earning a stipend.

- The majority of SAWs indicated that their income increased from R501-R1000 per month to earning more than R2,500 per month after enrolling into the EPWP for SAWs.
- Most respondents indicated that securing employment was very easy after qualifying as a SAW.
- In terms of poverty alleviation, the study found that there was a big increase in the number after enrolling in the EPWP.
- The majority of the respondents indicated that they were able to buy/pay for technology (airtime) after qualifying as a SAW.
- There was a big increase in the average number of toiletries the respondents could buy after securing employment as a SAW.
- The majority of the respondents were able to afford non-consumable items after completing the EPWP for SAWs.
- The majority of respondents reported that they were able to afford clothing after securing employment as a SAW.
- The majority of the respondents indicated that their salary was making a big difference in their lives in general.
- Some respondents indicated they were able to further their studies; they were able to meet their daily needs and had managed to buy a car.
- Thus, the majority of the respondents strongly agreed that the EPWP for SAWs was successful in poverty alleviation.

❖ **Skills development of SAWs through the EPWP**

- The majority of the respondents received budgeting skills through the SAW training programme.
- The most of the respondents acquired the skill of saving money as a result of the SAW training programme.
- A high number of the respondents acquired the skill of counting money during the SAW training programme.
- The majority of the respondents obtained the skill of depositing money as a result of the SAW training programme.
- Most respondents had acquired the skill of transferring money as part of the SAW training programme.

85

- The respondents acquired other forms of skills, including access to social services, networking and bonding in community.
- With regards to skills development, other types of skills that were covered in this research which correlate with the Exit Level Outcome (ELO) of the SAW programme as registered with SAQA were obtained. Those skills included: access to social services, communications and networking and bonding in community. It thus appears that the respondents obtained all the skills requirements in line with the ELOs for the SAW qualification.

It thus concluded that the study succeeded in answering the research question of this study comprehensively.

4.3. CONCLUSIONS

Conclusions in this study will be drawn from the strengths and limitations (i.e., shortfalls) of the EPWP for SAWs to succeed in poverty alleviation and skills development as considered from a social development approach. Based on the quantitative findings of this research which represented the perceptions of SAWs on the impact of the EPWP in their lives, the researcher drew the following conclusions:

- In terms of human capital which emphasises knowledge and skills development, SAWs gained knowledge, abilities and skills during the EPWP training and hence could qualify to practice as SAWs.
- In terms of social capital which entails the creation of strong bonds in the community and strengthening relationships, the EPWP provided SAWs with the opportunity to network with other SAWs and other professionals. Social capital involves the creation of social infrastructure such as housing, schools, health clinics, sanitary and water supply projects. However, the majority of the respondents had not obtained the skill of accessing infrastructure and assets in their working environment.
- In terms of economic capital which implies that human development should be integrated into the economy through various strategies e.g. job placement, micro-enterprises, cooperatives and community based projects. SAWs went through the training and they were permanently placed for employment in the NGOs and DSD.
- The SAW career appears to be more attractive to females than males.

- The career of SAW is mostly dominated by Africans who outnumbered other ethnic groups.
- It can be concluded that skills development in terms of career development relies on the individual SAW. It is the responsibility of SAWs to set goals and aim at achieving them and that includes furthering their studies in order to grow and avoid remaining stagnant in one position.
- In terms of poverty alleviation it can be concluded that poverty alleviation is the responsibility of the private sector, NGOs and government. Therefore three forms of capital i.e. human capital, social capital and economic capital should be considered in addressing poverty alleviation.

4.4. RECOMMENDATIONS

The recommendations of this study are offered as guidelines to ensure that the programme promote the poverty alleviation and skills development of SAWs is in line with a social developmental approach at the DSD (and those working at NGOs).

