AN INVESTIGATION INTO FACTORS INFLUENCING THE SUCCESS OF SELECTED TRAINED CONTRACTORS WHO EXPERIENCED THE EXPANDED PUBLIC WORKS PROGRAMME

Submitted in partial fulfilment of the academic requirements for the degree of Master of Environment and Development, School of Agricultural, Earth and Environmental Sciences, University of KwaZulu-Natal
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by

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Abstract

The primary objective of the Expanded Public Works Programme (EPWP) was to contribute to the empowerment of trained contractors with skills, training and work experience to become successful and independent, over time. The EPWP has put in place a training programme to build capacity and capability for trained contractors to develop into business enterprises or employment opportunities. Since its inception, the programme has been criticised for failing to achieve its objective of empowering the trained contractors to become employable or to be successful entrepreneurs. The acquired trainings was criticised for being inappropriate and ineffective and has in some cases, been criticised for being too brief, too general and too unsuccessful in improving the entrepreneurship and employability of beneficiaries. Some trained contractors are unemployed and possibly worse off than before joining the programme. The aim of this study was to gain an understanding of factors contributing to the success or failure of selected trained contractors in becoming entrepreneurs or employable upon exiting the Working for Water (WfW) and Ezemvelo KZN Wildlife Invasive Alien Species (EKZNW IAS) programmes.

To achieve this aim, the objectives were to:

- Gauge the effectiveness of the training programme of WfW and EKZNW IAS in equipping trained contractors to start business enterprises or to be employable after programme completion;
- Assess, using selected criteria, the applicability of the training programmes provided by WfW and EKZNW IAS against best practice in such programmes; and
- Make recommendations on the basis of the research findings concerning how the WfW and EKZNW IAS training programme could be improved to equip the trained contractors to start business enterprises, or to be employable upon completion of the programme.

The study was designed within qualitative and quantitative research paradigms. Purposive sampling was used to sample the population. The primary data collection instrument was the questionnaire, which was complemented with face-to-face interviews. Data was analysed using the Statistical Programme for Social Sciences (SPSS) program and results were analysed and

discussed. The study area encompasses KwaZulu-Natal province, concentrating on areas such as Bergville, Hlabisa, Midmar, Underberg, Donnybrook and Richmond.

The study found that the training programme was ineffective and non-applicable in equipping trained contractors to venture into business or employability. The lack of effective management, financial management, inadequate training, inability to access credit and lack of entrepreneurial skills were seen as critical failures to achieve the desired objectives. It was recommended that the duration of training, diversification of business ventures and monitoring and evaluation should be explored further, to strengthen the effectiveness and applicability of the training programme.

Declaration by supervisor

As the candidate's Supervisor I agree/do not agree to the submission of this dissertation.

_____ _____

Signed: (Dr. M. Dent - Supervisor) Date

Declaration by student

I, **Makhiseni Alfred Myeza,** hereby declare that:

(i) The research reported in this dissertation, except where otherwise indicated, is my original work.

(ii) This dissertation has not been submitted for any degree or examination at any other university.

(iii) This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other researchers.

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Signed: (Makhiseni Myeza) Date

Confidentiality

To whom it may concern

Due to the sensitivity and strategic importance of the research this dissertation and its content must remain confidential and not circulated for a period of five (5) years.

Sincerely Makhiseni Myeza 201451255

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Ultimately, thanks go to Almighty God, for only through Him was this study possible.

List of abbreviations and acronyms

CBO	: Community Based Organisation
DAEA	: Department of Agriculture and Environmental Affairs
DoL	: Department of Labour
DPW	: Department of Public Works
DWAF	: Department of Water Affairs and Forestry
DWA	: Department of Water Affairs
EGS	: Employment Guarantee Scheme
EKZNW IAS	: Ezemvelo KZN Wildlife Invasive Alien Species
EPWP	: Expanded Public Works Programme
HDIs	: Historically Disadvantaged Individuals
HIV/AIDS	: Human immunodeficiency virus/acquired immune deficiency syndrome
MoA	: Memorandum of Agreement
NEDLAC	: National Economic, Development and Labour Council
NQF	: National Qualification Framework
PWP	: Public Works Programme
SAQA	: South African Qualification Authority
SETA	: Sector Education and Training Authority
SMME	: Small, Medium and Micro Enterprises
SPSS	: Statistical Programme for Social Sciences
SPWP	: Special Public Works Programme
USA	: United States of America
WfW	: Working for Water

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

The Expanded Public Works Programme (EPWP) is hailed as an important intervention of the South African government to grow the economy, alleviate poverty and eliminate unemployment for economically marginalised people (Thwala, 2011). The key rationale for the establishment of the EPWP was to draw a significant number of unemployed people into productive employment (Nzimakwe, 2008; Bokolo, 2013). The key strategy was to create job opportunities, accompanied by training, to assist beneficiaries to gain skills while they are gainfully employed, thereby increase their capacity to earn an income in future (Phillips, 2004; Ndabeni, 2008; Thwala, 2011). The EPWP is an inter-governmental and state-owned enterprise initiative, led by the Department of Public Works (DPW), under whose umbrella both the Working for Water (WfW) and Ezemvelo KZN Wildlife Invasive Alien Species (EKZNW IAS) programmes fall (Phillips, 2004; Sadan, 2008; McCord, 2006; Hemson, 2007; Thwala, 2011). The WfW and EKZNW IAS programmes have as their primary objective the removal of invasive alien plants species which pose a threat to biodiversity, water security and the productive use of land (Sadan, 2008). However, they also have a social development responsibility, which aims at the promotion of small enterprise and entrepreneurship development (Coetzer and Louw 2012).

This chapter begins by briefly sketching the rationale for conducting this study, the problem statement, aims and objectives, research methods and outline of the study. The rationale stemmed from the premise that the WfW and EKZNW IAS programmes will reduce unemployment and poverty for trained contractors, upon completion of the programme. These trained contractors acquire training and work experience while they work and therefore take an important step away from the spiral of poverty (Ndabeni, 2008).

McCord (2004) explained that the way in which the programme anticipates reducing poverty and unemployment was through increasing the capacity of the participants. A similar approach has been implemented in Malawi and Ethiopia (McCord 2004).

1.2 The rationale for the study

The significance of this study was to bring the predicament the trained contractors face to the attention of the WfW and EKZNW, as trained contractors (defined in section 2.4) can contribute to positive social activities. The researcher argues that the trained contractors are a vital mechanism to contribute to employment creation, economic growth, innovation and entrepreneurship, provided they are given sufficient training and skills development during the programme. The WfW and EKZNW programmes aim to develop trained contractors so that they become less dependent on government support in the long run (Coetzer and Louw 2012).

This study is directed at a better understanding of factors contributing to the success and failure of selected trained contractors in becoming entrepreneurs or employable, upon completion of the WfW and EKZNW IAS programmes. Understanding is a loosely used concept and, like all other terms it can be structured and understood from different perspectives. According to Morgan (2005:12), "*Knowledge can come from analysis of the parts. But understanding comes from synthesis and a systems approach"*. In the present study, understanding means an ability to have a complete idea of the challenges faced by trained contractors to venture into business or employability. In the previous studies commissioned by the WfW and EKZNW on other projects of a similar nature, it has been shown that, after completing the programmes, the trained contractors seldom utilise the knowledge and skills received while in the programmes, and many find themselves no better off than before joining the programme (DWAF, 2008). Bokolo (2013) pointed out that skills development was not always regarded as a priority in the programmes. She adds that where efforts are made to provide training, the acquired skills are inappropriate to the demands of the mainstream economy (Bokolo 2013). She suggests that the programmes be complemented with formal training that benefit from the involvement of the private sector.

The present study intends to assess the quality of the training offered by WfW and EKZNW IAS, as the training has been questioned by participants. This study is therefore needed, to gain an initial insight into what contribution the WfW and EKZNW IAS programmes are expected to make on poverty and unemployment reduction.

The findings of this study will be beneficial to the WfW and EKZNW IAS programmes, in making a contribution towards improving future training programmes and decision making by policy makers for achieving sustainable outcomes for the programmes. This study will further add towards the existing body of knowledge concerning this subject.

Finally, the findings regarding training effectiveness and applicability among trained contractors will provide useful information on the worth of the training programme conducted by the WfW and EKZNW IAS programmes and the deficiencies existing in the continuous training. It is hoped that the conclusion of this study will yield useful policy recommendations that can be considered by the WfW and EKZNW IAS programmes to improve future training.

1.3 Problem statement

The WfW and EKZNW IAS programmes aspire to provide short-term job opportunities and to empower trained contractors with training, knowledge, skills and work experience, to improve future employment opportunities and business enterprises when their two years end (Kobokana, 2007). The effort and successes of the programmes in the provision for training, knowledge, skills and work experience to trained contractors was acknowledged. Nevertheless, there are numerous challenges associated with the implementation of the programmes. The general concerns about the programmes, as far as job creation and skills development are concerned, are related to the minimum standards for duration of employment. In particular, the programmes have been largely criticised for providing too short a duration of employment to allow adequate training. Bokolo (2013) has censured the WfW and EKZNW IAS programmes, reasoning that employment created in the programme was unsustainable due to the limited duration of the work. As a result of the short-term nature of the employment, skills transfer was limited and unlikely to make significant contribution to unemployment or to enhance entrepreneurship (Nzimakwe, 2008).

The WfW and EKZNW IAS programmes are premised on the assumption that training participants receive will equip them to start their micro-enterprise or find other jobs (Sadan, 2008). It created an expectation that there was a correlation between improved skills and an

improved labour market. Skills and training were therefore viewed as a bridge between unemployment and employment (Kobokana, 2007). These expectations were set too high and are unrealistic, given the state of structural unemployment. An example was where on-the-job training was provided to workers to ensure that workers have skills needed to perform their task, such as the removal of invasive alien plants species. On-the-job training is a process through which knowledge and experience are acquired over a period of time either formally or informally (Nieman et al. 2008).

The quality, value and effectiveness of the training offered in the programme have, in some cases, been questioned by participants (Kobokana, 2007). McCord (2005) asserts that the training offered was irrelevant in promoting future micro-enterprises and seems to have very limited impact on labour market performance, hence the need to conduct this study.

1.4 Aim of the study

The aim of this study was to gain an understanding of factors contributing to the success or failure of selected trained contractors in becoming entrepreneurs or employable upon completing the WfW and EKZNW IAS programmes.

1.5 Objectives of the study

To achieve this aim, the objectives were to:
(i) Gauge the effectiveness of the training programme of WfW and EKZNW in equipping trained contractors to start business enterprises or to be employable after programme completion;

(ii) Assess, using selected criteria, the applicability of the training programme provided by WfW and EKZNW IAS against best practice in such programmes; and

(iii) Make recommendations on the basis of the research findings concerning how the WfW and EKZNW IAS training programme could be improved to equip the trained contractors to start business enterprises or be employable upon completion of the programme.

1.6 Summary of research methods

The research methods applied were qualitative and quantitative. Qualitative research methods focused on gaining an understanding of the processes, behaviours and conditions of factors influencing the success and failure of trained contractors. Quantitative research methods are more empirically rigorous, impartial and objective to measure if the trained contractors are able to apply concepts and techniques learned in the classroom. A combination of both qualitative and quantitative methods was used to minimise weaknesses and reach a clearer understanding of the data.

In the context of non-probability sampling, purposive sampling (discussed in Section 3.3.1) was used to solicit the responses of: (i) nine trained contractors, who have been on the programmes and have started businesses or been employed; (ii) 10 trained contractors, who have been on the programmes and have not started businesses or been employed; (iii) four officials (Project Managers) from the implementing agents (WfW and EKZNW IAS); and (iv) two community members, who have not participated in the programmes and have started businesses or been employed. From the total of 47 trained contractors, only 19 participants were interviewed and completed questionnaires. The remaining 28 participants could not be traced.

The primary instruments used for data collection from respondents involved a combination of questionnaires and structured interviews. The main objective of the questionnaire survey was to collect information regarding the respondents' socio-economic activities and to obtain facts and opinions about a phenomenon from people who are informed on the subject.

Before conducting the survey, officials of the implementing agents (WfW and EKZNW IAS) were approached to seek permission to engage trained contractors and other officials. Approval was received and permission was granted to continue with the research. The process of data collection commenced as soon as approval was granted. All interviews were conducted in a location where the interviewees felt comfortable.

Prior to interviewing the 19 people in the sample, the researcher pilot tested the questionnaire on three trained contractors and two Project Managers who had not been interviewed before. That

was done to ensure that appropriate questions were included and to correct misleading or confusing questions. Agreement was requested from the respondents to participate in the pilot study. These participants were not included in the main study. After pilot testing, the questions were redesigned to correct the problems experienced during the pilot testing phase.

To provide an accurate presentation of information, the researcher used face-to-face interviews. Using interviews, particularly face-to-face, allows both the researcher and the interviewee to engage in discussions. This led to the respondent raising issues that had not have been anticipated. Informed consent was secured from the respondents prior, to conducting the interview, stating that participation was voluntary and that they could drop out at any time they wished. This was done to ensure that ethical standards were maintained. Thus all the processes and procedures to be followed were disclosed to the respondents. These interviews provided the researcher with an opportunity to visit the respondents in their homes and workplaces. At the end of the exercise, the completed questionnaires were collected by the researcher for data analysis purposes.

1.7 Study outline

This dissertation is divided into five chapters. Chapter One provides the introduction of the study. It outlines the rationale, problem statement, aims and objectives, research methods and sequence of chapters.

Chapter Two is a review of literature pertinent to the study, such as international best practice with regard to the successful training programmes implemented in other countries, with a view to drawing lessons from those cases. The definitions of an entrepreneur and success factors are explored. The chapter discusses the literature on the trained contractors, recruitment and selection criteria and gender considerations. A definition of training, a training cycle, which includes training needs assessment, was discussed in this chapter. Finally, chapter Two deals with factors affecting the success and failure of trained contractors, such as financial and management skills, access to credit and finance, business skills and lack of entrepreneurial skills.

Chapter Three focuses on the research design, research methods and the study setting. Specific attention was paid to the explanation of how sample and sampling techniques were developed. The chapter outlined the data collection procedures that were developed, including the process followed to obtain permission to collect data, and how data was analysed.

Chapter Four provides research findings of data collected, data analysis, and the presentation and interpretation of the results. Chapter Five draws the major conclusions and presents the recommendations of the study.

1.8 Summary

Chapter One outlined the background, the research rationale, the problem statement and the aim and objectives of the study. It discussed the research methods and the sequence of following chapters. The pilot study to assess the relevance and effectiveness of the questionnaire was described.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review was aimed at contributing towards a clearer understanding of the nature and meaning of the problem identified in Chapter One. The literature review seeks to equip the researcher with the insights, concepts and theoretical base for addressing the objectives of the study.

Training and skills development remain a critical component within the WfW and EKZNW IAS programmes. Without training the impact of the programmes in the lives of beneficiaries will be restricted (Sadan, 2008). Training undoubtedly plays a critical role in strengthening skills and building confidence. Training offers an opportunity to provide participants with skills and the potential to enhance entrepreneurship or future employment (McCord, 2006; Phillips, 2004; Sadan, 2008). All projects must include training of beneficiaries, as required by The Code of Good Practice for employment under the Special Public Works Programme (SPWP) (EPWP, 2007). Provision of training under the WfW and EKZNW IAS programmes was one of the conditions negotiated between the South African government and the National Economic Development Labour Council (NEDLAC), in return for union acceptance of payment below statutory minimum wages (McCord, 2004; Hemson, 2007; McCord, 2006; Phillips, 2004). The EPWP was exempt from many of the current labour laws. In return for this exemption, the programme was obliged to provide a higher level of training than beneficiaries would normally receive in any other workplace (McCord, 2005). This assumed that the WfW and EKZNW IAS programmes would offer significant non-wage benefits, in the form of training, to increase employability or work creation upon completion of the programme (Hemson, 2007; McCord, 2006).

Hemson (2007) stressed that, the training aspect of the programme was improving, but not as targeted and developed, as would be required as an effective response to the skills gaps in South Africa. Hemson (2007) cautioned that training was considered to be a burdensome addition of

uncertain benefit to what was essentially viewed as a job creation programme. Generally, within the WfW and EKZNW IAS programmes context, the quality and effectiveness of the training has been questioned by participants for being too brief (duration), too general (focused on life skills) and not linked to any deliberate strategies for qualification and placement (McCord, 2004; Hemson, 2007). In light of the above, the inclusion of a meaningful training component to the WfW and EKZNW IAS programmes can be seen as an essential element of the programme (McCord, 2006).

Chapter Two begins by exploring some lessons and best practices drawn from international experience with regard to training programme and the EPWP. The researcher referred to literature on the definition of an entrepreneur and success factors. This chapter reviews the literature on trained contractors, recruitment and selection procedures for hiring trained contractors, and gender considerations. Literature on training and learning, the training cycle, which includes training needs analysis, training design, delivery on training and monitoring and evaluation of training, was reviewed. The researcher reviews the literature on training and skills development and legislative frameworks with regard to training. In this regard, more attention was paid to criticism from authors (e.g. McCord, 2008; Sadan, 2008; Coetzer and Louw, 2012. Bokolo, 2013) regarding non-accreditation of training, duration of employment, effectiveness and impact of the training programme in enhancing employability and entrepreneurship. The research reviews literature on factors affecting the success of the trained contractors, such as lack of financial skills, access to credit and finance and entrepreneurial skills.

2.2 International best practice with regard to training programme and the EPWP

There are wide range of special employment programmes that have been implemented throughout the world (McCord, 2005). However, their types, nature and purpose differ from country to country. These are commonly referred to as Public Works Programmes (PWPs) (Del Ninno *et al.,* 2009). Globally, such programmes are government strategies serving as fiscal measures to expand or contract public spending during times of unbalanced domestic demand and are a short-term measure to alleviate poverty and unemployment (Buch and Dixon, 2009; Thwala, 2011).

Frequently, PWPs are implemented by developing countries such South Africa, Ethiopia, Botswana and Kenya, with diverse objectives, ranging from covariate shocks, protection of households from temporary unemployment and poverty alleviation to part-time employment creation (McCord, 2005; Bokolo, 2013). Countries such as Botswana, Argentina, Kenya, India, Indonesia, South Africa and Bangladesh have a history and experience with PWPs in fighting chronic poverty and unemployment. These countries have established large-scale PWPs since 1979 (Devereux and Solomon, 2006; Del Ninno *et al.*, 2009).

Employment has been provided for millions of people in developing countries by the PWP programmes (Devereux and Solomon, 2006; Del Ninno *et al.*, 2009). In the Indian state of Maharashtra, for example, the most famous and largest, running since the 1970s, and most studied programme is the Employment Guarantee Scheme (EGS) (Devereux and Solomon, 2006; McCord, 2005). According to Del Ninno *et al.* (2009), the EGS was introduced to provide guaranteed employment for poor people during droughts and to help build local infrastructure. However, according to Devereux and Solomon (2006), the EGS in Maharashtra has been criticised by farmers for reducing the availability of agricultural labour during the farming season. The farmers' concern emanates from the fact that they have lost labour to the EGS, because farmers are unable to pay the higher wages to attract labour away from the EGS employment opportunities.

A second key component of the PWPs is training and skills development (Bokolo, 2013). According to the International Labour Organisation (ILO 2003), skills development provides an important means of stimulating employment creation and resolving unemployment. Table 2.1 provides a list of best practice from various studies. Through skills development, the labour force can acquire the necessary skills to take up employment in jobs with requirements for higher skills. Countries experiencing rapid globalisation and competitive pressure, such as South Africa, need to invest in skills development and the training of their workforce to ensure development and the maintenance of their competitive edge (ILO 2003). According to best practice (see Table 2.1) training should consist of structured classroom training, includes practical work experience Nieman *et al.* (2008). The marked increase in *per capita* income in several East Asian countries in an unusually short period of time can be ascribed to skills development (Ligthelm 2006). This

"miracle" should be replicated in other developing countries in the world, including South Africa.

Table 2.1 List of best practice for entrepreneurship training, from various studies

Best practice
Provide training and skills development (Bokolo, 2013; Coetzer and Louw 2012; Buch and Dixon, 2009; Kobokana, 2007)
Monitoring and evaluation process (Mangoale, 2009; Brown, 2003)
Provide SETA credited training (EPWP, 2007)
Mentorship and support (Muntolwana *pers. comm.,* 2009; Nieman *et al.* (2008)
Networking support (Ntuli and Allopi 2013; Coetzer and Louw, 2012; Nieman *et al.* 2008)
Training to insist on class room time (Nieman *et al.* 2008)
Focus on practical skills (Brink *et al.* 2003)
Start-up capital/Microfinance (Coetzer and Louw, 2012; Fanta, 2012)

Training and capacity development are an important focus area for the PWPs as it is imperative to develop skills for people to become entrepreneurs or to be employable (Lal *et al.,* 2010; Bokolo, 2013). For example, the Young Micro Entrepreneurs' Qualification Programme in Peru was implemented by a Peruvian NGO. It started in 1999 as an initiative to counteract the significant lack of entrepreneurial skills among young people (Puetro, 2007). The objective of the programme was to improve earnings and quality of life of beneficiaries, by providing assistance and training in the development of business plans and the creation of profitable businesses. According to Puetro (2007), the programme target population consists of economically disadvantaged young people between 15 and 25 years old, with entrepreneurial skills or owning a small and/or informal business. This initiative has been recommended, as it has made a significant impact in increasing the probability of operating a business, increasing income and, most importantly, creating work capability for the beneficiaries.

Some PWPs have a strong training component that allows beneficiaries to gain relevant skills required for them to gain permanent employment (Bokolo, 2013). Lal *et al.* (2010) feels that all

workers should receive training in the technical area in which they are employed and a combination of basic skills provided by formal education. Argentina's *Jefes y Jefas,* for example, supported both the completion of formal education and job-specific training such as computer literacy, construction and health and educational support, to foster both individual and group capabilities (Lal *et al.*, 2010). The *Jefes* has an option for beneficiaries to work for payment, or to take part in training or education activities for four to six hours a day in exchange for payment (Bokolo, 2013). Lal *et al.* (2010) revealed that a common shortcoming of many programmes was that training was treated as an add-on and a type of fringe benefit, rather than as a means of improving the productivity and quality of employment.

There is criticism that PWPs focus only on relieving current needs, rather than helping to achieve sustainable poverty alleviation. Del Ninno *et al.* (2009) recommended that PWPs must include exit strategies such as skills training and entrepreneurship schemes to assist people in their transition into employment.

Nieman *et al.* (2008) feels that mentorship (see Table 2.1) is the key component in entrepreneurial development, which requires a supportive relationship between the inexperienced entrepreneur and an expert. Linking trained contractors with people who are in business, or with people with more experience, could prove to be a successful strategy in developing successful trained contractors (Coetzer and Louw, 2012). Nieman *et al.* (2008) reiterates that mentorship involves the transfer of knowledge and experience, but excludes the performance of essential daily functions on behalf of the mentored. Mentorship should be utilised to help trained contractors to pave their way in the development of business ventures and avoid potential pitfalls. It affords trained contractors an opportunity to benefit from the individuals who have extensive experience in the industry. In addition, mentors can share their experiences and good lessons learned and provide a useful network system. On the negative side, Phaladi and Thwala (2008) view poor mentoring as a limiting factor to emerging enterprise in South Africa.

2.3 Definition of an entrepreneur and business success factors

Defining an entrepreneur remains a challenge, as academics and researchers never seem to come to a consensus on the definition (Nieman *et al.*, 2008). According to Maccleod (1989:4), "*an*

entrepreneur is an individual who perceives an opportunity to make a profit and has the ability to set about combining factors of production in such a way that a profit is realised". From the historical perspective, the word entrepreneur is derived from the French word "entre" (to enter) and "prendre" (which means to undertake), and in a general sense is someone who starts or operates their own business or tries a new opportunity (Kobole, 2009; Tengeh *et al*., 2012). The term is frequently used to refer to *"an individual who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying opportunities and assembling the necessary resources to capitalise on those opportunities"* (Smit, 2000:4). All authors are in agreement that an entrepreneur builds something from practically nothing and usually reinvests their earnings to expand the enterprises or create new enterprises. An entrepreneur may be drawn by desire to create something new or building something tangible (Kobole, 2009). Other words that characterise an entrepreneur include spontaneous creativity, innovative, dynamic, ability and willingness to make decisions in the absence of solid data, perseverance, versatility, commitment and reasonable risk orientation (Nieman *et al.,* 2008).

For the purpose of this study, the following definition has been developed: An entrepreneur is an individual who, upon participating in the WfW and EKZNW IAS programmes, has gathered the necessary resources and is able to utilise training and skills acquired from the programmes to capitalise on new business opportunities, or to be employable with other companies.

According to the above definition of an entrepreneur, a trained contractor can be an entrepreneur. It is suggested that any contractor development programme that does not include training and capacity building in technical, managerial and entrepreneurial skills is bound to fail to attain its goals of development in the aforementioned (Kobole, 2009). Kobole (2009) is of the opinion that it is important to have a focused development programme that entails the provision of assistance to the trained contractors in developing their skills, competencies and knowledge, in such a manner that will enable them to operate their businesses on a sustainable basis. Nieman *et al.* (2008) supported the sentiments and stated that training and development should include views on, and encourage, entrepreneurship. A positive attitude to taking a calculated risk should be cultivated and information about the management process should be given.

Trained contractors intend to grow their businesses and are responsible for job creation and contribute directly to the growth of the country's economy (Nieman *et al.*, 2008). Döckel and Ligthelm (2005) believe that entrepreneurs hold the key to economic growth, development and success.

Only certain types of people can become successful entrepreneurs (Smith, 2000). The success of a business depends on the working capital investment and the good will of the customers (Schaefer, 1981). Maccleod (1989) explains that starting a business does not need capital only, it needs personal qualities. Training and the size and nature of a business can play a critical role in its success. Mitchell (2000) cautioned that for a business to be successful, the company needs to find a sector that is not being catered for properly, make a unique market, have special skills needed by the market and have information about the customers.

According to Ligthelm (2010), small business growth depends on clear, positively motivated business intentions and actions of the owner to achieve the desired outcomes. The term growth refers to an increase in some quantity over time. According to Döckel and Ligthelm (2005), from a business perspective, one would expect company growth to be associated with an increase in the size of the business. Various approaches have been used to measure the growth of a business including size, age, number of people employed, increase in the market share, employment opportunities provided, growth of revenue and new businesses created (Döckel and Ligthelm 2005; Tengeh *et al.,* 2012).

Döckel and Ligthelm (2005) are of the opinion that small business success is guided by the integration of the intentions of the owner, assisted by the ability of the business to grow and its opportunity to grow. Therefore, to measure success, a standard or benchmark must have been set, against which the results can be compared (Tengeh *et al*., 2012). Döckel and Ligthelm (2005) feels that in business different dimensions have been used as success indicators, for example size of annual turnover, capacity and capability, profit and employment growth are commonly used to measure success. According to Tengeh *et al*. (2012), the fundamental indicators of success and growth include the duration of the business and the increment in financial capital.

Coetzer and Louw (2012) are grappling with the question if entrepreneurship is teachable at all. They suggest that there is good evidence that an entrepreneur can be developed through appropriate training. Nevertheless, authors such as Henry *et al.*, 2003 cited in Coetzer and Louw 2012), feel that, despite a growing body of knowledge in the small business sector, there is still uncertainty about whether training can, in fact, contribute to individuals becoming successful entrepreneurs. In this regard it will be interesting to discover if the training offered by the WfW and EKZNW IAS to trainee contractors is effective and will lead to trained contractors becoming successful entrepreneurs at the end of the programmes.

2.4 Trained contractors within the WfW and EKZNW IAS programmes

According to the WfW and EKZNW IAS programmes perspective, it is vital to have a clear understanding of what a trained contractor is and why the programmes are committed to entrepreneurship or employability. This study uses the definition of the Department of Labour (DoL) for a trained contractor. Other term, such as "emerging contractor", are also used by the DoL. For the purpose of this study, the two terms are used interchangeably and refer to contractors who are trained specifically to become entrepreneurs or employable.

According to the DoL, trained contractor refers to historically disadvantaged individuals (HDIs) who own, manage and control the business and are still overcoming business impediments arising from the legacy of the past (DOL, 2009). HDI is a term used to describe those who were repressed under the apartheid regime. HDI include non-whites, females and disabled persons (Martin and Root, 2010). For this study trained contractors are defined as individuals who have set up their small businesses and conduct work for the WfW or EKZNW IAS programmes. These people are not employees of the WfW or EKZNW IAS programmes, but have commercial contracts with them and are paid for quantities of work completed (Pillay *pers. comm.,* 2009. Trained contractors are responsible for completing contracts, as specified by the WfW and EKZNW IAS programmes, and recruiting and managing their teams and equipment. Workers are hired by trained contractors, in consultation with the WfW and EKZNW IAS Project Manager and enter into an employment contract with them (Coetzer and Louw, 2012).

Figure 2.1 illustrates the envisaged outcome by the WfW and EKZNW programmes in developing trained contractors to be successful entrepreneurs or employable. Reading from the left, it starts by identifying the WfW and EKZNW IAS as the implementing agents of the programmes. The WfW is funded by the Department of Water Affairs and Forestry (DWAF), now the Department of Water Affairs (DWA), while the EKZNW IAS programme is funded by the provincial Department of Agriculture and Environmental Affairs (DAEA). They are both key stakeholders in this process and are responsible for running the programme. The implementing agents are not responsible for providing training, as all training is conducted by private service providers (Coetzer and Louw, 2012). However, they are responsible for the monitoring and assessment of the course contents, the number of classes attended and the number of training programmes completed.

The WfW and EKZNW are fulfilling their social responsibility of providing employment to individuals within the community. The training needs and employment profiles are undertaken to discover the skills available within the individual. The process involves the identification of appropriate training and support needed. The intended outcome was to increase knowledge and skills and improve business knowledge. For trained contractors, the overarching goal of participation in the programme was the development of entrepreneurial skills, so that following their exit from the programme, after a mandatory two years, their team are able to continue accessing income opportunities in their communities, independent of the programme (Buch and Dixon, 2009). The ultimate outcome was to have successful, trained contractors who are able to run their business successfully or are employable with other companies.

Within the WfW and EKZNW IAS programmes context, the trained contractor enters into the programme with the aim of acquiring training and skills development to run successful businesses or be employable after two years (Muntolwana *pers. comm.*, 2009*)*. Put differently, the programme seeks to build the trained contractor's capacity to execute a certain amount of work under the programme, with the aim of creating trained contractors who are able to compete successfully in the open market (Phillips, 2004; Sadan, 2008; McCord, 2006).

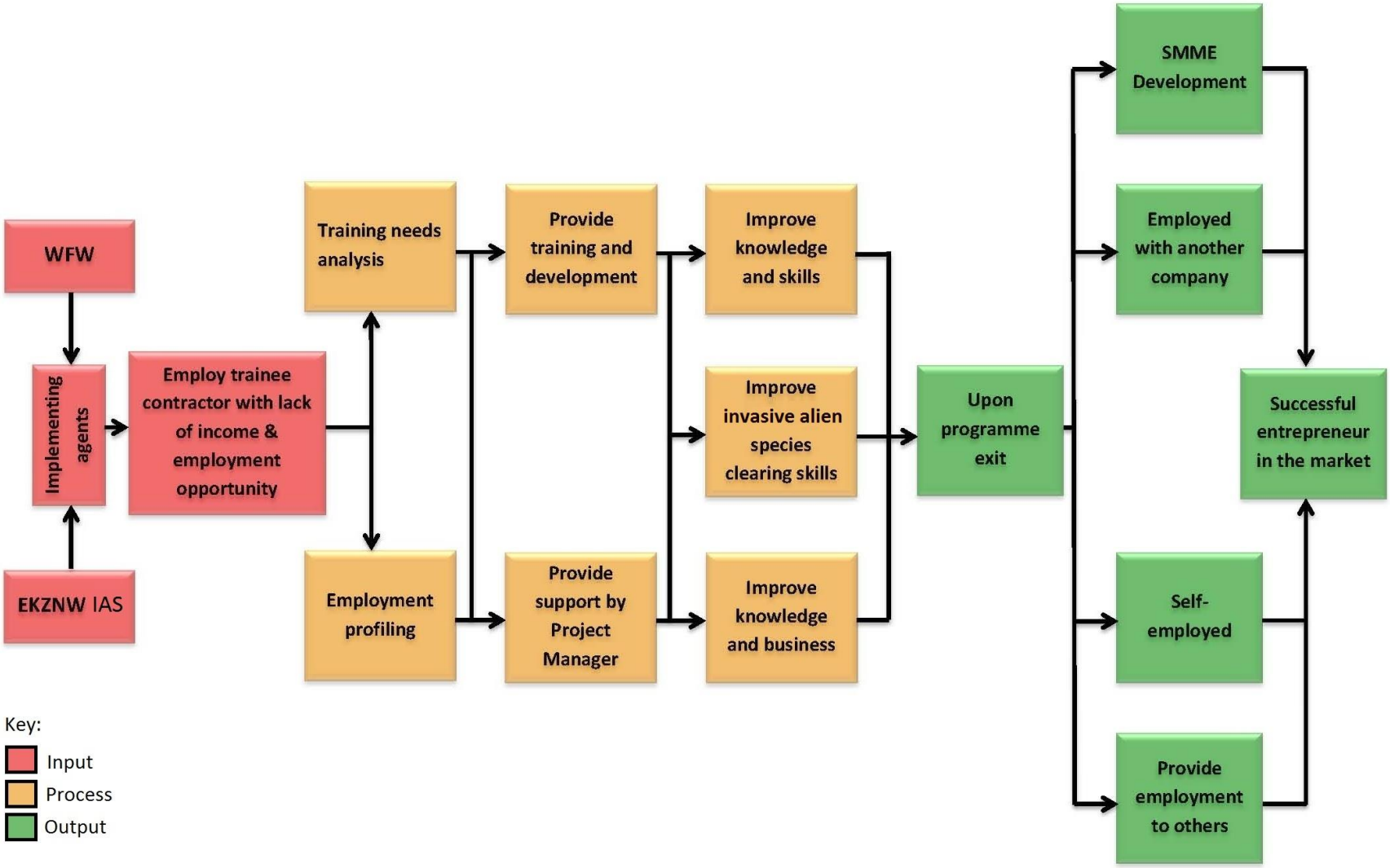

Figure 2.1 Flow diagram showing WfW and EKZNW IAS's envisaged vision in developing successful trained contractors; designed by Makhiseni Myeza.

Training and skills provided in the programme empower the trained contractors to be self-sustaining and, as a result, have the potential to compete for tenders within the government and broader market (Buch and Dixon, 2009). However, according to Nieman *et al.* (2008), some doubts have been expressed that the education and training system in South Africa prepares people to be job seekers rather than of job providers.

The training programme covers work-related skills, namely technical skills and life skills (Sadan, 2008). In practical terms, all workers are exposed to an induction course on the nature and the aims of the WfW and EKZNW IAS programmes and practical skills in clearing invasive alien plant species (Mangoale, 2009). The focus of training was to teach the skills required for safe and effective clearing of invasive alien plant species, using mechanical equipment, herbicides and cutting tools (Coetzer and Louw, 2012). The trained contractors and workers are trained extensively on the identification of invasive alien plant species and herbicide application, with the objective of equipping them to be the leaders of their teams. Coetzer and Louw (2012) emphasised that functional training in clearing alien vegetation was an obvious element to include in the programme, since this was the first step in training contractors to remove alien plants. However, McCord (2008) cautions that most of the beneficiaries received training in life skills and human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS awareness, rather than in skills that are in demand in the labour market. McCord (2008) laments that job creation without skills development did not lead to sustainable employment.

Coetzer and Louw (2012) criticise McCord's notion, in that these skills are vital in the well-being of society, especially in rural areas. They pointed out that a small section in the training programme is dedicated to HIV/AIDS awareness. They emphasise that such training provides trained contractors with a brief overview of how HIV/AIDS can affect a team's work and how trained contractors can support individuals who are HIV positive. It indicates that trained contractors have a responsibility to ensure that people with HIV/AIDS are not victimised or discriminated against. According to Mangoale (2009), for each contracting team, two HIV/AIDS peer educators should be appointed, one male and one female.

Once the trained contractor is awarded contracts and starts work, further training is provided on an ongoing basis (Coetzer and Louw, 2012). Training is referred to as contractor training; this includes technical management and development of skills, business principles, business finance, human resources, how to obtain future work, health and safety and First Aid (Buch and Dixon, 2009). They are trained on how to manage a team, on good management practices and on conflict management. Trained contractors also receive social development training. This training component consists of a range of unique training areas, as prescribed by the EPWP, and is provided by recognized external service providers (Coetzer and Louw, 2012). The topics include diversity management, personal financial management, entrepreneurial skills, technical skills, accounting, people management and HIV/AIDS awareness (Buch and Dixon, 2009). This training was aimed at equipping trained contractors with skills that can be used to secure other employment opportunities, to identify career paths available and to pursue business and entrepreneurial opportunities (Mangoale, 2009).

The WfW and EKZNW IAS programmes are designed in such a way that trained contractors receive initial training and then start working on their contracts, while receiving further training (Coetzer and Louw, 2012). Trained contractors receive continuous support from the WfW and EKZNW IAS Project Managers during all of the project phases. Project Managers are experienced individuals, who are able to provide guidance and support to trained contractors (Muntolwana *pers. comm.*, 2009). Their key responsibilities involve overseeing the trained contractor's projects and ensuring that the contract was completed according to the required standard (DWAF, 2007). The support usually entails guidance on developing WfW quotations, checking compliance with clearing requirements, health and safety standards and minimum conditions of employment for workers (Coetzer and Louw, 2012). Trained ccontractors are expected to require less support from Project Managers as they mature and gain more experience.

After receiving this training and support, some are successful in business enterprises and employability, while others are unsuccessful (Muntolwana pers. comm., 2009). There are many factors that contribute to the failure of trained contractors in their endeavours to become successful entrepreneurs or employable (Mangaole, 2009).

2.4.1 Recruitment and selection criteria for trainee contractors and workers

The recruitment and selection criteria of trainee contractors and workers to participate in the WfW and EKZNW IAS programmes are that the person should reside next to the protected areas or in the poorest geographical areas. The target areas are identified to possess high levels of unemployment, extreme poverty and in water catchments with high levels of alien vegetation infestation (Buch and Dixon, 2009). The selection criteria for trainee contractors entailed the WfW and EKZNW IAS entering into a contract with a contractor, normally a prominent member of the community with adequate resources to run a small business (Pillay *pers. comm.,* 2009; Mzimela *pers. comm.,* 2009). The criteria for selecting trained contractors are that a person must be a South African citizen who is literate, must have matriculation, not be formally employed or receiving a state grant (DWAF 2008). The person must be of good character, self-disciplined, self-motivated and be able to insist on good work and strict discipline (Coetzer and Louw, 2012).

The target population for workers consists of the most needy, 'poorest of the poor,' impoverished and unskilled individual who has limited success in finding long-term employment opportunities (Coetzer and Louw, 2012). Traditional leaders were used to identify potential beneficiaries from single-headed households, those that are unemployed or those that are regarded as the poorest of the poor in their communities (Mangoale, 2009). Sadan (2008) challenges this process as being exposed to nepotism, as there are no checks and balances in place to temper the power of the contractor. Consequently, the WfW and EKZNW IAS programmes have developed an open and transparent advertising and selection process. The trainee contractor positions are advertised in the local media (usually the local newspaper). The selection steps consist of an interview and/or a written test (Mzimela *pers. comm.,* 2009). This selection criterion was developed to ensure the implementation of equity targets, as determined by The Code of Good Practice (Phillips, 2004; Mangoale, 2009).

The recruitment of trainee contractors is the responsibility of the project steering committee, in consultation with the traditional leadership of the area concerned (Phillips, 2004; Buch and Dixon, 2009). The Code of Good Practice requires that relevant community-based organisations

(CBOs) be consulted regarding the selection of workers to be employed in the project (EPWP 2007).

According to Sadan (2008), interviews are recommended as a technique used to choose a suitable candidate. Interviews are conducted and a successful candidate is appointed and starts work. Preference is given to a potential candidate with limited business opportunity or experience (Mangoale, 2009). After the trainee contractor has been appointed, the trainee contractor hires selected members of the community who are poor, but able to work in the project to clear invasive alien vegetation (Pillay *pers. comm.*, 2009; Mngomezulu *pers. comm.*, 2009).

The recruitment of project participants from the local community was done to support economic empowerment at the local level. The WfW and EKZN IAS programmes focus strongly on the employment of women, given the reality of women's position and status within South Africa. A gender analysis was concerned with the social roles and interactions of men and women in society, their access to resources, remuneration for work, exercise of authority and power, as well as participation in cultural, political and religious activity (Sadan, 2008). The following section deals with the consideration of gender in these programmes.

2.4.2 Gender consideration

The highest unemployment rate tends to be concentrated in rural areas and is highest among African women and youth with no previous work experience. Mangoale (2009) points out that in South African society, statistics indicate that women are particularly marginalised, followed by youth and people with disabilities. It was estimated that 52% of South Africa's total population are women, of whom 57% live in rural areas (Buch and Dixon 2009; Mangoale, 2009). These poor women find themselves socially excluded, in that they are usually denied access to control of resources due to unequal cultural and legal barriers (Mangoale, 2009). Buch and Dixon (2009) corroborate that unemployment was higher among women than men. The high number of women having no education makes it more difficult for them to find employment.

To address these inequalities, the WfW and EKZNW IAS programmes consider affirmative action criteria in the targeting of participants. In that the selection criteria used must be in line with the affirmative action targets set by the Ministerial Determination of Special Public Works Programme, which are employment targets of 60% for women, 20% for youth and 2% for disabled people (Sadan, 2008; McCord, 2006; Buch and Dixon 2009). The WfW and EKZNW IAS programmes have set definite parameters in the selection of workers, requiring that they give preference to women, female-headed households, youth, the disabled and households coping with HIV/AIDS (Phillips, 2004; Buch and Dixon, 2009). The programmes explicitly target women for capacity building to improve their employability and entrepreneurship. Reasons for participation by women include: family income optimisation strategies; the preference of women for public works activities, compared to other activities available to them; and payment of equal wages or wages higher than those otherwise available to them (Lal *et al.*, 2010). This was based on the fact that, historically, women have been less represented in the workplace (Lal *et al.*, 2010).