- It seems that greater attention needs to be paid to infrastructure to facilitate access to services, particularly in the traditional rural areas where there is no access to adequate water and sanitation, and especially in informal settlements where children are often exposed to danger due to unsafe playgrounds, shack fires, floods, paraffin use and other environmental risks.
- Additionally, social capital involves the creation of social infrastructure such as housing, schools, health clinics, sanitary and water supply projects. However, the majority of the respondents declared that they had not obtained the skill of accessing infrastructure and assets in their working environment. It is therefore recommended that SAWs who had not acquired the skill of access to infrastructure should be equipped with this skill through continuous professional development programmes. The EPWP for SAWs should not be seen as a short-term employment opportunity but as a permanent employment opportunity for those who go through the programme and complete it. The DSD should monitor the job placement process to ensure that every person who went through the training is absorbed.
- More males must be recruited into the EPWP for SAWs to better their lives and those in the communities they live in. Traditionally men are socialised to become providers for their families. Therefore, by becoming SAWs, men could be enabled to provide for their families as expected.

- Salaries of SAWs should be adjusted to make the profession more attractive to all ethnic groups.

For future research the following should be considered:

- An empirical study to explore the nature of supervision in the Gauteng Department of Social Development offered to SAWs with the view to finding appropriate strategies for dealing with the challenges experienced by SAWs in the EPWP programme.
- Similar studies must be conducted in other provinces in order for the government to determine the impact of the EPWP of SAWs with regard to skills development and poverty alleviation nationally.
- There is a need to undertake further research into areas for potential expansion to quantify the opportunities and constraints of implementing the EPWP.
- There is a need to do more research into appropriate departmental mechanisms and systems relating to EPWP delivery and the internal project management capacity required by the DSD to run the three programmes adequately (i.e., ECD, HBC and SAWs).

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Appendix A: Data collection instrument

Questionnaire	For office use only
Please tick (x) in the appropriate boxes or write in the space provided.	

Respondent number

SECTION A:

BIOGRAPHICAL INFORMATION

1. Gender:

Female	1	Male	2

V1

2. What is your age in years? (to the nearest year) ………..…

V2

3. Ethnic group

African/Black	1
Coloured	2
Indian/Asian	3
White	4
Other (specify)	5

V3

V4

4. In which year did you qualify as a social auxiliary worker?
    ……….

5. What was the **main** reason for you to study towards a social auxiliary work certificate?

V5

I love working with people	1
I was unemployed	2
I had no money to study what I desired to study	3
My family/friends advised me to study social auxiliary work	4
Other (specify). List only three.	5

SECTION B:

POVERTY ALLEVIATION

6. Tick one of the following categories which **best** describes your monthly financial position (your stipend) **before enrolling** in the EPWP social auxiliary work programme?

No income	1
R250-R500	2
R501-R1000	3
R1001-R1500	4

V6

99

R1501-R2000	5
R2001-R2500	6
More than R2500	7

7. Tick one of the following categories which **best** describes your monthly financial position (your salary) **after enrolling** in the EPWP social auxiliary work programme?

R250-R500	1
R501-R1000	2
R1001-R1500	3
R1501-R2000	4
R2001-R2500	5
More than R2500	6

V7	

8. How easy or difficult was it for you to secure employment after qualifying as a social auxiliary worker? **Select only one.**

Very difficult	1
Difficult	2
Easy	3
Very easy	4

V8	

9. Tick all the items that your family **was not able** to buy before employment as a social auxiliary worker.(Provide an answer to each item)

	Able to buy	Not able to buy
Maize meal		
Bread		
Rice		
Samp/stamp		
Cereals/porridge		
Meat/Fish		
Vegetables		
Eggs		
Canned fish		
Fruit		
Coffee/tea		
Milk		
Soup		
Cooking oil		
Sugar		
Washing powder		
Bath soap		

V9.1	
V9.2	
V9.3	
V9.4	
V9.5	
V9.6	
V9.7	
V9.8	
V9.9	
V9.10	
V9.11	
V9.12	
V9.13	
V9.14	
V9.15	
V9.16	
V9.17	

100

Paraffin			V9.18	
Coal			V9.19	
Air time for cell phone			V9.20	
Clothing			V9.21	
Housing	©		V9.22	
Other			V9.23	

If you ticked "other" items that your family **was** **not able** to buy before employment as a social auxiliary worker, please specify. List only three.