Del Ninno *et al.* (2009) pointed out that there are still social barriers preventing woman from active participation in the EPWP programmes. Devereux and Solomon (2006) concur, in that gender quotas are sometimes impossible to achieve in the workforce, due to the nature of work that was incompatible with women's physical strength and capability. They base their contention on the fact that infrastructure projects like the construction of roads or dams involve heavy manual labour, which was believed to be unsuitable for women (Devereux and Solomon 2006; Del Ninno *et al.*, 2009).

The other obstacle preventing woman from participating in labour-based programmes relates to their domestic productive and reproductive responsibilities. In Zambia, for example, in road projects women bring their babies to the project site, carry them on their backs while working or bring older children along to look after the baby. The women breastfeed between programme tasks. This had a serious negative ramification for the school attendance of older children and the programme was blamed for condoning a form of child labour (Devereux and Solomon, 2006).

2.5 Definitions and concepts of training and learning

Training has been the subject of debate, with various functions and definitions. Some authors define training as the ability of an organisation to develop skills and knowledge to do present and future jobs (Ayodeji *et al.*, 2011). It narrows the gap between what the individual knows or does and what he/she should know or do. Conversely, others see it as an important employee motivator (Barret and O'Connell, 2001 cited in Ayodeji *et al.*, 2011). The simplest and most commonly used definition "*is the acquisition of knowledge and skills for presently known tasks"* (Ghufli, 2009:4). According to Ghufli (2009), training serves to help increase upward mobility within the organisation, to adjust workers to the technological changes affecting the workplace, and often simply to introduce people to the world of work at the entry level. Training from a company's perspective adds to human capital and is a means of securing workplace commitment (Ayodeji *et al.*, 2011). Ntuli and Allopi (2013) stress that investing in appropriate training was vital and leads to improvements in productivity and, in the long run, to cost savings. Training should lead to qualifications recognized by other institutions and should enable employees to demonstrate the level of attainment and competence reached.

Training is defined by Kidane (2008) as the process of acquiring specific skills and developing individuals' capabilities to perform a job better. From these definitions it was evident that training was an important activity within an organisation which improves employees' performance and provides them with the skills and knowledge required to perform their duties according to set standards (Ghufli, 2009). Training activities focus on learning the skills, knowledge and attitudes required to initially perform a job or task or improve upon the performance of a current job or task (Ghufli, 2009). The purpose of training was to support the achievements of the organisational goals by increasing the skills of its employees (Brown, 2003).

Training was usually offered when current work standards are not maintained and when this situation can be ascribed to a lack of knowledge, skills or poor attitudes among individual employees or groups in an enterprise. Training was also presented as a result of new technological innovation and because it may be required to satisfy the future needs of the organisation. Training plays a major role in the success of organisations and in promoting

economic growth (Balogun, 2011). For the purpose of the present study the key focus of the training was to build trained contractors' capacity, to empower them with knowledge and skills, so that they can perform their duties according to set standards and run their own businesses profitably with minimal external assistance. Therefore, for the purpose of this study, the researcher used the definition from the Department of Labour:
"Training is regarded as a critical component that strives to equip workers with skills that can be used to secure other employment opportunities and assist them to identify possible career paths available to workers exiting the programme" (Department of Labour, 1997:25).

Florence and Rust (2012) pointed out that, while many organisations spend millions of rands on advanced training facilities, the best presenters and the most expensive training techniques, this is still no guarantee that the training will assist in delivering competent employees. They maintain that there are numerous conditions that must be in place before training can be gauged as successful. Those conditions include performance evaluation, training instructions, the present and the future support from the training programme and an environment that encourages change. Therefore, if trained contractors are to be successful and survive in business, they need to undergo a training programme on the importance of good financial management. An organisation usually facilitates employees' learning through training, so that their modified behaviour contributes to the attainment of the organisation's goals and objectives.

The Oxford American Dictionary defines learning as the process of acquiring knowledge, skills, norms, values, understanding through experience, imitation, observation, modeling and studying, by being taught or as a result of collaboration. Sarason (2004: 22) defines learning *"as a process that occurs in an interpersonal and group context, which is always composed of an interaction of factors to which we append labels such as motivation, cognition, emotion and attitude".* Sarason traces his understanding of learning from the tradition of Robert Thorndike and John Dewey. According to Thorndike's theory of learning, as cited by Sarason (2004), learning emphasises that human behaviour determines ones' pedagogical practice, while Dewey's focuses on the experience of learning in context. Sarason (2004: 22) stressed that learning *"runs through one's lifespan from birth to adulthood as a result of interactions with other people and the world"*.

This clarifies the fact that learning has no age limit and that the adults within an EPWP can also learn from each other and from the world.

Politis (2005), cited in Coetzer and Louw, 2012, pointed out that entrepreneurial learning is affected by the context in which learning takes place, the content of what is learned, and the processes through which learning occurs. Coetzer and Louw (2012) are of the opinion that the art of entrepreneurship is mainly learned in the business environment through inductive, practical and social experience and not in an educational setting.

Brink *et al.* (2003) opine that entrepreneurship training material is a vital component of entrepreneurial learning. They explain that course material should be focused on the practical application of concepts and procedures. Training material that was developed according to the levels of education of participants increases the likelihood of achieving the training objectives. Therefore it was vital for WfW and EKZNW IAS programmes to have a conducive environment, where trained contractors can learn how to run and operate a successful business.

2.5.1 The training cycle

The training cycle is a constant flow of preparation, application and evaluation. Irrespective of the nature of the training being conducted, it involves many processes (Florence and Rust, 2012).

According to Mangoale (2009), the training process adopted by the WfW and EKZNW consists of four stages, namely: identification of training needs, design of the training, training delivery and monitoring and evaluation (Figure 2.2) (Mangoale, 2009). The implementation phase consists of organising materials, resources and conducting training. Curriculum development is the most important part in a training programme, after the need for training has been identified. The curriculum specifies what will be taught and how it will be taught, that is, the training content (Kidane 2008). It provides the framework and foundation of training. The important components of curriculum development are training content, methodology, resource persons, duration of training, training venue and appropriate course materials (Kidane 2008, Mangoale, 2009). Lastly, the evaluation phase determines the effectiveness, relevance and impact of

activities in the light of their objectives. Figure 2.2 depicts the ideal processes of the training cycle. It explains the sequential processes involved to achieve an effective training programme.

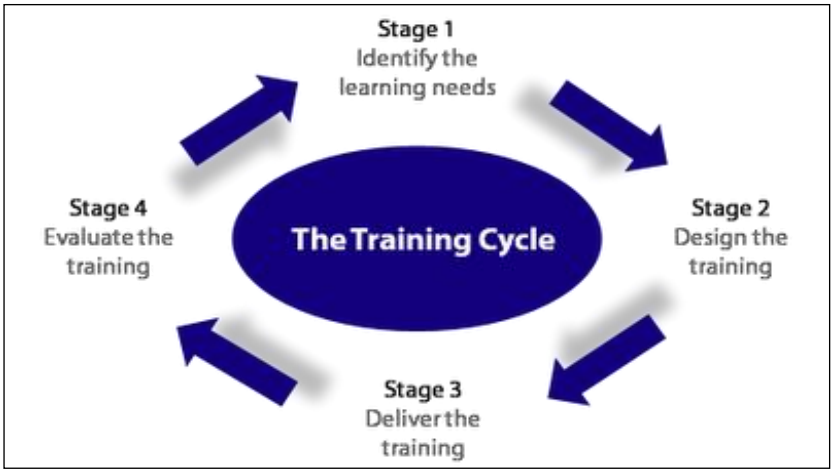

Figure.2.2 The training cycle (*source:* McPolin, 2009:1).

2.5.1.1 Identification of training needs

It is well acknowledged that one of the most important steps in training development is conducting a training needs analysis. This first step in the training process focuses on the process of deciding who and what should be trained (Ghufli, 2009). Training needs analysis is defined by Brown (2003:569), *as an ongoing process of gathering data to determine what training needs exist so that training can be developed to help the organisation accomplish its objectives.* Training needs assessment refers to the process whereby such training needs are identified, prioritised and selected for specific action, as part of the training programme (Kidane, 2008). It helps those who identify training needs to consider why the training is required and its expected outcome and impact (EKZNW, 2009). Training needs analysis is primarily conducted to determine where training is needed, what needs to be taught and who needs to be trained (Ghufli, 2009). Training needs are the basic necessities or requirements for training. They are those essential and indispensable skills which a person lacks or requires. In the EPWP context, before any kind of training is delivered they are required to identify the training needs within their organisations, to succeed and attain the desired outcomes of the training programme (Mangoale, 2009).

There are a few terms that can be used to refer to the process of the identification of training needs. The most common terms are either training needs analysis or training needs assessment. Although both terms are often used interchangeably, and many writers regard them as similar, Ghufli (2009) considered them as different. The purposes of training needs assessment are three-fold: to identify performance gaps, to prioritize them and to address the most important ones (Ghufli, 2009). Training needs analysis was the process adopted to investigate the reasons for the gaps (Holton *et al.,* 2000 cited in Ghufli, 2009). However, the present researcher believes that both of these terms are closely related and designed to identify training needs within an organisation, so the two terms are used interchangeably in this study. For the purposes of this study the terms are used to emphasize the fact that training should be customized, meaning that training was not a case of one size fits all.

Conducting training needs assessment was instrumental in the success of a training programme (Brown, 2003). Training needs assessment was conducted to identify training goals, areas of knowledge or skills that training should accomplish with learners that can meet organisational goals (Kidane, 2008; Mangoale, 2009). Therefore it was a gap between the existing and desired levels of competencies. Thus, if the knowledge and skills of a person are lower than desired, the gap was significant and there was a need for training. Brown (2003) concluded that without a better understanding of training needs, training efforts are, at best, randomly useful and, at worst, useless.

In the WfW and EKZNW IAS programmes context, the Project Manager, in conjunction with the Training Co-ordinator, are responsible for the identification of training needs (Mzimela *pers. comm.,* 2009*).* Their role was to collect information at project level from all employees, to establish training needs for the financial year (Mangoale, 2009; Mzimela *pers. comm.*, 2009). In preparation for training, skills audits are conducted and training intentions are identified according to the results of the skills audit analysis (EKZNW, 2009). The skills should be relevant to the EPWP projects and the community around the project. Pillay *pers. comm.*, (2009) asserts that skills audits help to identify learners' prior knowledge, competencies and experience level prior to training. They also intend to improve the employability of the beneficiaries when the project has come to an end. The training readiness of beneficiaries and their levels of education

must be determined before appropriate training was recommended. Once the training needs are identified, training was scheduled for the period and all trained contractors are informed of the training schedule (Mzimela *pers. comm.*, 2009).

According to the WfW and EKZNW IAS programmes, the challenge identified was that the skills profiles of people employed in projects are diverse (DWAF, 2008). Typically, their educational background may range from those with no basic formal education to people who have completed matriculation and possibly tertiary education. Workers could be young or older, male or female, itinerant or geographically stable. Consequently, with such a diversity of people, planning training that was relevant to each individual's needs was difficult. Therefore the effect of the training programme in equipping trained contractors to start business enterprises or be employable was compromised.

2.5.1.2 Design of the training or development programme

In training design, one needs to consider how to achieve the learning objectives that have been set (McPolin, 2009). It may be that a practical session, where the learner gets hands-on experience of using an instrument or piece of equipment, was most suitable. In some tasks a theory session, where the concepts relating to the task can be fully understood, was appropriate (McPolin, 2009). When designing the training, one needs to consider the way in which people learn and be aware of the differences in learning styles (McPolin, 2009). In general, adults learn well if the training was relevant to what they will do in the workplace, so it was important to use case studies and realistic exercises in the training (Kidane, 2008). There was a need to design training in line with the needs of different segments of the unemployed labour force. For example, the training needs of young people differ from those of rural, female household heads. The youth are likely to have many years as labour market participants ahead of them. Mobility to relocate in search of employment thereby increases, while for rural, non-mobile, female household heads, an identical training investment may be less productive (McCord, 2004). Training methods can be grouped under lectures and presentations, demonstrations, exercises, case studies, practical sessions, question and answer sessions, role playing, discussion groups and e-learning (Kidane, 2008). The trainer must consider the time and other resources available for training.

2.5.1.3 Delivery of training

Delivery of training was the implementation phase. Once the design phase has been completed, the implementation of the training course starts. Implementation was the point where a trainer activates the training plan and puts it into operation (Kidane, 2008). The implementation of the training programme was the responsibility of the subject matter specialist. Many training programmes have failed due to poor implementation, which usually reflects inadequate preparation (Kidane, 2008). According to Mangoale (2009), within the WfW and EKZNW IAS programmes, trainees are selected for training as per their training needs. Different job categories are clustered together to form training groups. Training was then scheduled for periods consistent with the number of days required.

2.5.1.4 Training, monitoring and evaluation

Training can never be effective if it was not properly assessed (Brown, 2003). Monitoring and evaluation determines if the training need, that was, the difference between the required performance and the actual performance, has been satisfied. To ensure that the training intervention has met the intended objectives, participants should be monitored and evaluated. Monitoring and evaluation was a systematic process of collecting, presenting, analysing and reporting data for and about a training activity which can be used for planning and guiding decision-making and assessing the relevance, impact and effectiveness of various training components (Kidane, 2008). According to international best practice (Table 2.1), the purpose of monitoring and evaluation in the training programme was to determine if trainees learned new skills and attitudes or a body of knowledge (Brown, 2003). It allows for the identification of skills gaps and enables the organisation to find workable methods to close or narrow these gaps (Florence and Rust, 2012). Florence and Rust (2012) insist that evaluation of the training programme will ensure that the course material can be amended to reflect any changes to the immediate environment of trainees.

The work environment can be adapted to provide an opportunity for the trainees to transfer new skills from the classroom to the workplace (Florence and Rust, 2012). This stage will help those who evaluate the learning programme, or who respond to developments in learning, or plan and

introduce improvements in learning interventions (Kidane, 2008). Monitoring and evaluation was necessary to assess the effectiveness of the training programme. It can be used as a training aid (Balogun, 2011). It provides regular feedback, by which the trainer was informed on the areas of strength and weaknesses (Balogun, 2011). The absence of a monitoring and an evaluation process undermines the importance of continuous learning and impedes a culture of development and growth (Florence and Rust, 2012). However, the study conducted by Mangoale (2009) discovered that training received was not always assessed, monitored and evaluated on a continuous basis, as required by the Memorandum of Agreement (MoA). She pointed out that the lack of strategic direction, expertise and monitoring and evaluation resulted in an unsustainable effort towards poverty alleviation.

A common way to evaluate training was for learners to complete a questionnaire at the end of the training, in which they provide feedback to assess whether or not what they were taught was useful and what they thought of the facility and the trainer (Kidane, 2008). This information was useful and can be used to improve training in the future.

2.6 Training and skills development

Training and skills development has, over the years, become more popular within most organisations (Florence and Rust, 2012). Skills development refers to the process of building the capacity of individuals to be able to do things, to perform tasks, to create things, and to do these to specified standards EPWP, (2007). Thwala (2011) states that the labour market is increasingly demanding highly skilled labour, while the demand for the semi-skilled and unskilled labour is decreasing. A vast number of South Africans need new skills to keep up to date with the demand placed upon them by new technology, different management styles and improved service delivery (Florence and Rust, 2012). The training and development of employees was necessary to ensure a constant supply of staff who are knowledgeable and skilled and who are able to aspire to career development in management positions (Florence and Rust, 2012). Ligthelm (2006) supported the idea, in that jobs in today's economy require increasing levels of training and skills. As a result, workers with the required skills and training will enjoy higher wages and experience little unemployment.

Ligthelm (2006) showed that the unemployment rate was highest among those with an education of between grade four and grade 12. Unemployment was lower among the lower qualified groups and the lowest among the highest education group (Ligthelm, 2006). This confirms that only a small number of unemployed come from the more highly skilled category.

2.6.1 Training under the WfW and EKZNW IAS programmes

This section focuses on the interventions that are in place to develop skills and training of trained contractors within the WfW and EKZNW IAS programmes. The section discusses the content and processes followed in training and skills development.

Compared to other international case studies, one of the most unusual features of the WfW and EKNZW IAS programmes was the commitment to provide the unemployed with formal training and experiential skills development, particularly accredited training (Hemson, 2007). The main aim of training was to enhance their prospect for future employment or enterprises, once participants complete the programme (McCord, 2005). Skills development has been identified as a key requirement for economic growth in South Africa and for the economic empowerment of the previously disadvantaged majority. Training of employees was regarded as a critical component set by the guidelines and policy statement of the WfW and EKZNW IAS programmes. Failure to meet these training obligations will seriously hamper the sustainability of job opportunities (McCord, 2006; Devereux and Solomon 2006; Sadan, 2008). Hemson (2007) feels that training provides the leverage for future commitment to the exit strategy into more future training and sustained employment. Such training has a high value among the beneficiaries, particularly as it was seen as a stepping stone to further advancement (Hemson, 2007).

In the WfW and EKZNW IAS programmes, the success and failure of trained contractors also depends on access to training, since it was the critical factor in the operation of these contractors (Devereux and Solomon 2006; Mangoale, 2009). The WfW and EKZNW IAS programmes have an extensive training programme, aimed at ensuring that beneficiaries have the required skills to

participate in short-term work opportunities (Muntolwana *pers. comm.*, 2009). Training was meant to equip workers with skills, so that they can perform their jobs and acquire skills that can be used when they leave the programme (Kobokana, 2007). The WfW and EKZNW IAS programmes' training was informed by the overall EPWP framework and the individual needs which have provided training that has taken many forms, including functional skills (work-related skills), contractor development skills and life skills training e.g. diversity management (gender and race) (Mangoale, 2009). These are shown in Table 2.2.

The WfW and EKZNW IAS programmes are the implementing agents in this regard. They are, however, not responsible for providing training. According to Mangoale (2009), the responsibility of skills training for the labour market was assigned to the Department of Labour (DoL) in the *Skills Development Act* (Act No. 37 of 2008). The main aim of the *Skills Development Act (Act No. 37 of 2008)* was to enhance the quality of life of all employees. The Act aims at facilitating mobility and progression, training and career paths. To enhance the quality of education and training, redress of past unfair discrimination in education and improvement of employment opportunities was essential (Mangoale, 2009). It was envisaged that, by increasing the competency levels of all employees, real value will be added in institutional and organisational effectiveness. This Act was promulgated to address the skills shortage and develop and improve the working skills of people, so that the economy can grow. To carry out the objectives of the strategy, the DoL set up Sector Education and Training Authorities (SETAs) (Nieman *et al.*, 2008). The SETAs should not only be responsible for the promotion of standards and training, but should take up the task of teaching employers to organize and implement training programmes effectively.

McCord (2008) stresses that the sustainability of the training acquired are dependent on the individual's ability to find further work on the basis of received skills. However, Tobias (1999) pointed out that it was sometimes not the lack of skills or of training credentials that prohibit economic advancement, but the lack of economic prospects or opportunities in the area. It remains an open question if these long-term effects will in fact materialise, even if the short-term outcomes are achieved (Coetzer and Louw, 2012). Therefore an assertion that acquiring skills

and work experience will be followed by employment or business enterprise may not necessarily be true, as advocated by other authors (McCord, 2008; Mangoale (2009).

Table 2.2 depicts the list of training courses offered by the programmes, which cover functional skills (work-related skills), contractor development skills and life skills training e.g. diversity management. Most of these courses are applied in the contractor training component of the CDM initiated by Coetzer and Louw (2012) and much can be learned from the model.

Table 2.2 The list of minimum training courses offered and their duration

Courses attended	**Duration of training (No. of days)**
Functional training	
Induction	5
Machine operation	5
Herbicide application	5
Life skills	
Diversity (race & gender)	3
Contractor development	
Technical management	10
Financial and administration management	8
Entrepreneurial skills	10
People management	5

Source: The WfW and EKZNW IAS training manual, (2007).

Training was an important benefit to workers and is crucial for the government's commitment to job creation and poverty alleviation (McCord, 2006; Hemson, 2007). The reasoning of providing skills training and work experience are intended to increase the capacity of workers to earn an income after completing the programme and are instrumental in reducing frictional unemployment (Devereux and Solomon 2006; McCord, 2006; McCord, 2005; Mangoale, 2009). There was an assumption that training offered to workers would equip them to start their own businesses or find new jobs (Kobokana, 2007; Sadan 2008). However, McCord (2006) pointed out that the training which workers receive was limited and does not enable them to start their own businesses or find new jobs (McCord, 2006).

According to McCord (2006), while the quality of the training was widely praised by workers and contractors, its adequacy in equipping workers to perform key tasks during their EPWP employment, it was not seen as valuable for employability. She maintained that workers, contractors and service providers did not consider the training offered under the EPWP as likely to improve future employment performance. The main reason was that the duration of the

training was too short and the content was limited to the skills required for satisfactory execution of a specific job (Sadan, 2008).

2.6.2 Non-accredited training development programmes

An important aspect that impacts on the relevance of training to the needs of the economy was the recognition of the training qualification and the accreditation of training institutions and courses (Mahlangu and Sekgotla, undated). Unless the training and qualifications acquired meet the criteria of the end-user of such training, no meaningful social and individual returns on investment in training can be expected and a large degree of waste, frustration and underemployment may result (Mahlangu and Sekgotla, undated).

According to the WfW and EKZNW programmes, it has been recognised that the nature of work within the programme was temporary. Consequently, the provision of accredited training in itself was a contribution towards the exit process, as trained contractors would accumulate credits, which would lead to a full qualification after participating in the programmes (Mangoale, 2009). Furthermore, the programme has, over the years, noted the need to change the training programmes to suit the global and economic needs of the country (Mangoale, 2009). Hence the need to improve the training programme and provide accredited training as per the agreement in the MOA and the *Skills Development Act (Act No. 37 of 2008).*

The EPWP (2007) emphasised that according to the best practice all training provided must be aligned to the unit standards and training must be provided by SETA-accredited training providers (Table 2.1). The *Skills Development Act* (Act No. 37 of 2008) states that a skills programme must be occupationally based and provide a credit towards a qualification registered in the National Qualifications Framework (NQF) (DoL, 2009). It must address identified skills needs and make use of an accredited service provider. The provision of accredited training was one of the objectives in securing future employment and in justifying the application of a low wage policy (Hemson, 2007). According to the EPWP training manual (2007), accredited training was that in which both the training course and the accredited training provider are accredited by the South African Qualification Authority (SAQA).

Accredited training should consist of sustainable training interventions that will equip the trained contractors with skills that will improve their quality of life, that are functional and that will encourage entrepreneurial endeavours (Hemson, 2007). Accreditation improves the quality of training, as it indicates that the institution has the necessary expertise to conduct specific training. According to Bokolo (2013), the jobs created in the programme were unsustainable, because the training provided as part of the programme did not last long and was often not accredited. This meant that those who left these programmes were not equipped with the necessary skills to acquire employment elsewhere.

McCord (2006) discovered that, according to the survey conducted for the Department of Transport in the Western Cape, much of the training offered was not SETA accredited, since it was provided by the Department of Labour (DoL) and not consistent with the SETA training norms recognised by the sector.

2.6.3 Duration of employment

The main challenge of the training programme emanates from the short-term nature of the employment, which does not provide sufficient time for training. Bokolo (2013) was concerned about the programme, as far as employment creation and skills development are concerned; her concern was related to the minimum standards for the duration of employment. The duration of employment in the EPWP was minimal, such that the programme could not make a significant contribution to unemployment. In addition, the jobs created in the programme were not sustainable because the training provided as part of the programmes did not last for long and was often not accredited. Many projects are too short or too small to enable effective integration of training and work for all beneficiaries. The aftermath of the short-term nature of the projects makes it impossible for the beneficiaries to be trained in extended training interventions such as yearlong learnerships (McCord, 2008).

The length of the contract period was another factor that emerges. In spite of the fact that participants claim to understand that EPWP jobs are only temporary, there was a strong feeling

on their part that the contract was too short (Hemson, 2007). For example, in the study undertaken by Buch and Dixon (2009) in the Western Cape, it was revealed that the WfW contractor and ex-contractors were not happy with the short-term nature of the employment. The contractors stated that the imposed two-year limit on beneficiaries in the programme was similarly regarded by the contractors as a serious issue. Despite recognition of the need to spread the benefit widely, most contractors express a wish to remain in the programme for longer (Buch and Dixon, 2009). McCord (2008) stresses that the duration of employment associated with public works limits the opportunity for the accumulation of capital or material goods required to facilitate or increase micro-enterprises.

2.6.4 The development of Small, Medium and Micro-Enterprises (SMMEs)

The promotion of the development of Small, Medium and Micro-Enterprises (SMMEs) was seen as a strategy of addressing job creation, poverty alleviation equality and social stability (Nieman *et al.,* 2008). The SMMEs contribute immensely to economic growth and development (Brink *et al.,* 2003; 2006; Thwala and Phaladi, 2009). In South Africa, the term SMME is used to describe a diverse range of activities that differ in size, sector, ownership structure and formality (Ndabeni, 2008). They explore new opportunities, have relatively low capital and tend to create more jobs than bigger companies (Döckel and Ligthelm 2005).

Heinonen and Akola (2007) believe that the SMME sector was widely considered as the driving force in addressing the challenges of job creation, economic growth and inequality in developed and developing countries. Nieman *et al.* (2008) opine that the success of other leading countries in the world, such as the United States of America, England and Japan, have proven that the only growth sector in the economy was the small business sector, driven by entrepreneurs. Döckel and Ligthelm (2005) concur that most of the additional jobs created are derived from a small number of small businesses. Therefore it is vital that SMMEs be developed to a level where they will effectively manage their enterprises from the perspective of sustainability, which, in turn, contribute to the socio-economic development of society at large (Kobole 2009). The important contribution of these SMMEs to employment creation, poverty alleviation and income generation has been recognised by developing world governments, including the South African government (Brink *et al.,* 2003; Ligthelm, 2006; Thwala and Phaladi, 2009; Ligthelm, 2010). They have been

given prominence in many development plans and in the strategies of many donors (Thwala and Phaladi, 2009).

The belief was that SMMEs have the potential to create employment and generate income, especially for the economically marginalised rural communities and poor people (Nieman *et al.*, 2008). Empirical evidence suggests that SMMEs are an essential tool in creating employment, especially in developing economies such as South Africa, China and Brazil (Mbuli, 2008). Döckel and Ligthelm (2005) conclude that creating an enabling environment, with favourable market conditions, combined with support to trained contractors and would be a catalyst for job creation and economic growth. SMMEs play a critical role in absorbing large numbers of unskilled labour entering new markets, expanding the economy in innovative ways, leading to improved human capital. SMMEs constitute the majority of enterprises in many sectors (Mbuli, 2008). Given the important role SMMEs play in creating employment and their potential to contribute towards empowering the economy, the WfW and EKZNW IAS have committed to support SMMEs.

Brink *et al.* (2003), however, assert that millions of rands are being lost on business ventures because of essentially avoidable mistakes and challenges. They believe that SMMEs often have good ideas and are competent, but they do not know on how to run a business and have no appreciation of business fundamentals. One of the main reasons for the failing of small businesses was inadequate management skills, while black SMMEs are further hampered by a lack of work opportunities, access to training and access to finance (Thwala and Mvubu, 2009). All these factors have a negative impact on the trained contractor's ability to run successful businesses. Therefore it is essential for WfW and EKZNW IAS to have a focused training programme that entails the provision of assistance to trained contractors in developing their skills and knowledge, in such a manner that will enable them to operate their enterprises on a sustainable basis.

2.7 Factors affecting the success and failure of trained contractors

Challenges encountered by trained contractors are numerous and can be described as being financial, managerial and environmental in nature. According to Brink *et al.* (2003), the

environmental variables which exert the most impact on the success of a business relate to crime, unemployment, inflation, interest rates and exchange rates.

In South Africa, an unacceptable and disappointingly high percentage of small businesses have a tendency to fail to develop into a sustainable enterprise due to cash flow problems that arise because they could not manage growth (Nieman *et al.,* 2008; Martin and Root, 2010). During their first two years of existence, small businesses have a tendency to fail to develop into sustainable enterprises due to inadequate knowledge and lack of experience (Nieman *et al.,* 2008; Martin and Root, 2010). This is not only true for South Africa, but also a common phenomenon in the rest of the world (Brink *et al.,* 2003). Taking into consideration the high failure rate of new small businesses and their importance to the national economy, it is important to look at how barriers facing entrepreneurs can be overcome (Brink *et al.,* 2003; Nieman *et al.,* 2008).

Trained contractors face a myriad of challenges when starting and managing their business enterprises. According to Martin and Root (2010), many small businesses share several obstacles such as lack of business and managerial skills, lack of opportunities, financial constraints, legal barriers and human resources skills. Underlying most of these factors contributing to business failure are a general lack of knowledge for pricing, contractual rights, procedures, low management techniques and technology deficiencies (Martin and Root, 2010). Lacking these skills can hamper the business ventures of trained contractors in many ways, including limiting investors who perceive the low-skilled entrepreneur as an increased risk. Martin and Root (2010) recommended that trained contractors need to gain knowledge that will foster their sustainability and competitiveness in the marketplace.

The challenges faced by the SMMEs stem from the fact that their contribution to the national employment growth rates remains low (Mbuli, 2008). Job creation through SMMEs usually takes protracted periods of time before any significant results are evident Mbuli (2008). In addition, obstacles originate from economic and business systems surrounding enterprises. The key constraints facing trained contractors in South Africa are not different to the challenges encountered by trained contractors in other developing countries. For example, Swaziland has

the same challenges as South Africa (Thwala and Mvubu, 2009). This section discusses factors that affect trained contractors in becoming successful entrepreneurs or employable.

2.7.1 Lack of financial skills

Brink *et al.* (2003) found that financial management is an important trait within the endogenous environment of a small enterprise and it presents numerous potential barriers. One of the objectives of the programme is to create opportunities for the trained contractors, so that they leave the programmes with skills that make them more marketable and eligible for further employment (DWAF, 2007). The overall strategy to achieve this objective was through offering accredited training and on-the-job training. In the business sector, financial and business operations skills are key ingredients to entrepreneurial success and sustainability of any business (Smit, 2000). The failure is attributed, Smit (2000) states, to one of the biggest weaknesses with small businesses, namely poor control over finances and inadequate financial management in many small firms, which usually causes the firm to be short of money.

Lack of financial sources is often reported as the major barrier experienced by businesses (Brink *et al.*, 2003). Trained contractors fail because of their inability to source finances, business training and resources, and a shortage of managerial skills, which eventually leads to insolvency. The acquisition of the necessary resources for business start-up has been noted to be a daunting challenge (Tengeh *et al*., 2012).

In most cases, this is not due to the low priority attached to it by new entrepreneurs, but by a lack of business skills (Thwala and Phaladi, 2009). The contractor fails to keep records of daily transactions and cannot account for expenses incurred during the month (Thwala and Phaladi, 2009). Thwala and Mvubu (2009) emphasised that trained contractors in business do not keep adequate financial records and lack financial management knowledge. Lack of good record-keeping and financial management skills could result in problems such as poor cash flow management, inadequate labour supply and insufficient turnover. Nieman *et al.* (2008) emphasise the importance of having accurate, meaningful and timely information to manage business well and to make good decisions.

Understanding business and macro-economic dynamics needs management skills that can be enhanced through appropriate experience and training (Döckel and Ligthelm 2005). Other owners are unable to separate business activities and family situations and look for alternative sources of income to cater for the basic needs of the family (Thwala and Phaladi, 2009). Some trained contractors employ family members because of kinship relationships; consequently these turn out to be undisciplined and ineffectual and lead to business bankruptcy (Thwala and Phaladi, 2009). Trained contractors tend to manage their businesses themselves and do not employ qualified workers, thus reducing operating costs.

Ntuli and Allopi (2013) state that financial mismanagement and management incompetence have been cited among the attributes that leads to the prominence of business failures. They have suggested that there needs to be training amongst entrepreneurs on matters relating to financial management. Book-keeping, tax planning, budgeting and cash flow management are examples. This training will assist contractors to uplift their business skills and provide an opportunity to venture into business and be employable.

2.7.2 Lack of access to credit and finances

The most common problem reported by South African SMMEs is a lack of access to finance (Ntuli and Allopi, 2013). Without adequate financial assistance a business cannot flourish and prosper (Mbuli, 2008). Young people, and people from rural areas, are particularly unlikely to have start-up capital. As far as these programmes are concerned, trained contractors are provided with tools and equipment to start their contracting businesses (DWAF, 2007). Trained contactors are expected to pay back the equipment at no interest and at a depreciated value (Coetzer and Louw, 2012). In addition, trained contractors are allowed to add up to 20% of the labour costs to their total contract price for capital build-up purposes or for profit for developing their businesses. By removing the responsibility of trained contractors to provide start-up capital, the programmes address a serious barrier that many trained contractors face.

Lack of financial support after completing the programme is the most important obstacle experienced by trained contractors (Thwala and Mvubu, 2009). In developing countries, trained

contractors rely on government for financial support. This trend has not produced the enterprise result for a considerable number of emerging contractors. Their cash flow cannot withstand long periods before payment is received. Thwala and Mvubu (2009) add that high competition among trained contractors has contributed to an increase in financial failure of the emerging market, causing the market to become unsustainable.

Lack of finance and access to affordable loans, due to lack of collateral are additional factors, in that everyone who gets credit from the bank is subjected to high interest and financial risk management charges that makes the contracts unprofitable (Thwala and Mvubu, 2009). Fanta (2012) cautions that one of the impediments to development of a vibrant business sector in a developing country, such as Ethiopia, is entrepreneurs' inability to raise start-up funds, due to unwillingness of bank's side to extend loans without collateral. The problem of lack of financial support compels the trained contractors to seek help from the informal financial sector such as money-lenders. As a result, many businesses die out a few years after establishment, due to inability to raise funds for working capital (Fanta, 2012).

2.7.3 Lack of entrepreneurial skills

Entrepreneur skills include management skills, the identification of entrepreneurship opportunities and the development of networking abilities needed for learning (Coetzer and Louw, 2012). Nieman *et al.* (2008) assert that networking is a useful instrument in terms of "know-how", as critical external relationships contribute to business success. There is substantial evidence that suggests that networking is important for entrepreneurs. In an Irish study, for example, interaction with other entrepreneurs was identified as one of the vital benefits of involvement in a one-year entrepreneurial programme (Henry *et al.*, 2003 cited in Coetzer and Louw, 2012). Ntuli and Allopi (2013) reason that networking seems to be the most important activity in making a success of any business and a critical factor for growth. Networking helps with meeting other people who might have better experience in dealing with weakness. According to Coetzer and Louw (2012), providing trained contractors with networking opportunities could be even more beneficial in rural or low-income areas, where limited potential business opportunities exist.

Management competence is often determined by the availability of management and financial information. The needs in the second economy can be addressed through promoting entrepreneurship, beginning with the educational system where people are introduced to a business and entrepreneurial culture (Ligthelm 2006). This sentiment is shared by Florence and Rust (2012), who add that the methods and techniques used to conduct business have changed radically over the decades. They are of the opinion that these changes have been driven by the advancement of information technology and the development of innovative thinking and ideas. Ndabeni (2008) feels that the main challenge facing SMMEs in South Africa relates to access to technology and information. Too many competitors and the lack of acquisition of skills and managerial expertise in technology and information is increasingly becoming the heart of the modern economy, and access to information is essential for the success of a business. Thus a lack of access to information and technology inhibits trained contractors from entering foreign markets and restricts their ability to establish foreign partnerships.

2.8 Conclusion

This chapter presented a review of the literature on the background of trained contractors, particularly the effect of training provided by the WfW and EKZNW IAS programmes. It emerged from the literature that training is an important aspect of the WfW and EKZNW IAS programmes and can be used as an appropriate tool for addressing high unemployment and poverty in the country. These projects are meant to equip trained contractors with skills and knowledge to effectively perform their duties and to acquire skills that can be used once they leave the programme. This chapter has sought to discuss the applied best practice with regard to training programmes and entrepreneurial skills.

It became evident that SMMEs play a vital role by contributing to economic growth and employment creation, which results in provision of socio-economic benefits to the country, and alleviate poverty. The South African government recognises the importance of developing a strong SMME sector. According to Nieman *et al.* (2008), it is internationally accepted and acknowledged that the SMME sector is an essential factor in promoting employment and development. It is critical, therefore, to have a clearly focused training development programme

that includes the provision of assistance to trained contractors in developing their skills, knowledge and competencies in such a manner that will enable them to operate their enterprises in a sustainable manner.

The literature review made some contributions, in that it quantifies some of the important factors responsible for the success or failure of trained contractors. The identification of trained contractors' problems and the development of appropriate training programmes to address these challenges should assist in equipping contractors with the necessary skills to survive in today's competitive environment. The following chapter looks at research design and methodology, population and sample selection, data collecting procedures and methods of observation.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

3.1 Introduction

Chapter Three presents an overview of the concepts that influenced the data collection and analysis process. To fully understand the challenges encountered by trained contractors and the extent which they influence their success to start a viable business, an empirical survey was conducted. The primary objective of this study was to gauge the effectiveness of the training programmes of the WfW and EKZNW IAS in equipping trained contractors to start business enterprises, or to be employable upon programme completion. To assess, using selected criteria, the applicability of the training programmes provided by the WfW and EKZNW IAS against best practice in such programmes. The goal of this chapter is to outline the methods that the researcher used to collect the required data.

The chapter starts by outlining the research design and selected methods used for this study and justification their use. A detailed explanation is provided on how population selection, sample and sampling methods and questionnaire and survey design were developed. Appropriate permission was sought and granted from WfW and WKZNW IAS to conduct the study. The process of data collection commenced as soon as approval was granted. In the remainder of the chapter, the ethical clearance procedure and pilot study are described.

3.2 Research design

Research design is the blueprint or the overall plan according to which the researcher intends to conduct the research (Ghauri *et al*., 1995; de Vos *et al.,* 2002; Welman *et al.,* 2005). It is a model of proof that allows the researcher to draw inferences concerning causal relations amongst the variables under investigation. Ghauri *et al*. (1995) believe that a research design should be effective in producing the required information within the constraints placed on the research, such as time, budget and skills. The research design was a mixed approach; characterised by the collection, analysis and mixed quantitative and qualitative data. Using this strategy, the

researcher collects the quantitative and qualitative data simultaneously, to compare the findings and produce conclusions. The method the researcher used to get the best practice for an entrepreneurship training programme was to conduct an extensive literature review (see Table 2.1).

Before conducting the survey, the implementing agents (WfW and EKZNW) officials were approached to seek permission to engage selected trained contractors and other officials. Once permission to conduct this study had been approved by senior management, the process of data collection commenced. The researcher obtained a list of names and contact details regarding all trained contractors who have participated in the programme. The researcher used a combination of purposive and random sampling to identify a sample of respondents. The selected participants were those who were convenient and appropriate for the study. Participants were widely dispersed throughout the province and some had changed their contact details and could not be traced. The other respondents assisted the researcher in locating some respondents, as they had moved to other provinces such as the Eastern Cape and Gauteng to seek work.

3.3 Research methods

3.3.1 Qualitative and quantitative survey research

In this section, the research methods are outlined. The study was designed within the qualitative and quantitative research paradigms, in which a triangulation of two methods was utilised to collect and analyse data. In this regard, questionnaires and structured interviews were used. Qualitative methods focused on meaning, understanding processes, behaviour and experience and provided descriptive data, as perceived by the individuals or groups studied. It investigates the "why" and "how" of decision-making, compared to the "what", "where" and "when" of the quantitative research method, which the researcher with critical insight into participants' perspectives and the processes and context that may have affected outcomes. In the qualitative research approach, the aim was to gain first-hand experience of a situation. Qualitative research offers good results because it gives the researcher an opportunity to interact with the individuals being researched. Collins *et al.* (2007) claim that qualitative methods can be used to better understand any phenomenon about which little is yet known. It can also be used to gain new

perspectives on things about which much is already known, or to gain more in-depth information that may be difficult to convey quantitatively. Qualitative methods are thus appropriate in situations where one needs to first identify the variables that might later be tested quantitatively, or where the researcher has determined that quantitative measures cannot adequately describe or interpret a situation (Creswell, 2009).

In contrast, quantitative research methods are more empirically rigorous, impartial and objective and were used to permit generalisations to be made about a larger population, on the basis of small, representative samples (Welman *et al.,* 2005). The advantage of these methods was to enable a comprehensive understanding of the phenomenon by providing a broad overview. A disadvantage was that, by focusing on the comparison and representatively of data, they stop at a rather superficial level of analysis (de Vos *et al*., 2002).

A combination of qualitative and quantitative methods has been strongly recommended in social research (Welman *et al.,* 2005). The purpose of using multiple methods was that it allows the study to complement the strengths and weaknesses of each method. The present researcher used both of these methods, to offset the weaknesses inherent within one method with the strengths of the other method (Creswell, 2009). A combination of both methods provided the researcher with more comprehensive and insightful information regarding the impact of the programmes. An additional reason for using both methods was to overcome any bias which is inherent in a single method approach and adds value to the debate.

3.3.2 Population selection

When discussing a population in research, it does not necessarily mean a number of people. It is a collective term used to describe the total quantity of cases of the type which are the subject of the study (de Vos *et al*., 2002). A population is defined by de Vos *et al*. (2002) as the term that sets boundaries on the study units. It refers to individuals in the universe who possess specific characteristics. For the results to be generalizable, the sample must be representative (Welman *et al*., 2005). It is impractical and uneconomical to involve all the members of the population in a research project (Welman *et al*., 2005). The target population for the purpose of this study was

all 47 trained contractors who participated in the WfW and EKZNW IAS programmes, after completing the mandatory two years of service within the programme.

If the time-frame and resources had permitted, this research would have included all 47 trained contractors, but this was found to be practically not feasible. On this basis, the study population was narrowed to 26 respondents. The reason for the sample size was that the researcher had no choice but to take who-ever was available (Bless and Higson-Smith, 1995). The total number of questionnaires completed and returned was 25, consisting of 19 trained contractors, four Project Managers and two entrepreneurs. This figure compares closely with the 26 questionnaires initially planned for the survey. The geographical location of the sample population was in the KwaZulu-Natal province, in six identified areas, namely, Bergville, Hlabisa, Midmar, Donnybrook, Underberg and Richmond.

3.3.3 Sample size and sampling methods

The time and funding available to conduct the research influenced the sample size drawn. Though a larger sample size was preferable, to reduce sampling errors and to increase the likelihood that the sample was representative of the population, this was not possible in the present study. Non-probability sampling, called purposive sampling, was used to solicit the responses of : (i) nine trained contractors who have been on the programme and have started businesses or been employed; (ii) ten trained contractors who have been on the programme and have not started businesses or been employed; (iii) four officials (Project Managers) from the implementing agents WfW and EKZNW IAS programmes; and (iv) two community members who have not participated in the programme and have started a business or been employed. Purposive sampling is the method in which particular persons are deliberately selected for the important information they can provide, relevant to the subject matter (Nachmias and Nachmias, 1976).