_____

_____

_____

10. Tick all the items that your family are **able** to buy now that you are employed as a social auxiliary worker. Provide an answer to each item

	Able to buy	Not able to buy		
Maize meal			V10.1	
Bread			V10.2	
Rice			V10.3	
Samp/stamp			V10.4	
Cereals/porridge			V10.5	
Meat/Fish			V10.6	
Vegetables			V10.7	
Eggs			V10.8	
Canned fish			V10.9	
Fruit			V10.10	
Coffee/tea			V10.11	
Milk			V10.12	
Soup			V10.13	
Cooking oil			V10.14	
Sugar			V10.15	
Washing powder			V10.16	
Bath soap			V10.17	
Paraffin			V10.18	
Air time for cell phone			V10.19	
Clothing			V10.20	
Housing			V10.21	
Other (Specify) List only three			V10.22	
			V10.23	

101

11. To what extent is your current salary making a difference in your life? **Select only one.**

Making a big difference	
Making a difference	
Making a slight difference	
Not making a difference at all	

Please motivate: _____

_____

_____

12. How many family members are dependent on your salary including yourself?
----

13. Please indicate to which extent you agree or disagree with the following statement:

EPWP for social auxiliary workers is successful in poverty alleviation. **Select only one.**

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

Please motivate: _____

_____

_____

SECTION C:
SKILLS DEVELOPMENT

14. Please indicate which financial skills you had **before enrolling** for social auxiliary work programme.

	Yes	No
Budgeting		
Saving money		
Counting money		
Spending wisely		
Investing money		
Depositing money		
Transferring money		
Other(specify) List only three		

102

15. Please indicate which financial skills you had **<u>after enrolling</u>** for social auxiliary work programme. Provide an answer to each item

	Yes	No		
				V15.1
Budgeting				V15.2
Saving money				V15.3
Counting money				V15.4
Spending wisely				V15.5
Investing money				V15.6
Depositing money				V15.7
Transferring money				V15.8
Other(specify) List only three				V15.9
				V15.10
				V15.11

For office use only

16. What other skills have you obtained through the EPWP social auxiliary work programme? Provide an answer to each item.

	Yes	No		
Building of interpersonal relationships				V16.1
Participation and involvement in social development programmes				V16.2
Extension of social service infrastructure to un-serviced rural areas [e.g crèche]				V16.3
Linking internal resources within external resources [e.g. ability to refer to other departments or NGOs]				V16.4
Mobilisation of clients to take ownership for own development				V16.5
Building of infrastructure and assets [e.g. Crèche, water supply]				V16.6
Social networking and bonding in community [e.g. building relationships]				V16.7
Development of common vision for community development				V16.8
Access to social services				V16.9
Access to markets for products				V16.10
Interpersonal empowerment				V16.11
Attentive listening				V16.12
Communication				V16.13
Counselling				V16.14
Compiling reports				V16.15
Filing				V16.16
Implementing social auxiliary work methods				V16.17
Keeping records				V16.18
Networking with other social auxiliary workers				V16.19

Understanding of the South African Social Welfare			V16.20		
Understanding the purpose of social auxiliary worker			V16.21		
Understanding of human behaviour			V16.22		
Implement social auxiliary work methods			V16.23		
Understanding the role and functions of social auxiliary worker			V16.24		
Using resources in service delivery to clients			V16.25		

17. To what extent do you think social auxiliary work training is a relevant programme for the skills development of people who were previously unemployed? **Select only one.**

<div style="float:right">V17</div>

Very relevant to skills development	1
Relevant to skills development	2
Slightly relevant to skills development	3
Not at all relevant to skills development	4

Please motivate_____

_____

		For office use only

18. What impact did the EPWP as a social auxiliary worker bring to your life?

	Yes	No		
Stability in my life due to permanent employment			V18.1	
Sense of belonging			V18.2	
Job fulfilment			V18.3	
Sense of self confidence			V18.4	
Independence			V18.5	

19. What is your overall experience with the Expanded Public Works programme for social auxiliary workers?

_____

_____

_____

_____

Thank you for your co-operation

104

Appendix B: Permission letter from DSD

GAUTENG PROVINCE

SOCIAL DEVELOPMENT
REPUBLIC OF SOUTH AFRICA

Internal Memo:

Enquiries: Keitumetse Komane

011 355 7892; Cell No. 0764748023

Sub-directorate Research and Policy Co-Ordination

Dir.: Research and Demography

Dear Ms. Dakalo Mukhathi

RE: YOUR APPLICATION TO CONDUCT RESEARCH WITHIN THE DEPARTMENT

Thank you for your application to conduct research within the Gauteng Department of Social Development.