In non-probability sampling, there is no way of specifying the probability that each unit has of being included in the sample and there is no assurance that every unit has some chance of being included (Nachmias and Nachmias, 1976). The advantage of non-probability samples was that

they are less complicated, convenient and more economical, which, under certain circumstances, may out-weight the risk involved in not using probability sampling (Nachmias and Nachmias, 1976; Welman *et al.*, 2005). The advantage of probability sampling was that it enables the researcher to indicate the probability with which sample results deviate, in differing degrees, from the corresponding population value (Welman *et al.*, 2005).

Non-probability sampling, known as purposive or judgmental sampling, was adopted in this study. Interviews were held with four Project Managers from the WfW and EKZNW IAS programmes, who were engaged on account of their knowledge, expertise and current employment that predisposed them to better understand the challenges faced by the programmes. It was important that their side of the story be heard, as it could complement or contradict that told by the trained contractors. The purposive selection of officials and community members was undertaken with the aim of targeting those with direct expertise and experience in the field. Trained contractors were thus fundamental to the study. The researcher wanted to see how they had fared after their participation in the WfW and EKZNW IAS training programme.

When using non-probability sampling, the researcher purposively selects the particular units of the population which constitute the sample, on the basis that the small mass that they select will be typical or representative of the whole population (Ghauri *et al*., 1995). This sample was chosen on the basis of what the researcher thought to be a normal person (Bless and Higson-Smith, 1995). It became evident that random sampling would have been less appropriate and would most probably have given less representative information for the study. In this way, randomness, though appropriate in other contexts and for certain studies, would have impeded understanding in this particular study. However, the major shortfall in this type of sampling was that it relies more heavily on the subjective consideration of the researcher than on scientific criteria (Bless and Higson-Smith, 1995).

3.4 Data collection

The data collection process was conducted from 14 to 30 March 2011. The data collection process was undertaken by the researcher, who initially contacted the trained contractors

telephonically and secured an appointment to explain the process thoroughly. Specifically, this study employed a combination of questionnaires and structured interviews to collect primary data from the respondents (community members, selected trained contractors and officials). A questionnaire was chosen because it allows for data from a number of people to be gathered and analysed. A questionnaire was designed in English, but if the need arose it was translated to isiZulu for the respondents during the interview. The responses were recorded in English.

In the structured interviews, the interviewer used a collection of questions from a compiled questionnaire known as an "interview schedule". Welman *et al*. (2005) contended that in structured interviews, the interviewer should keep as much as possible to the previously formulated questionnaire, to prevent different interviewers from collecting data that was not comparable.

3.4.1 Questionnaire and survey design

Though interviews are time-consuming, and run the risk of introducing research bias in interpreting the responses, they offer control and flexibility in gathering the required information (Welman *et al.*, 2005). A series of questionnaires (Appendix 1, 2, 3 and 4) were designed to collect relevant data from the respondents. To ensure construct validity, a draft questionnaire was initially formulated by the researcher and refined in discussions with the research supervisor.

The questionnaires were developed to capture data related to the following themes:

- Respondents' demographic profiles and background information such as age, gender, disability, employment status and level of education.
- Employment before joining the programme and current employment status.
- Provision of training within the WfW and EKZNW IAS training and development programme.
- Content, relevance and effectiveness of the training provided to trained contractors.
- Employment opportunities provided by trained contractors.

Factors contributing to the success and failure of trained contractors to start their own businesses.

Questionnaires were designed containing both closed-ended and open-ended questions, to provide for both qualitative and quantitative responses. Closed-ended questions were those in which the respondent was given multinomial responses to choose from, making it easy to compare and standardise responses during data analysis (Smit, 2000; Welman *et al.,* 2005). The negative point was that they could introduce bias, either by presenting choices that would not have been considered or excluding answers that the respondent might have chosen (Nachmias and Nachmias, 1976). Closed questions are more appropriate than open-ended ones when the aim of the research was to elicit agreement or disagreement of the respondents on a specific point (Nachmias and Nachmias, 1976). A Likert scale was used in the questionnaires. A Likert scale was the most popular type of scale in social sciences and was used to measure multi-dimensional attitudes (Welman et al., 2005). Participants were able to select, from the five options, their level of agreement or disagreement with each question. This five-point rating scale gave participants an opportunity to select a positive, negative or neutral answer. The scale was set out as follows: Strongly disagree = 1; - disagree = 2; - neutral = 3 - agree = 4; - strongly agree = 5.

Open-ended questions give respondents answers to choose from, but are phrased so that the respondents are encouraged to explain their answers and reactions to the question, with a sentence or a paragraph. Respondents were asked a question without any prompting, with regard to the range of answers expected (Smit, 2000; and Welman *et al.,* 2005). Open-ended questions were used in this study, to allow respondents to express their views freely, without any restrictions (Welman *et al*., 2005). The strength of open-ended questions was that the respondent's answer was not influenced by the interviewer or the questionnaire (Welman *et al*., 2005). In spite of these advantages, open-ended questions are difficult to answer for respondents and even more difficult to analyse (Nachmias and Nachmias, 1976). Mixing both open-ended and closed-ended questions helped reduce disadvantages in question form, as both approaches have advantages and disadvantages.

The interviews in this study were conducted on a face-to-face basis. The interview gave an in-depth understanding of the issues at hand and allowed the researcher to comprehend the subject matter. Questionnaires were not given directly to the respondents, but an interviewer asked a series of questions and responses were recorded on a standardised pre-coded sheet, with blank

spaces to record responses which were probed by open-ended and closed-ended questions (Welman *et al.*, 2005). This was done to ensure that all questionnaires were returned and non-response was eliminated.

Face-to-face interviews require the establishment of a relationship between the interviewer and the respondents. This ensures the immediacy of clarification of information and opinions, where necessary (Welman *et al.*, 2005). This format for interviews allows the researcher not only to focus on the content of the conversation, but on all the other factors that guide the conversation. For example, the researcher has an opportunity to probe for clarification and elaboration and also allow participation. The flexibility of this process can even guide and improve the direction of data collection and analysis of the study (Welman *et al.,* 2005). Face-to-face interviews were convenient in terms of time and cost. More importantly, by using face-to-face interviews, the problems of non-response and unreturned questionnaires were avoided. This was crucial, given the time limits in which the study was to be conducted and submitted.

All the interviews of the study were conducted in an area where the interviewee felt comfortable. For example, interviews with the trained contractors were conducted at their homes or workplaces. The interviews with the Project Manager and the two community members were conducted at their respective offices. Each interview took 30 minutes to 45 minutes to complete and all interviews were conducted by the researcher. The interviews were all conducted in English, but translation into IsiZulu was available. The researcher made notes on his notepad which were later transferred onto a laptop computer for ease of reference. At the end of the interview, the completed questionnaires were collected by the researcher. A total of 25 completed questionnaires were returned from the respondents who participated in the study.

3.4.2 Ethical clearance

Since social research involves human subjects, it was necessary that the process be ethical. This implies informed consent on the part of the participants, protecting the rights and anonymity of participants and respecting the participants' privacy and integrity in the researcher's approach.

The researcher completed an ethical clearance form. This is one of the University of KwaZulu-Natal Research Ethics Policy compliance requirements. All graduate and undergraduate students and staff members submit a clearance form for approval, prior to conducting a study.

In this study, the respondents were informed that participation was voluntary. They were at liberty to withdraw from the study at any time, should they so wish. The researcher assured the respondents that their rights of privacy were protected and that their identity would remain undisclosed. Respondents were therefore not named, but identified by number. Respondents were given the assurance that they would be indemnified against any physical and emotional harm. The respondents were assured that they would not be manipulated and no unethical tactics and techniques of interviewing would be used. This was done to ensure that ethical standards were maintained.

In this regard the role of the researcher was to be available to clarify and state the purpose of the research study. The information received from the respondents was treated with respect and as confidentially as possible. To minimize non-completed questionnaires, the researcher ensured anonymity and assured the respondents of confidentiality.

3.4.3 Pilot study

The questionnaire was put through a pilot study. Bless and Higson-Smith (1995) explains that a pilot study involves pre-testing the active programme on a small sample taken from the same community with which the programme was planned. The purpose of a pilot study was to assess the relevance and effectiveness of the questionnaires and to learn from peers how to improve on the presentation of the questions and to how improve on the efficiency and effectiveness of the questionnaire. This initiative allows the researcher to identify any difficulties with the methods and to gauge the accuracy and appropriateness of the instrument that has been developed (Bless and Higson-Smith, 1995). The pilot study can be viewed as a "dress rehearsal" for the data collection, procedure, identification, the time required and any problems encountered (Ghauri *et al.,* 1995; de Vos *et al.,* 2002; Welman *et al.,* 2005). To avoid wording error while phrasing the questions, the researcher needs to imagine how the respondents would understand and answer the

question and should be cognisant of the way their answers will be analysed (Bless and Higson-Smith, 1995).

A pilot study was conducted with three trained contractors and two Project Managers from the WfW and EKZNW IAS programmes who had not been interviewed before. The trial run had to ensure that the questions asked were unambiguous, and not misleading or yielding responses that were difficult to analyse and interpret. Participants were asked about the clarity of the items and whether they feel any items should be added or deleted. Based on the feedback from the trial run, some of the questions were reframed, as they were misunderstood by the respondents. The respondents used in the pilot study were not engaged in the main study. This was done to ensure that validity of the collected information was maintained.

3.4.4 Procedure

Prior to conducting the interview, informed consent form was secured from the respondents to confirm their willingness to participate in the study. The purpose and objectives of the study were briefly explained to the respondents. This assisted in putting them at ease. Respondents were assured that the questionnaire was confidential and they were encouraged to answer as honestly as possible.

3.4.5 Limitations of the study

The study experienced a few limitations. It was restricted to selected trained contractors who had completed the WfW and EKZNW IAS programmes in KwaZulu-Natal. Officials working on the programmes were easy to identify, but it proved difficult to schedule interviews with them owing to their busy schedules and, in many cases, they re-scheduled the meetings. This caused delays in completing the study.

There were limited financial resources on the researcher's side for logistical arrangements (personnel, transport and telephone costs) and the collection of primary data. The fact that the respondents were geographically scattered throughout KwaZulu-Natal was problematic. It was difficult to locate them, because some had changed their contact details and could not be

reached. Because of the time constraints and the limited nature of the scope of the study, the researcher was unable to observe the entire training programme of the WfW and EKZNW IAS.

There was initial resistance from certain Project Managers and trained contractors to participate in the study. This resistance stemmed from the fact that they are not permitted to divulge certain information to private individuals. The researcher explained to them that authority had been granted by senior management. Those individuals accepted the explanation and took part in the study.

The literacy level of some of the respondents was noted. The use of English was another barrier, since most of the respondents were from rural areas, where the home language is isiZulu. The limitation was, however, mitigated, as the researcher had to explain the questions in isiZulu so that they were able to understand clearly. Responses were recorded in English.

The study was impeded by the fact that some of the information was not available when requested. For example, there was no record of training completed by respondents available on request. This was overcome by sourcing information from the interviewees.

3.5 Method of data analysis

Data analysis refers to the process of bringing order, structure and meaning to the data collected (Welman *et al.,* 2005). It involves the numbering and classification of questions after field work. Once questionnaires were completed, time was spent going through each questionnaire in detail, with the intention of gaining an overview of the results. This enabled the researcher to identify common themes and patterns in the data, which led onto a process of data coding, describing and interpreting. In this way, data reduction was possible, leading to the organisation and compression of data which made it easy to draw an informed conclusion. The Statistical Programme for Social Sciences (SPSS) data package was used to analyse data in both quantitative and qualitative forms. Thereafter, Microsoft Word and Excel programs were used to create spread-sheets and to generate graphs and tables for presentation. Some statistical techniques employed included cross tabulation, percentages, histograms, pie charts and bar

graphs. The purpose of the graphs and pie charts was to provide visible representation of the sample.

3.6 Conclusions

Chapter Three discussed the research design and methods used to give credibility to the entire research process, based on the aims and objectives of the study. It outlined the population selection and sample selection, the data collection procedures and the pilot study. The latter assisted in improving the presentation of questions and the efficiency and effectiveness of the questionnaire. Chapter Four presents analyses and interprets data obtained using the methods described in Chapter Three.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of chapter Four is to present the data, analysis and interpretation of the study. The first section consists of the background and demographic profile of the respondents. It includes age, gender, disability and highest level of education. The second section focuses on prior knowledge and experience, training received, content and process of training, training needs identification, skills and competencies gained and the impact of training offered. The section attempts to compare the applicability of the training programme against the best practice with regard to training people to be employable or to start business enterprises.

Both quantitative and qualitative methods were used in data collection and analysis. In both methods, data can be analysed manually or by using a computer. The choice depends on the amount of data and type of analysis to be performed. The researcher chose to use computer analysis through an SPSS software package. Data was presented in both table and graph format. The purpose of the graph format was to provide a visual illustration of the sample. Data analysis assisted the researcher to reach conclusions and formulate recommendations that address the objectives of the research.

4.2 Background information

The sample for the study consisted of 25 participants, comprised of: (i) nine trained contractors who have been on the programme and have started businesses or been employed; (ii) 10 trained contractors who have been on the programme and have not started businesses or been employed; (iii) four officials (Project Managers) from the implementing agents WfW and EKZNW IAS; and (iv) two community members who have not participated in the programme and have started a business or been employed (Table 4.1). The response rate was successful, since all identified participants responded to the questionnaires, with the exception of one contractor who could not

be found, which brings the number to nine instead of the 10 targeted. One hundred percent of the questionnaires were used.

Table 4.1: Total number of participants

Total number of participants				
Contractor with business/employed	Contractor with no business/unemployed	Project Managers	Community member with business or employed	Total
9	10	4	2	25

4.3 Demographic profile of the respondents

This section describes the respondents involved in the programme. The demographic information consists of age, gender, disability and level of education. The demographic characteristics of the respondents are presented in Table 4.2.

Table: 4.2. The demographic profile of the respondents

Age	Responses	%	Gender	Responses	%	Education	Responses	%
18-35	6	29	Male	8	38	Primary	3	16
36-45	5	24	Female	13	62	Secondary	10	47
46-56	7	33				Matriculation	8	37
56>	3	14				University and other tertiary education	0	0
Total	21	100		21	100		21	100

4.3.1 Age categories of the respondents

Age is a key factor in determining aspects of quality of life. Age was investigated, as the researcher wanted to know if age had an impact on the effectiveness of equipping trained contractors in starting business enterprises or being employable.

According to the EPWP Ministerial Determination, 20% of the jobs must cater for young people between 18 and 35 years of age. The intention of this target is to expose young people to the labour market, education, experience of a job and the opportunity for skills development, recognising that these can reduce the level of poverty in a country (Sadan, 2008). The focus on

youth is important and consistent with the Ministerial Determination objectives that limited job opportunities and lack of education contribute to poverty. The experience of work teaches them the responsibility of going to work every day and getting to work on time (Sadan, 2008).

As can be seen in Table 4.2, 29% of the respondents were between 18 and 35 years. This demonstrates that the programme included youth as a target group, on the basis of Special Public Works Programme (SPWP) criteria. According to the Constitution of South Africa, youth is defined as the segment of the population that falls within the 18 to 35 year age category. This implies that those who participated fall within this category, a number which was greater than the 20% target set in the EPWP Ministerial Determination on employment of youth in projects. This can be regarded as over-achievement of the youth target. This means that this age group was accommodated in the programme. A quarter (24%) or five respondents were aged between 36 and 45 years. The data shows that the 46-56 years group had seven (33%) members. The remaining age group of 56 years and above had three (14%) members, which was the lowest. This may indicate that it is difficult to find a trained contractor older than 56 years who owns a business. This may reflect the fact that they are approaching pension age and could no longer work.

Figure 4.1 indicates that the trained contractors who have started a business or are employed (21%) were between ages 18 and 35 years old; 45% were between 36 and 45 years and 34% between 46 and 56 years. The data reflects that of the trained contractors who have not started businesses or been employed, 40% were 18 to 35 years old. Ten percent were 36 and 45, 30% were 46-56 and 20% greater than 56 years old. Lastly, the entrepreneurs shared 50%. Most people who are breadwinners fall within this category.

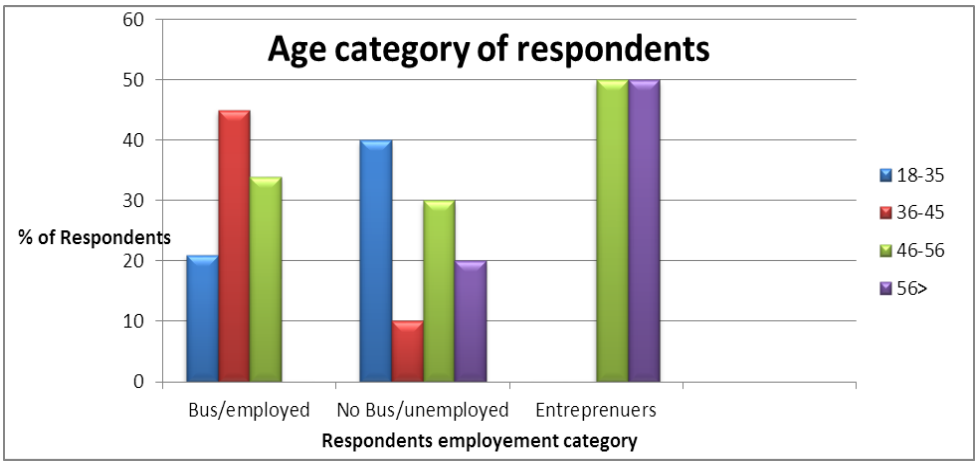

Figure 4.1: Age group comparisons of the respondents

Data indicate that the highest percentage of the trained contractors who have started business (45%) were between 36 and 45 years old. The results are in agreement with the study conducted by Nieman *et al.* (2008), who found that the highest number of entrepreneurs was in the 35 to 54 age group. They concluded that many of these people would have worked somewhere else before embarking on their business ventures.

4.3.2 Gender of the respondents

Table 4.2 indicates that female respondents were in the majority (62%), compared to 38% who were male. It was fascinating to note that females played a dominant role among trained contractors. According to the Ministerial Determination on SPWP, the employment targets set by the government under the Expanded Public Works Programme are 60% women and 40% youth. This means that the programme was in line with the targets set to address the involvement of women in job creation programmes. Therefore the programme has fulfilled its obligation to include woman in the project.

4.3.3 Gender cross tabulation

The programme has set itself the objective of paying 60% of the wages to women, i.e. a target of 60% women employees. The motivation for doing this is that there are fewer job opportunities for women in the labour market and women tend to be poorer than men. The South African

government has thus put women as a high priority in job offering, particularly in the WfW and EKZNW IAS programmes.

Of the sampled population, Figure 4.2 reveals that female trained contractors with businesses or who are employed were in the majority, as they made up 56% of the trained contractors and males 44%. Eighty percent of females had no businesses or were unemployed, compared to 20% of males. The data shows that 100% of the entrepreneurs were males.

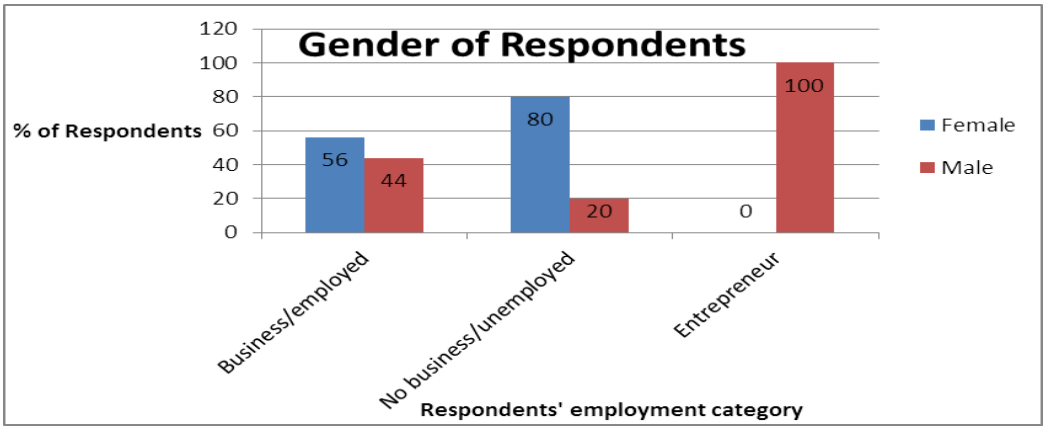

Figure 4.2: Cross-tabulation of gender as perceived by the respondents

The data revealed that woman still face a challenge in starting businesses. According to Nieman *et al.* (2008), the obstacles facing woman range from life skills, self-confidence, self-motivation, assertiveness and communication skills to absence of mentorship.

4.3.4 Disability status

The present study found that the vast majority, 94.7%, of the trained contractors were not people with disabilities. Only (5.3%) of the trained contractors were disabled. This is in line with the *WfW Norms and Standards* (2001), which states that the WfW should target 5% people with disabilities. Generally, within other WfW and EKZNW IAS projects, meeting this target remains a challenge. For example, in the study conducted by Sadan (2008), in the Tsitsikama project she found that the lack of success in meeting this target was attributed to lack of, or little, understanding of how people with disabilities could participate in the programme, because of the limited type of work they are able to do. Coetzer and Louw (2012) concur and pointed out that it

was sometimes difficult to appoint people with disabilities, due to the nature of the work and the physical responsibilities of the trained contractors.

4.3.5 Respondents' level of education

In terms of the level of education attained, Table 4.2 shows that, similar to age, trained contractors were heterogeneous in their level of education, ranging from primary to high school. None attended university or had any tertiary education. The study found that 16% of the respondents had primary education, while the majority, 47% had secondary education. The remainder, 37%, claimed to have matriculation. This implies that trained contractors who participated in the programme had different competencies and understanding levels of the training given. It also implies that their knowledge differences had its own effects on the effectiveness of training, in that education level may act as a determining factor in the success or failure of trained contractors in employability and entrepreneurship.

The fact that other trained contractors had a low level of education (e.g. 16% had primary school) could be another factor contributing to failure to start a business or become employed. The results are supported by Nieman *et al.* (2008), who found that tertiary education can provide valuable additional entrepreneurial capacity, particularly for high potential entrepreneurs. A focus on teaching learners to become employers, rather than employees, will contribute to increased level of entrepreneurship in the community.

The present researcher was of the opinion that it was difficult for a person with a low literacy level to understand and implement what was taught during training. This opinion was seconded by one respondent, who mentioned that the failure of trained contractors was partly attributable to the low level of education of the people engaged in the programme; for example, a person with grade 4 (standard 2) cannot survive well with what was taught during training. As a result, it was not accurate to blame the programme for the failure of trained contractors to be self-employed or to start their own businesses, but the blame lies with the criteria used to select those trained contractors with low levels of education. The findings are supported by the study conducted by Coetzer and Louw (2012), who investigated the training intervention needs of

small businesses in South Africa. They discovered that various traditional training approaches may not be appropriate for these entrepreneurs, due to their limited educational qualifications.

Figure 4.3, show that 11% of the trained contractors who have started businesses or have been employed and 20% of the trained contractors who have not started a businesses or are unemployed have primary education; 33% of the trained contractors who have started businesses or were employed and 60% of trained contractors with no businesses or are unemployed and 50% of the entrepreneurs have secondary education. Lastly, 56% of the trained contractors have businesses or are employed, 20% have no businesses or are unemployed and 50% of entrepreneurs have matriculation. The results confirm the findings by Ligthelm (2006), who revealed that, in South Africa, the higher a person's level of formal education, the more likely she/he is to start a business. Ligthelm (2006) found that the level of educational attainment is by far the best predictor of the job creation potential for a firm.

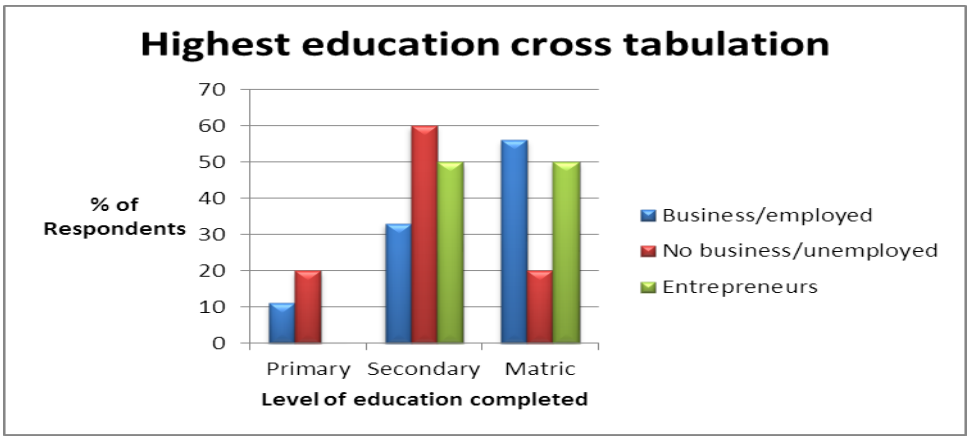

Figure 4.3: Cross-tabulation of highest education level for the interviewees

The present study implies that the programme is targeting the 'poorest of the poor', mostly with a low level of education. The implication of this is that it is unfair to blame the programme for under-achievement, as it may be the result of a low education level of the trained contractors.

Table 4.3 depicts the assessment as per trained contractors perspective on how the programmes have achieved the best practiced as outlined in the literature review.

Table 4.3 Assessing the trained contractors perceived best practice from the programmes

Best practice	Working for Water	EKZNW IAS
Provide training and skills development	Some of the training was not provided	Some of the training was not provided
Monitoring and evaluation process	Was not conducted	Was not conducted
Provide SETA credited training	Most training was not SETA accredited	Most training was not SETA accredited
Mentorship and support	No evidence of mentorship and support	No evidence of mentorship and support
Networking support	Networking support not provided	Networking support not provided
Training to insist on class room time	Training did not insist on class room time	Training did not insist on class room time
Focus on practical skills	Practical skills given	Practical skills given
Start-up capital/Microfinance	Provision of up to 20% saving per month for capital build up	Provision of up to 20% saving per month for capital build up

It appeared from the investigation that most of the best practice as outlined in the literature review were not achieved by the programmes. Only two best practices were achieved by the programmes which were provision of 20% savings and practical skills. It appeared from the trained contractors that some of training and skills development was not provided. The trained contractors opined that training should be relevant to the needs and interests of trainees and focused on improving skills and competencies rather than providing certificates. Most training provided was not SETA accredited, no monitoring and evaluation process conducted and no mentorship and networking support provided. Hence, the trained contractors perceive that they were not equipped with skills that can be used to secure other employment opportunities after exiting the programmes. Trained contractors maintained that training should focus on practical skills, rather than abstract terminology and concepts.

The trained contractors confirm that the WfW and EKZNW IAS programmes provide trained contractors an opportunity to add up to 20% of the labour costs to their total contract price for

start-up capital build-up purposes or for profit for developing their business. This initiative was in agreement with the best parties outlined by (Coetzer and Louw 2012) in the literature review (see Table 2.1). The researcher opine that best practice should form the basis for a strategy for making the unemployed trained contractors more employable outside the WfW and EKZNW IAS programmes.

4.4 Prior knowledge and experience profile

4.4.1 Type of employment before joining the programme

Nieman *et al.* (2008) states that the type of work and skills gained in the workplace contribute to a person's entrepreneurial orientation. They pointed out that entrepreneurs often gain experience as employees and then apply the knowledge, experience and skills gained in employment in their enterprises. The trained contractors were thus asked to record their work experience prior to joining the WfW and EKZNW IAS programmes. The aim was to determine the effect of prior knowledge and experience in improving employability and business prospects of trained contractors.

Sixty-eight percent trained contractors interviewed confirmed that they had worked prior to joining the programme. However, these were temporary or seasonal jobs, such as private investigator, shop attendant, driver and temporary teacher and were not related to the programme. The results further revealed that 32% of trained contractors reported that they were jobless. This indicated that the programme attracted those who were not employed. Because of this, the programme contributed towards economic growth and poverty eradication.

The Project Managers who have been part of the WfW and EKZNW programmes believe that prior knowledge and experience can increase trained contractors' employability and/or facilitate their re-entry into the private sector. They were of the opinion that, in many instances, the private sector prefers to hire people who already have work experience or are working, rather than the long-term unemployed. This statement is echoed by Döckel and Ligthelm (2005), who found that employees that were retrenched fared far better than others. This was attributed to their previous direct and practical involvement in all aspects of running a small business and their exposure to

the kinds of risk-taking that are more likely to occur. Prior knowledge and experience could have an effect on the effectiveness of the training, in that those who have been exposed to the programme can be trained more easily, compared to those who have had no exposure.

The trained contractors were asked to reveal the type of expertise they possessed before joining the EPWP programme. The largest group, 29%, were temporary teachers; 14% were road contractors; 14% were shop attendants, a driver and a ward councillor and the remaining 15% were private investigators. This was a clear indication of the limited expertise of the trained contractors before joining the programme. The results showed that most, if not all, did not have an understanding of the WfW and EKZNW programmes.

4.5 Training within the WfW and EKZNW IAS programmes

4.5.1 Training received

Training is an important aspect within the WfW and EKZNW programmes. Training was meant to contribute towards providing employees with skills and knowledge and to enable them to be employable on completion of these projects. The training of beneficiaries was a high priority set by the guidelines and policy statements of the EPWP. The purpose of the training was to contribute towards the social and economic empowerment of all beneficiaries, to create sustainable livelihoods. To question the above purpose, the respondents' perceptions of the impact of training were explored in the survey.

The present study results reflect that most trained contractors did not attended training courses offered by the programmes. This was not in agreement with one of the possible exit strategies for trained contractors to use the skills gained during training to get permanent employment or to start their own business enterprises. Ayodeji *et al.* (2011) opined that training is likely not only to increase or improve employees' knowledge and skills, but is also a means of achieving higher organisational commitment and performance.

On the five-point Likert scale, set out as follows: strongly disagree = 1; disagree = 2; neutral = 3; agree = 4; strongly agree = 5; the trained contractors were asked to name the training they

had attended and evaluate it according to its importance. Figure 4.4 show that diversity management (100%), technical management (88%), entrepreneurial skills (80%) financial management (78%), people management (60%), machine operation (50%), herbicide application (20%) and induction (5%), were the lowest rated and attended courses, as they were scored from poor to average. This implies that trained contractors did not attend training course in diversity management as the course was not offered. Managing people effectively is a skill that requires constant planning and development (Mahlangu and Sekgotla, undated). Training in management skills will enable the manager to understand strategies, make informed decisions and implement actions.

Financial management skills and entrepreneurial skills are critical in equipping the contractors to become successful. What has been learnt from other programmes best practice (Section 2.4) was that there should be more focus on courses such as business and financial management, people management and business plans and budgeting, as these are the main courses for business development. It emerged that these are the contractor development courses that are meant to equip trained contractors to become successful in establishing their own businesses or becoming employed upon programme completion. Unfortunately most of the trained contractors did not attend these courses, which are crucial for them to set up their own businesses.

Figure 4.4 indicates that the highest rated course (95%) was induction, herbicide application (80%), machine operation (50%), people management (40%), entrepreneurial skills (20%), financial management (22%), technical management (12%) and diversity management (0%) which most rated good to excellent. The main reason for this was that induction was the first course the trained contractors and other employees had to attend to in the programme. Induction teaches trained contractors about all aspects of the WfW and EKZNW. People management, herbicide application and machine operation were courses that were most attended by trained contractors.

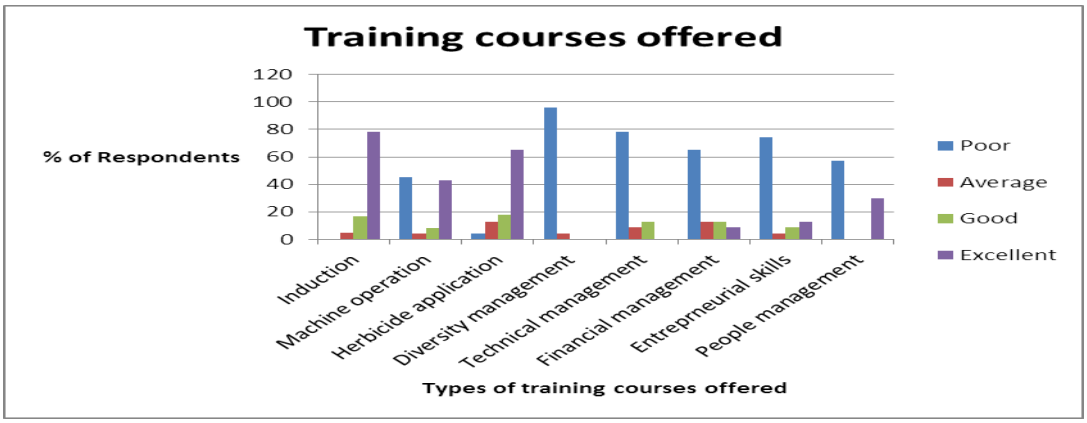

Figure 4.4: Training offered by the WfW and EKZNW IAS programmes

The main reason for the overwhelmingly high rating and attendance of these courses was that they are functional courses which teach the trained contractor, on a daily basis. Respondents suggested that training need to focus on various aspects that are in demand at that time, and outside the WfW and EKZNW, to attract job offers with other companies such as Sappi and Mondi.

Training after exit was one of the concerns raised during data collection. For example, two trained contractors revealed that they were given training after exit. *"We have just been trained in block making and we have started a block making company. There is a potential for a good business within the area as many people need blocks, but we do not have money and equipment to continue and our business has just collapsed"*, said one contractor. It is worth noting that this Receiving training after exiting had a negative effect on the success or failure of trained contractors to start their own businesses or become employable in the future. This was contrary to the training manual principles, which state that providing training to participants after completion of the programme must be avoided.

In the interviews with Project Managers they pointed out that arranging training is a complex task, due to the shortage of training providers and, most importantly, the short-term nature of work opportunities.

4.5.2 Consultation on training

Figure 4.5 shows that out of the 19 trained contractors interviewed, the majority of trained contractors (68%) said that there was no attempt made to ask about their needs before the start of training. The main reason from the trained contractors who perceive that there was no consultation in training needs assessment was that those trained contractors were not selected to attend certain courses, while others did get an opportunity to attend. Trained contractors reported that the consultation on training needs was narrowed down to focus on those required to accomplish their daily tasks, e.g. removal of invasive alien plant species.

In follow-up discussions with Project Managers regarding training needs assessment, they confirmed that they are lagging behind, but training is organised according to the need for training and the availability of funds for the project. The other reason noted was that most training depended on the availability of new or improved technology in the field. This could indicate that the programme did not undertake a training needs assessment in a broader sense in selecting topics, curriculum design and development based on the trained contractors' intents. This agreed with the recommendation made by Mangoale (2009), where the respondents reported that to improve the identification of training needs they recommended that all stakeholders were important and should be involved in the identification training needs.

Only six trained contractors (32%) confirmed that they had been consulted about their needs before training. One trained contractors complained that they were consulted on the identification of training needs but just told that a course had been arranged and they had to attend that course. Every EPWP Programme Manager must have a clear training programme in place and ensure that a minimum of the equivalent of 2% of the project budget is allocated to funding the training programme. This will assist in ensuring that the Programme Managers are aware of the responsibility of appropriate training.

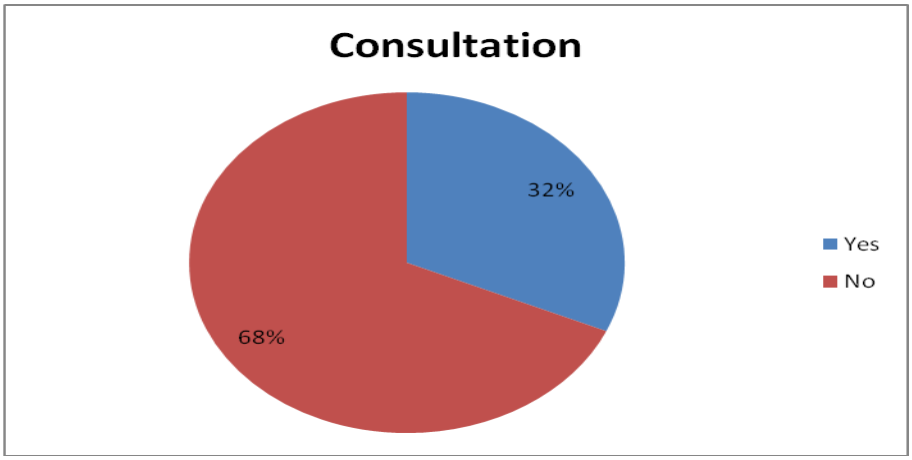

Figure 4.5 Pie chart showing consultation on training needs as perceived by respondents

Training needs assessment is one of the crucial steps in identifying the area of trained contractors' needs and thus in designing and developing a curriculum that can best suit the existing real conditions of trained contractors. This assists in identifying the needs of trained contractors before training takes place. It is safe to conclude that, knowingly or unknowingly, the needs of the trainers or assumptions of the training providers were *imposed* on the trained contractors.

4.5.3 Training accreditation

One of the aims of the EPWP was that all employees should have both SETA accredited and non-accredited training offered by accredited providers, as part of the transfer of skills, to help workers find sustainable jobs after the project has ended (Kobokana, 2007). Provision of recognised certificates after training will increase job opportunities for the trainees.

Of the 23 respondents interviewed, 14 (61%) indicated that the training was accredited. This reflects compliance with the requirement from the EPWP. This means that 61% of respondents who were trained under the WfW and EKZNW received recognised certificates or skills that would possibly help them to find jobs. Mahlangu and Sekgotla (undated) stated that accreditation of training improves the quality of training, as it indicates that the institution has the necessary expertise to conduct specific training. Nine (39%) declared that training was not accredited. Those trained contractors (39%) who mentioned that the training was not accredited may not have attended the training offered by the programmes which is a violation of the Norms and

Standards set by the programmes. These non-accredited courses do not lead to any recognized qualification. This type of training does not have any positive impact on employee motivation to achieve the organisational objectives. These employees are trained for the sake of training, but must rather be trained to add value to the organisation and improve their employment and entrepreneurial prospects. Unfortunately no records were made available to the researcher to confirm if the course were accredited or no-accredited.

4.5.4 Skills and competencies gained from the programme

According to international best practice (as outline in Table 4.3), entrepreneurs should be best equipped with knowledge and skills to equip them to start and run their own businesses. Figure 4.6 shows how the interviewees responded to this aspect.

Trained contractors were asked to rate the importance of skills and competencies gained during the programme. This rating was aimed at determining the effectiveness of skills and competencies which the trained contractors regard as very important or important. The research findings revealed, as (see Figure 4.6) that the highest number of trained contractors (100%) ranked supervision and cash flow management as very important. The others, such as budgeting (89%), planning (78%), tendering and contracting (78%), training skills (78%), invoicing (67%) and book-keeping (56%) were skills and competencies they learned from the programme and used on a daily basis for job effectiveness.

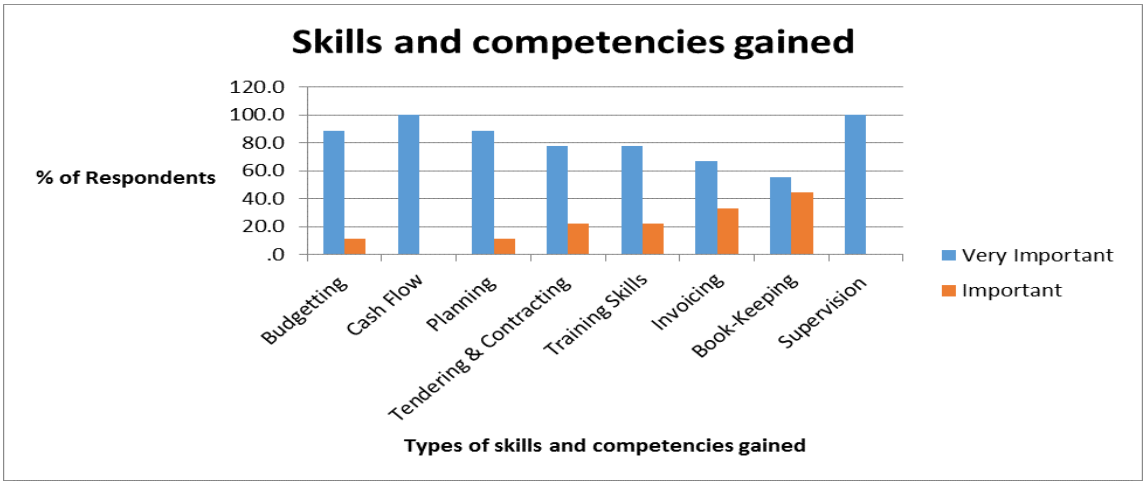

Figure 4.6: Skills and competencies gained as perceived by the respondents

The skills that trained contractors regarded them as important were budgeting (11%), planning (11%), tendering and contracting (22%), training skills (22%), invoicing (33%) and book-keeping 44%). Interestingly, the data shows that planning and budgeting scored low in importance (11% on both). This was a good indication that trained contractors were not trained in planning and budgeting. The implication was that the majority of the trained contractors lacked important skills. Training would help them to learn these skills and influence the effectiveness of the training programme.

4.6 Content and process of the training

The content and process of training was assessed using 19 trained contractors who have participated in the programme. The relevance of the training in the needs of the trained contractors was found to be the lowest.

4.6.1 Duration of the training

The duration of the training is an important element, as it could influence the effectiveness of training in many aspects. The most important consideration was convenience and the length of time that the training took. In adult learning, time is an important factor and should be taken into consideration equally with other determining factors.

According to the results, 39% of the trained contractors indicated that training took one month. The implication was that appropriate training did not assist the trained contractors to implement their training practically. As reflected in Figure 4.7, 17% said that it lasted for two months and only 9% of the trained contractors indicated more than three months.

Figure 4.7, the data shows that 35% of the trained contractors indicated that training took between one and three weeks. In discussion with the trained contractors concerning the duration of the training offered, they emphasised that the duration of the training too short to attain the desired level of knowledge. In most cases, training was offered for only three days. The trained contractors complained most of the time they were given short-term trainings and the training

providers rushed to finish the content of the training within the specified period of time. McCord (2008) agreed that time allocated for training was too short. Training duration was not in accordance with the needs of the trained contractors, but was allocated so that the programme could get the work finished.