Your application on the research on *"The impact of the Expanded Public Works Programme on poverty alleviation and skills development for social auxiliary workers in Ekurhuleni"* has been considered and approved for support by the Department as it was found beneficial to the Department's vision and mission.

The approval is subject to the Departmental terms and conditions as endorsed by you on 04/03/2010.

May I take this opportunity to wish you well for the research

Looking forward to a value adding research and a fruitful co-operation.

With thanks.

Ms Keitumetse Komane

Senior Admin officer: Research unit

DATE 2 February 2015

109

105

Appendix C: Informed consent

Researcher: Dakalo Mukhathi

Cell phone number: 082 5533105

Tel. Number (Office): 011 355 77 58

Department of Social Development

Ekurhuleni District

South Africa

Participant's name: _____ (*optional*)

INFORMED CONSENT

1. **Title of the study**: The effectiveness of the Expanded Public Works Programme for Social Auxiliary Workers in the Department of Social Development: Social Auxiliary Workers' perceptions.

2. **Purpose of the study**: The purpose of the study is to, based on the perceptions of social auxiliary workers, explore the effectiveness of the EPWP for Social Auxiliary Workers in the Department of Social Development, Ekurhuleni District.

3. **Procedures:**

    - I understand that I am supposed to complete a questionnaire.

    - I understand that the researcher will be present during the administration of the questionnaire in order to clarify any questions which may arise.

4. **Risks and discomforts:** There are no known physical or emotional harm associated with this study. However, should I experience any distress, I will inform the researcher. I expect the researcher to then arrange a debriefing session for me with a suitable qualified counsellor.

5. **Benefits:**

    - I understand that I will not receive any form of incentive for participating in the study.

6. **Participant's rights:**

    - I know that I am at liberty to withdraw from the study at any time without any consequences for my withdrawal.

7. **Financial compensation**

    - I understand that I will not receive any form of financial compensation for participating in the study.

8. **Confidentiality**

    - I understand that the information that I will provide on the questionnaire will be kept confidential. I give permission that any information which is collected from me may be used for research and publications, but that my identity will not be revealed unless required by law.

9. **Data storage:** I understand that all the raw data will be stored for a period of 15 years in the Department of Social Work and Criminology at the University of Pretoria.

10. In case I encounter any challenges or concerns about this study I will contact the researcher, Dakalo Mukhathi at 082 5533 105.

11. I understand my rights as a participant in this study and I consent to participate in the study without being coerced. I understand the purpose of the study, the reason why it has to be conducted and how it will be conducted.

I will receive a signed copy of this consent form.

_____   _____

Signature   Date

_____   _____

Signature of Researcher   Signature of Supervisor

Appendix D: Ethical clearance from UP

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Office of the Deputy Dean

4 October 2011

Dear Prof Lombard,

Project: **The impact of the Expanded Public Works Programme on poverty alleviation and skills development for social auxiliary workers in Ekurhuleni**

Researcher: **D Mukhathi**

Supervisor: **Dr LS Geyer**

Department: **Social Work and Criminology**

Reference number: **27421237**

I am pleased to be able to tell you that the above application was **approved** by the **Postgraduate Committee** on 13 September 2011 and by the **Research Ethics Committee** on 29 September 2011. Data collection may therefore commence.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

The Committee requests you to convey this approval to the researcher.

We wish you success with the project.

Sincerely

Prof John Sharp
Chair: Postgraduate Committee &
Research Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail: john.sharp@up.ac.za