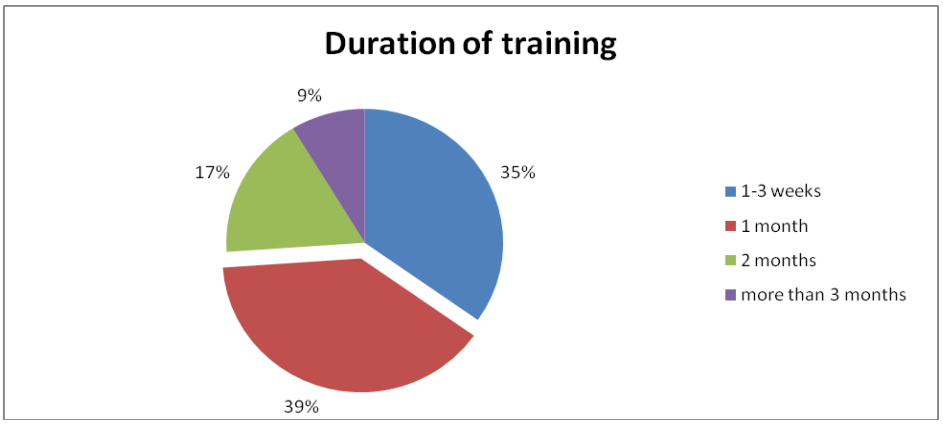

Figure 4.7: Duration of training received as percieved by the respondents

This had implications in effectiveness of the training in equipping contractors to start their own businesses or be employed, because the time allocated for training was too short. The duration of training was in some cases limited to one to three week, which was not long enough to equip contactors to start business enterprises.

4.6.2 Suggested duration of training

The aim of trained contractor training was not merely to impart knowledge and skills in short training courses, but to equip them to manage their businesses or become employed in the near future. As a result, respondents were asked to recommend the appropriate duration of training for future training programmes. The majority (48%) of the trained contractors suggested three months. This was a clear indication that the trained contractors have the desire to attend if the training is extended to longer periods. Thirty-five percent of the respondents suggested more than three months. Nine percent of the respondents suggested two months, while 4% was shared between respondents who suggested one month and one to three weeks.

4.6.3 Cross-tabulation of duration of training

The respondents were asked if the duration for training was sufficient or not. In this regard a cross-tabulation was done between trained contractors who are in business, trained contractors who are not in business or employed, and Project Managers. Figure 4.8 shows that 56% of the trained contractors with businesses or employment, 20% of the trained contractors with no business or employment, and 75% of Project Managers, stated that the time was sufficient to grasp knowledge. Generally, according to the respondents, training duration was in line with the interests of the trained contractors. The large number by Project Managers (80%) could be attributed to the fact that Project Managers are the ones responsible for the running of the programmes and giving support to the trained contractors. Therefore it is more likely that they would give a higher score.

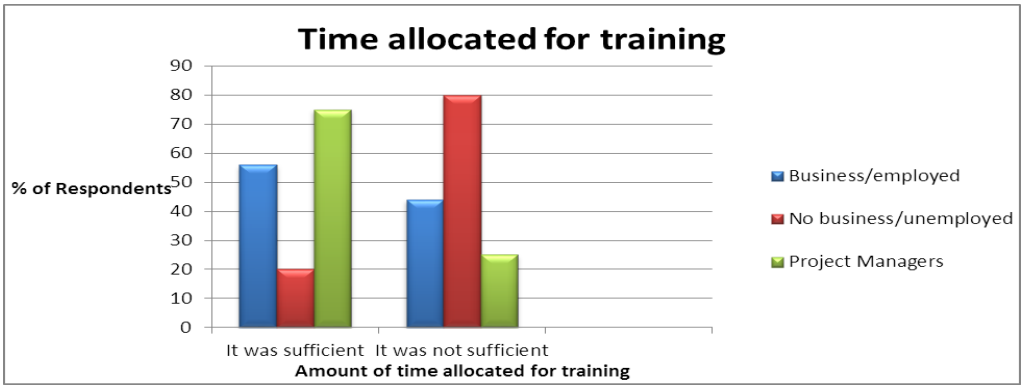

Figure 4.8: Histogram showing training allocation as perceived by the interviewees

Forty-four of the trained contractors with businesses or who are employed, 80% of the trained contractors with no businesses or employment and 25% of Project Managers indicated that the duration was not sufficient to impart knowledge. The reason for the (80%) response was that these trained contractors have not started running any businesses using the knowledge and skills they gained from the programme.

4.6.4 Value of training

The value of skills acquisition through participation in the programme may be limited by the short duration of employment and the short period available for skills transfer. Trained

contractors were asked how they perceived the value of training and work experience gained through participation in the programme in improving their labour market prospects.

The trained contractors had a wide range of opinions relating to the value of the training. The majority (47%) of the trained contractors stated that the training offered in the programme had a significantly high to higher value, while 26% indicated that the training had similar values. Twenty-seven percent reported that the training had little to no change value. It would appear that the programme's intervention had not made a significant diference with regard to skills provision.

The respondents acknowledged the programme's interventions in terms of people's improved livelihoods in income during the period of employment and improvement on nutrition, but did not feel that the skills were likely to improve their labour market prospects. According to the results presented in this study, it would appear that the programme has not made a significant difference with regards to skills provision. The results are consistent with the finding by McCord (2007), who found that training had no signigficant value on unemployment or skills development. She adds that the limited value was mainly because of the restricted demand for low skilled labour and the fact that this training was inadequate to equip participants with skills that are in demand in the marketplace (McCord, 2007). Another contributing factor to failure, mentioned by the trained contractors, was that most training was informal, and the fact that the training was 'on the job'on-the-job training in line with the programme's standards, rather than classroom based.

4.6.5 Effectiveness of training

To judge the effectiveness of the trained contractors' training, skills, knowledge and confidence, nine trained contractors who have started a business and four Project Managers formed part of the study. Table 4.4 shows thar a Likert scale was used to measure the effect of the five statements. The differences between strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1) were compared.

Table 4.4 Testing training effectiveness as percieved by the interviewees.

Statements	strongly agree	%	agree	%	neutral	%	disagree	%	strongly disagree	%	Total response	%
Training offers skills and knowledge required by market	3	23	7	54	1	8	-	-	2	15	13	100
Training prepared well to start business	6	46	2	15	1	8	3	23	1	8	13	100
Training has increased level of confidence	5	39	5	39	2	14	-	-	1	8	13	100
Satisfied with training	3	23	5	39	3	22	1	8	1	8	13	100
Training has improved business skills	3	23	4	31	1	8	3	23	2	15	13	100

When designing questions in this section it was necessary to assess the effectiveness of the training programme. The respondents were asked to score the statement that the training offers skills and knowledge that are required by the main economic market and that could assist trained contractors to find jobs or start business enterprises upon completion of the programme. As reflected in Table 4.4, 77% of the respondents strongly agree or agree, while 15% strongly disagree or disagree and 8% were neutral to the statement. Likewise, training was seen by 77% of the trained contractors to contribute to improved labour market performance. According to the respondents, the reason for giving strongly agree or agree was based on the fact that some of them are involved in business enterprises and are running them successfully. The 15% that strongly disagree or disagree may not be running any businesses or employed. This contradicts the assumption, frequently made in relation to the programme, that participation in the programme will allow trained contractors to acquire skills while they are gainfully employed and increase their capacity to earn an income once they complete the programme.

The respondents were asked to assess if the training offered by the programme has prepared them to start their own businesses or get new employment. The objective of this statement was to ascertain from the trained contractors and Project Managers perspectives of the state of preparedness upon exiting the programme. As shown in Table 4.4, the study revealed that 61% strongly agreed or agreed that the training obtained would give them jobs or allow them to start their own businesses. Thirty-one percent of the respondents disagreed or strongly disagreed with the statement, while 8% were neutral. The primary explanation given for this by respondents was overwhelmingly the lack of employment opportunities in the area. However, after discussion with entrepreneurs from the community, it became clear that owning and managing a business is not a right. They pointed out that successful small business ownership can only be achieved

through the tenacity, skills, attitudes and entrepreneurship of trained contractors. Business support programmes and institutions should help trained contractors to run competitive and profitable business, but the final outcome is in the hands of trained contractors themselves. As one put it, "*working in the business has its own challenges, business is time-consuming and sometimes there is no break or lunch"*.

Training courses are undoubtedly playing an important role in strengthening skills and building confidence. Respondents were asked if the overall impact of experience gained from the programme had increased their level of confidence. As can be seen in Table 4.3, 78% indicated that they agreed or strongly agreed that the overall impact of experience gained had improved their level of confidence. This shows that 78% of the respondents are sure about the standard and level of application in their workplace. This implies that training has made an impact in up-skilling the respondents and they are using that skill to pursue other job opportunities. Fourteen percent were neutral. One (8%) respondent was negative (disagreed or strongly disagreed) about the statement. This means that 22% of the respondents are unsure about their level of confidence. This might mean that the opportunity to learn was insufficient. If the opportunity was created for participants to practise what they had learned in the project their confidence level could have increased.

When asked if they were satisfied with the training acquired from the programme, 62% indicated that they agreed or strongly agreed. This means that training received has improved their level of skills and knowledge. Twenty-two percent were neutral and 16% disagreed or strongly disagreed. This means that 38% of the respondents were unsure or disagreed or strongly disagreed with the statement. The training acquired did not meet their expectations. It can be concluded that their lives have not improved or they have not started any businesses.

Lastly, respondents were asked if the training offered had improved their business skills and if they can manage their businesses effectively. Table 4.3 shows that 54% agreed or strongly agreed with the statement, mentioning that as a result of their participation in the programme their lives have changed. They attribute changes in their lives to the effective training they have acquired from the programmes. Training has thus played an important role in changing the

trained contractors' lives. Eight percent were neutral and 38% disagreed or strongly disagreed. This means that they have not found jobs or started businesses as an aftermath of the training and participation in the programme. The other reason that constantly came out from the trained contractors and Project Managers was the shortage of job opportunities in the area.

4.6.6 Relevance of skills to the market

To assess the relevance of training offered by the programme, respondents were asked to rate if the training acquired from the programme focused on relevant skills required by the market. The motivation for asking this question was that one of the objectives of the programmes is to create opportunities for beneficiaries, so that they can exit the programmes with skills that make them more marketable and eligible for further employment through transferring relevant skills.

Fifty-six percent disagreed or strongly disagreed that skills aquired in training were relevant to the market. The result indicated that the training offered by the WfW and EKZNW IAS programmes focussed on skills that are relevant to the market. In other words, training was percived to be related to workplace situations.

Thirty-three percent agreed or strongly agreed and 11% were neutral that skills acquired were relevant to the market. This indicates that training offered was not seen by respondents as valuable or relevant in promoting future labour market performance and seems to have limited impact on labour market performance. Setting the discrepancy between the training menu offered under the programme with its focus on life skills and labour market information. The results demonstrate that the training which was offered by the programme was irrelevant to the skills required by the market. The results are in agreement with findings by Sadan (2008), who found that the high unemployment rate among former EPWP beneficiaries reflect the excess supply of unskilled and semi-skilled labour in the local market. The ineffectiveness of training is ascribed to the fact that the skills imparted are not in short supply in the economy.

In summary, the that training offered by the programme does affect the success of trained contractors to venture into business or be employable upon completing the programme.

4.6.7 Cross-tabulation of training relevance

To determine the relevance of training, a cross-tabulation among trained contractors with businesses, trained contractors with no businesses and Project Managers was conducted. The aim was to get a true reflection of the relevance of training.

The differences between the high, medium and low categories were compared in this study. The results are shown in Figure 4.9, which indicates that 11% of trained contractors with businesses or employment, 30% of trained contractors with no businesses or employment and 50% of Project Managers answered that the relevance of the training was high. Fifty-six percent of trained contractors with businesses or employment, 40% with no businesses and 25% of Project Managers indicated medium training relevance.

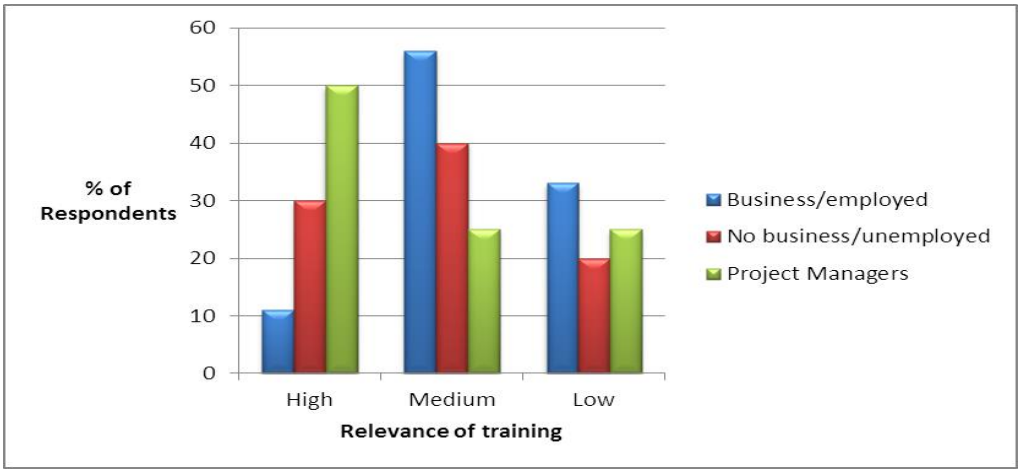

Figure 4.9: Relevance of training as perceived by the interviewees

Thirty-three percent of trained contractors with no businesses or employment, 20% of trained contractors with businesses or employment and 25% of the Project Managers indicated low training relevance.

4.6.8 Programme success

The trained contractors rated the success of the programme. They were asked to rate whether or not the training programme within the WfW and EKZNW IAS programmes was successful in providing training to the trained contractors and meet their expectations. The perceptions of the

trained contractors who participated in the programme in the success of the programme was assessed, using 21 trained contractors.

Figure 4.10 indicates that 35% of the trained contractors felt that the programme was not successful and gave no hope for future employment. Some of the trained contractors pointed out that the reasons advanced for the poor success of the programme were that no training evaluation process took place after completion of the training. Training evaluation is the process of determining the relevance, impact and, most importantly, the effectiveness of the training programme in meeting the intended objectives. The other reason for not conducting an evaluation was presumably the lack of systems needs assessment within the programmes. The implication of a lack of a training evaluation process in this study may be the absence of information on the results of training activities. This therefore affects the effectiveness of the training programme. The training evaluation process is perceived as a critical way of analysing the effectiveness of the training programme.

The study revealed that 26% thought that the programme was successful and 30% adjudged it to be inadequate. Trained contractors attributed that to the low level of training offered and the fact that they are still unemployed although they have participated in the programmes.

Figure 4.10 shows that 9% of the trained contractors indicated that the programme was most successful in providing training. The trained contractors stated that their expectations had been met. This could mean that the respondents received training which enabled them to obtain sustainable employment or start their own businesses.

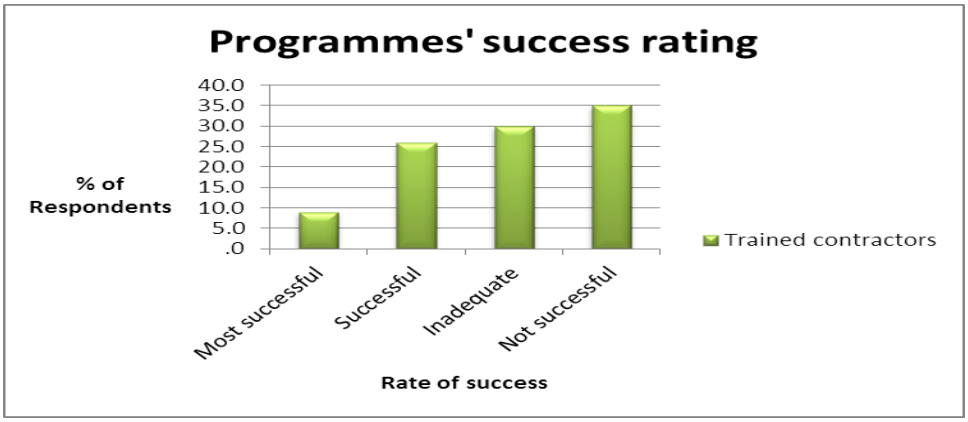

Figure 4.10: Interviewees rating the success of the WfW and EKZNW IAS programmes

Trained contractors were asked if they could recommend the same type of training to upcoming contractors or to anyone. The overall impression of the training programme was extremely positive. The vast majority, 78% of the trained contractors, were satisfied and confident with the training acquired and would recommend it to other trained contractors or to someone else. When asked to explain their perspectives regarding recommending training to others, some said that they are now successful because they are running their businesses or are employed. Some attribute their success to the experience and training gained from the programme.

Twenty-two percent of the trained contractors indicated that they cannot recommend the training to other contractors, because the training offered did not meet their expectations, since they are still unemployed and have not started business enterprises.

4.6.9 Desired training to be included in the training programme

The trained contractors were asked to name the types of training needed by the trained contractors who have started businesses or have become employed. The results reveal that, out of nine, 23% requested to be trained as pest control operators (PCOs). The reason was the need by stakeholders such as Sappi and Mondi for PCOs. "*I should have been employed by SAPPI and Mondi, but because I did not have certificate in pest control they did not offer me a job".* The researcher concur with the trained contractors sentiments, however, the researcher opine that training was designed to enable trained contractors to create their own employment and employ other people and stop reliance on the government help. Twenty-three percent wanted to be

trained in business management, while the remaining one (11%) wanted to be trained in financial management, tar repairing, book-keeping and technical management.

4.7 Employment opportunities or viable businesses started by trained contractors

4.7.1 Trained contractors employment status or business

Trained contractors were asked to verify their employment status. The main reason was to check if the training received had assisted trained contractors to gain employment upon leaving the programme. More than half (53%) of the trained contractors were unemployed. Only 21% of the trained contractors had been able to find part-time employment, 10% were employed full-time and 16% were self-employed.

The results revealed that the knowledge and skills gained through participation in the projects did not significantly enhance trained contractors' employment prospects. The trained contractors blamed high unemployment rates and lack of resources for job-seeking. This corroborates the findings of Mangoale (2009), where the results from the respondents revealed that 80% of contractors estimated that the level of unemployment in their area was between 50 and 60%. This suggests that completing the programme did not have a significant beneficial effect on the subsequent employment prospects of workers.

This was an indication that unemployment was a serious problem and the WfW and EKZNW IAS programmes could not meet the job demands of the unemployed. The study results were in agreement with McCord's (2008) study, which concluded that the main reason identified why workers and contractors could not get new jobs after completing the programme were insufficient job opportunities in the area. This questions the assumption that workers who received training while participating in the programme would be able to take up unfilled employment opportunities existing in the economy.

The trained contractors were asked to indicate the type of occupation or business they were currently running. The study revealed that 23% of trained contractors are working as temporary labourers and 11% are a taxi driver, a ward councillor and a police officer. One has opened a

recycling company, another a co-operative business, one a tent hiring company and one is a taxi owner.

When further asked if their current employment or business is related to the skills and experience gained from the programme, 100% of them responded that they are not related. That totally contradicts the objectives of the programme, in that one of the possible exit strategies would be for the trained contractors to use the knowledge and skills gained during training to procure permanent jobs or start their own business enterprises.

4.7.2 Trained contractors estimated range of income per month

The trained contractors were asked to indicate the estimate range of income per month. It was noted that this was a sensitive question for some of the trained contractors and results should be treated with discretion. Trained contractors were not allowed to mention the exact figure, but to choose from the scale provided.

The results show that very few trained contractors 11% said that they are paid an income of less than R500 per month. The trained contractors indicated that 22% are paid a monthly income of between R501 and R1000. Thirty-four percent of the respondents recorded that they are paid between R1501and R2000. Lastly, 33% indicated that they are paid above R2000 per month. The respondents whose monthly income was less than or equal to, R1000 led one to assume that most of these trained contractors were being supported by government grants and not necessarily by the programme. That was based on the fact that, due to their age, some were approaching pensionable age. This was an indication that trained contractors are living below the minimum wage. As a result, job opportunities can play a critical role in addressing this situation.

4.7.3 Potential for future employment or business prospects

The ultimate aim of participation in the programmes was to empower trained contractors in the creation of their own employment opportunities through the establishment of SMMEs and providing skills for employment elsewhere in the economy. Therefore respondents were asked how easy it was to find employment or start a business.

The results revealed that the majority, 67%, indicated that it was very difficult to find a job or start a business upon exit. The trained contractor cited lack of finances, lack of entrepreneur skills, inability to access finance, and money for jobs-seeking as the main deterrents in finding new employment. This means that the respondents perceived that the training, experience of working in the programmes and the skills grained through participation did not enhance their employment or business prospects. The primary reason given was the high rate of unemployment in the area and the lack of demand for labour with the skills they had gained during participation in the programmes. The respondents based this on the fact that they had received training but the training was not successful in enabling them to obtain employment after leaving the programmes. One of the reasons was that the training provided focused mostly on the skills needed to safely and successfully clear invasive plant species. The rest (11%), rated the ease of finding a job as very easy, neutral and difficult. This means that these respondents perceived they do have a better chance for future employment or starting a business.

The other issue that came out strongly as a factor which caused the failure of trained contractors to be employable or start businesses was the non-provision of credible documentary proof that they had participated in the programmes. No reason was given why no documentary proof was not given. Trained contractors proposed that they be provided with documentary evidence of work experience and training they had gained during their engagement in the programmes. That document should legitimise the participant and validate the skills and experience they had gained from participation in the programmes.

The trained contractors were asked if they had provided any employment to others in their businesses. Fifty-six percent indicated that they had provided employment, while 44% had not provided any employment to others. The reasons given were that their businesses or temporary employment were not doing well and they were working only to support family members. Trained contractors indicated that 40% employ less than five people and 40% employ between six and10. The remainder, 20%, employ more than 26 people.

4.7.4 Pay rate to employees

The trained contractors who employed people in the businesses they started after leaving the WfW and EKZNW IAS programmes were asked to indicate how much they paid these employees. This was also a difficult issue, which needed to be treated with caution. The average monthly salary contributed by trained contractors as reflected in Figure 4.11, was less than R500, as 40% of trained contractors indicated. Another 40% paid between R1001 and R1500 salary per month, while 20% paid betweenR1501and R2000.

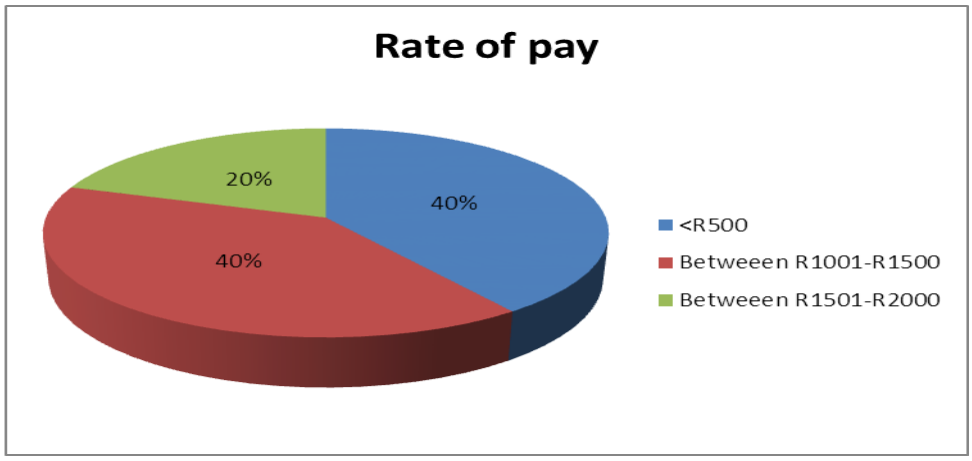

Figure 4.11: Pay rate for employees trained contractors employed in their business

This was an indication that trained contractors cannot provide meaning full employment to others taking into consideration amount of money they are paying their employees. They are just working to support their families. Section 4.7.5 will present and discuss the extent to which training has improved business skills.

4.7.5 Training in improving business skills

Trained contractors were asked to evaluate if the training received had improved their business skills and if they could manage their businesses effectively. Fifty-four percent of the trained contractors agreed or strongly agreed that training improved their business skills, as some of them are already running their businesses or have been employed. Analyses revealed that 38% of the trained contractors disagreed or strongly disagreed with the statement and 8% are neutral. Reasons advanced were unavailability of business opportunities in the area, lack of employment

and insufficient training offered. There was general consensus among trained contractors interviewed that the WfW and EKZNW IAS programmes have produced clear and tangible social development outcomes such as job creation and income generation. However, such meagre income was utilised to satisfy basic human needs such as buying food and meeting a household's needs. Income was not usually used for further investment in businesses.

4.8 Factors contributing to success or failure of trained contractors in business

4.8.1 Delays in getting tenders

According to the responses obtained during general discussion with the trained contractors, delays in getting tenders from the implementing agents (the WfW and EKZNW) had hampered their success significantly. They reiterated that it made it impossible for trained contractors to save money for business and they ended up borrowing money from the micro-lenders to pay workers. When asked to explain how delays in getting tenders affected their success in business ventures, one of the trained contractors said:

"I come from a deep poverty family and almost all money I have earned from the programme I used it to support my family. The shortage of tenders received contributed to my failure to start business as it took long to source tenders. For example I tried to save R15 000 to buy a vehicle, but because I had to stay for the whole year without getting tender to work on I had to use all that money to support my family and that contributed to my failure in establishing a business".

4.8.2 Lack of capital

McCord (2008) stated that the provision of training as one aspect of the WfW and EKZNW IAS programmes was challenging without access to start-up capital. Lack of access to start-up capital restricts the benefit of participation in public works programmes to the transient, short-term wage shock during the period of employment, rather than promoting the exploitation of sustainable informal sector employment opportunities. Entrepreneurs from the community stressed that it was not easy to accumulate enough money to start a business. In this regard, only a few trained contractors had set up business enterprises. This was largely because of weakness in the local economy and lack of access to capital. For instance, *"I started my business with only R15000,*

one hearse and three coffins", said one entrepreneur. The situation was further complicated by the fact that banks were not willing to lend them money because they are self-employed. These findings agree with those of McCord (2004), who found that on the Gundo Lashu programmes, workers cited the main constraint as a lack of access to capital. The workers stated that the short-term nature of employment and the low wages level in the programme meant that the rate of savings and accumulation were too low. As a result, the potential to accumulate capital or contribute to increased members of micro-enterprises was limited (McCord, 2004).

However the Project Managers dispute the assertion and stressed that the programmes have provision of up to 20% saving per month that the trained contractors are supposed to save to build a capital fund so that at exit they had saved capital to start their businesses. It appeared that the trained contractors had spent this money on essential items such as food and household needs and not saved it.

4.8.3 Lack of preparedness for exit

According to some trained contractors, there was a feeling that exit was not done fairly, as some trained contractors with whom they were simultaneously employed were still working and had not exited. For example, trained contractors were encouraged to buy new vehicles and expectation was raised that they would pay off these vehicles before exiting, but they exited and did not have money to pay for these vehicles, which were than in danger of being repossessed. The trained contractors were concerned about the brief nature of the contracts. They suggested that the WfW and EKZNW investigated the possibility of extending the length of the contracts. One of the trained contractor said *"The longer contract would mean a better economic return or investment in equipments, skills training and the opportunity to develop better management and entrepreneurial skills".*

4.8.4 Lack of monitoring and evaluation

According to Kidane (2008), monitoring and evaluation is the process of determining the relevance, effectiveness and impact of the any programme, in view of its objectives. In discussion with the respondents they said that monitoring and evaluation was lagging behind,

since no-one from the programmes had contacted them to find out how they were doing. Mangoale (2009), conducting a process of evaluation in Limpopo Province, also commented that training within the WfW was not assessed, monitored or evaluated, as recommended. The study by Coetzer and Louw (2012) revealed that no record of training completed by trained contractors, assessment of training, level of advancement and number of dropouts was available. With regard to the availability of information, the programmes did not collect information pertaining to what trained contractors do when they are no longer involved with the programme. The majority of the trained contractors felt that monitoring was critical in determining the success or failure of trained contractors for the betterment of the programme in the near future. Sadan (2008) agrees that it was necessary to document if trained contractors found employment beyond WfW and EKZNW training. How many find work and how soon after their involvement in the programmes has come to an end? The lack of monitoring and evaluation has serious implications regarding the achievement of the programme's objectives. Sadan (2008) perceives monitoring and evaluation as a mechanism for the analysis of the effectiveness of the programme.

4.9 Conclusion

Chapter Four presented and discusses the results of the study. The key findings concerned demographic data, information on prior experience and skills, training, skills and knowledge received, training needs identification, value and impact of training and implemented best practice with regard to training programmes. The profile revealed that 62% of the trained contractors were female. This was an indication that both programmes complied with the Ministerial Determination. The study revealed that the targeting of participants within the WfW and EKZNW programmes was in line with the affirmative action targets of the EPWP Code of Good Practice. They recommends the employment of youth, women and people living with disabilities. Project participants were recruited from local communities to support economic empowerment at local levels. The study revealed that the training offered was ineffective, and not successful in enabling them to obtain sustainable employment or start their small businesses after completing the programme. Training was insufficient to improve the employability of the

trained contractors, or to differentiate them from others who were unemployed once they had completed the programme.

The study revealed that 68% of the trained contractors said that they were not consulted about their training needs before training. This indicates that training was not in line with the needs and interests of the trainees. Finally, the results show that 53% of trained contractors were unemployed and respondents attributed this to the shortage of employment opportunities in the area.

Against this backdrop, the conclusion which can be drawn was that participation in the WfW and EKZNW programmes may not necessarily lead to significantly enhanced employment or business prospects. The high prevailing unemployment levels among formerly trained contractors fundamentally challenges the assumption that participating in the programmes had a significant beneficial impact on subsequent performance in the labour market.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a summary will be presented, while focusing on the aims and objectives of the study. Conclusions will be drawn from the analysis of data presented in Chapter Four. This will be followed by recommendations based on the conclusions.

The aim of the study was to gain an understanding of factors contributing to the success or failure of selected trained contractors in becoming entrepreneurs or employable upon completing the WfW and EKZNW IAS programmes. This chapter demonstrates how the aims and objectives of this study were achieved and discusses the conclusions and recommendations. The research report concludes with lessons learnt and recommendations suggesting how future training programmes could be handled to focus on advancing trained contractors into business or employment.

5.2 Conclusions

In conclusions, it is important to mention that the WfW and EKZNW IAS programmes are unique poverty alleviation programmes, in that they provide a holistic approach to alleviating poverty through environmental, economic and social aspects.

However, the evidence shows that training and work experience offered under the WfW and EKZNW IAS programmes are inadequate to equip participants and unlikely to improve further employability or to equip them to start their own businesses (Dent *pers. comma.*, 2014). Therefore three objectives of the study are reiterated below which were used to formulate the conclusion.

(i) Gauge the effectiveness of the training programmes of WfW and EKZNW IAS in equipping the trained contractors to start business enterprises or to be employable after programme completion.
(ii) Assess, using selected criteria, the applicability of the training programmes provided by WfW and EKZNW IAS against best practice in such programmes
(iii) Make recommendations on the basis of the research findings concerning how the WfW and EKZNW IAS training programmes could be improved to equip the contractors to start business enterprises or be employable upon programme completion of the programme.

Gauge the effectiveness of the training programme of WfW and EKZNW IAS in equipping the trained contractors to start business enterprises or to be employable after programme completion

The WfW and EKZNW IAS programmes have a central role to play in contributing to the empowerment of trained contractors with skills and experience to become successful over time. The present research shows that the training offered by the WfW and EKZNW IAS's programmes was ineffective in knowledge and skills offered to the trained contractor.
The findings revealed that trained contractors were heterogeneous in their age and level of education. This could account for the different degrees of their knowledge, skills, attitudes and experience, which could create an opportunity to share their experience, knowledge and skills among other participants and improve the effectiveness of the training programme.

There were challenges that were experienced during and after the training programme. However, for example, according to the survey results, in some instances the duration of training was not sufficient to cover the topics and contents of the training and influence the effectiveness of the training. Also, the training that the contractors received was limited and did not enable them to start their own businesses. This was demonstrated by the fact that some of them are unemployed and relapsed to poverty. The survey result of this study indicated that 48% of the trained contractors suggested a three-month training period to execute an appropriate training programme in the future.

In the WfW and EKZNW IAS programmes, literacy level was sometimes cited by the researcher as a challenge in that 16% respondents had primary education compared to 47% had secondary education and 37% matriculation (see Section 4.3.5). Learning was done in English and elderly learners did not understand English. In rural areas their mother tongue tends to be spoken. This makes it difficult for them to learn English. Coetzer and Louw (2012) concur and assert that, the training manual in these programmes is only available in English, which may pose a challenge for trained contractors with limited English language skills. Same sentiments were shared by the researcher in this regard. This challenge was attributed to the WfW and EKZNW IAS programmes initial targeting and selection criteria for trained contractors. The entry level was set too low, which opened up possibilities for anyone including those with limited literacy skills and management knowledge to become eligible to be trained as contractors. Also the readiness of the trained contractors to absorb and make sense of what they were being taught in the training programme.

Since training is the process of acquiring specific skills to perform a job better, any gap in the provision of training will hinder people from becoming qualified and proficient in doing their jobs. The important point was that the WfW and EKZNW IAS programmes if properly implemented have the potential to make a significant contribution to create jobs, to alleviate poverty and to develop skills.

The other trained contractors (68%) perceived that no training needs assessment was conducted before conducting the training. This is an indication that there was limited focus on a training needs assessment to properly identify the assessment needs of the trained contractor. This could be a factor that inhibited the effectiveness of the training.

In popular rhetoric, the WfW and EKZNW IAS programmes have been credited with the goal of creating additional employment (McCord, 2006). An assumption was made by the WfW and EKZNW IAS programmes implementing agents that the market would be able to absorb the trained contractors from the programme and that the skills and experience gained from the programme are related to labour demands in the economy. The low level of training provided,

particularly accredited training, severely undermines the exit strategy for trained contractors to find further employment or to become successful entrepreneurs.

The provision of accredited training was one of the key objectives in securing further employment and in justifying the application of a low-wage policy.

Assess, using selected criteria, the applicability of the training programme provided by WfW and EKZNW IAS against best practice in such programmes

It can be argued that training within the WfW and EKZNW programmes was not translated into best practice as envisaged by other authors and the trained contractors such that training should focus on class room time and practical skills (see Table 4.3). The study found that course material, records of assessments and course content were not made available. That shows that the course material did not exist and was never produced and delivered to trainees and the assessment of the teaching was never carried out to trained contractors. It was perceived by the trained contractors that these programmes insisted on getting the kilometre of alien clearing instead of focusing on training. As a result, the training offered was perceived by the respondents as irrelevant in promoting performance in the labour market. Therefore the applicability of the training was inappropriate as the expected outcomes were not fully achieved.

It came out from the Project Managers that the WfW and EKZNW programmes had a provision of up to 20% saving per month that the trained contractors were supposed to save to build up a capital fund (see 4.8.2). It appeared that the trained contractors had spent this money on essential items and not saved it.

Nevertheless, there was a high rate of failure in bringing the expected outcomes. Shortcomings were identified as lack of employment opportunity, networking and support; monitoring and evaluation, and lack of diversification in choice of business venture.

Training applied did not focus on the job opportunities available in the market. It focused on what was needed to complete the job, e.g. removal of invasive alien species. This has led to the

trained contractor being unable to achieve the desired outcome of becoming a successful entrepreneur or to being employable by other companies.

Make recommendations on the basis of the research findings concerning how the WfW and EKZNW IAS training programmes could be improved to equip the contractors to start business enterprises or be employable upon completion of the programme

The present study concludes that there are substantial issues with regard to needs analysis, duration of training and the to ensure that the WfW and EKZNW IAS programmes succeed in equipping trained contractors to become successful entrepreneurs. The study concurs with findings made by Nzimakwe (2008), who opined that the WfW and EKZNW IAS programmes had the potential to make a significant contribution to job creation and alleviate poverty and skills development. He recommended that, the training standards should be developed, to ensure that the training offered is of such quality that the beneficiaries or project participants are employable in the future. Special training programmes in business management, tendering processes and financial management, as learned from the best practice in the literature review, are key areas in which the trained contractors can be assisted. It is recommended that training programme should consist of both structured classroom training (theory) and practical demonstrations as part of its learning.

Training should be a continuous process to enhance the trained contractors' capacities to enable them to increase their level of confidence upon completing the programme. For training to be an effective tool in poverty alleviation, income generation and job creation, it is recommended that identified gaps be addressed by the WfW and EKZNW IAS programmes. During discussion with some Project managers and trained contractors it was discovered that a skills audit was not conducted. It is recommended that a skills audit be conducted to identify the skills and knowledge the trained contractors possess and what skills and knowledge they need to make their businesses successful. That is, decide on what can be done to ensure that they acquire the necessary skills and knowledge that is more suitable and relevant to their business interests.

It is critical that this training component of the package is in line with the needs of the country's labour market. Unless this re-thinking takes place, it is unlikely that the resources being expended on the programme will ensure that trained contractors are able to translate the expense into either being able to start up their own businesses or becoming employable upon programme completion. The study recommends that only SETA-accredited service providers should be appointed to conduct EPWP training and such training should be linked to the recognised accredited institutions. For this to happen the training programme should be in place and provide quality accredited training.

5.3 Recommendations

The research findings for this study provides a number of recommendations targeted at the WfW and EKZNW IAS programmes, especially policy-makers and those financing training programmes. There is a need to make WfW and EKZNW IAS programmes more relevant and effective in providing prospects for the unemployed population, particularly the trained contractors.

This study has established that the trained contractors have not received adequate training that will equip them to become successful contractors. The duration of training should be increased to provide trained contractors with enough time to understand what was being taught during training. A great deal of work still needs to be done in training contractors in business principles such as budgeting, compilation of business plans and financial and management skills. In order for the government to reduce poverty significantly, there is a conduit to facilitate communication with all stakeholders tasked with the responsibility of ensuring proper implementation of the WfW and EKZNW IAS programmes.

In the light of the obstacles encountered, recommendations for improvement can be made. The paucity or non-existence of an exit strategy should not be taken lightly. The best practice learned from other training programmes will be instrumental in the formulation of the recommendations. Based on the key findings and conclusions highlighted above, the study recommends the following:

The WfW and EKZNW ensure that the trained contractors are trained in small business management and entrepreneurship, where they would be given both the theoretical and practical orientations of small business management four months before they exit.

Monitoring and evaluation systems (see Section 4.8.4) need to be given preference and be implemented as a priority, to measure the impact of the programmes on the lives of people and on strengthening the effectiveness of the training programme. For example, Coetzer and Louw (2012) found that no records of the training completed by trained contractors, assessment of training, and trained contractors' level of advancement in the programme or failures were available. Other critical information that was not found related to what trained contractors do when they are no longer with the programme. It is critical, therefore, to ensure that mechanisms are put in place to actively gather this information; such information will prove to be vital in preparing future programmes.

Trained contractors within the WfW and EKZNW IAS programmes should be employed for longer (e.g. five years), to allow them an opportunity to obtain adequate training and accumulate sufficient experience and skills to exit the programme with the possibility of opening their own businesses or securing permanent employment.

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APPENDIX 1

INTERVIEW QUESTIONS FOR THE TRAINED CONTRACTORS WHO HAVE BEEN ON THE PROGRAMME AND HAVE STARTED BUSINESSES OR BEEN EMPLOYED.

My name is Makhiseni Myeza, a Masters Student at the Centre for Environment, Agriculture and Development, University of KwaZulu-Natal. My topic is "Factors influencing the success of selected trained contractors who experienced the full Expanded Public Works programme using the Working for Water (WfW) and Ezemvelo KZN Wildlife Invasive Alien Species (EKZNW IAS programme as a case study". You have been identified as a key person to make an important contribution to this study through your honest and accurate answers to this questionnaire. I would like to ask you a few questions about the WfW and EKZNW IAS programmes). The questionnaires you are about to complete will assist me in understanding of the subject. The information you give will not be used for any other purposes than that stated above. Therefore, I wish to assure that all information disclosed will be treated in the strictest confidentiality and the findings will be made available to you should you request them. If you feel uncomfortable you are free to withdraw from the study. to ensure your anonymity, you are not required to disclose your name or identity.

Type of interview

Personal □

Which of the programmes have you participated/worked on?

Working for Water	
Ezemvelo KZN Wildlife IAS	
Both	

1. RESPONDENTS' DEMOGRAPHICS AND BACKGROUND INFORMATION

I would like to ask you some questions about yourself to help me understand your background better.

1.1 Please indicate your age category

Age: 18 -35 □ 36 – 45 □ 46 - 56 □ Above 56 years □ I don't know □

1.2 Gender: Male/ Female

1.3 Disability Yes □ No □

1.4 Did you attend school?

Yes □ No □

1.4.1 If yes, what was your highest educational qualification?

Primary School		University and other tertiary education	
Secondary School			
Matriculation Certificate			

1.5 Were you employed before joining the WfW or EKZNW IAS programme?

Yes □ No □

1.6 If yes to the above, please explain what did you do before joining the programme? ----------

---

1.7 Are you presently employed?

Yes □ No □

1.8 What is your current employment status?

unemployed	self employed	employed part time	employed full-time

1.9 Please indicate the range of your income per month?

less than R500	between R501 and R1000	between R1001 and R1500	between R1501 and R2000	above R2001

1.10 Is your current employment or business enterprise related to the skills and experience you have received from WfW or EKZNW IAS programme?

Yes □ No □

2. PRIOR AND CURRENT KNOWLEDGE AND EXPERINCE PROFILE

2.1 Did you have any precious knowledge and or experience in the same field?

Yes □ No □

2.1.1 If yes, please specify the type of knowledge or experience ----------

2.2 Through your involvement within WfW and EKZNW IAS programmes, have you gained any new skills or experience?

Yes □ No □

2.3 Please rate the skills and competencies that in your opinion are important for the trained contractors to become a successful business enterprise or employable after training? The answer should be ranked in the order of importance e.g. 1=very important, 2=important, and 3=not important.

skills and competencies	**very important**	**important**	**not important**
budgeting skills			
cash flows			
planning skills			
tendering and contracting			
training Skills			

invoicing			
book-keeping			
record keeping			
financial skills			
stock taking			
supervision			

2.4 Was those skills and competencies given contained the training element that is needed by the trained contractor to set up own business or employable upon exit?

Yes □ No □

3. THE WfW AND EKZNW IAS TRAINING AND DEVELOPMENT PROGRAMME, CONTENT, PROCESS, DURATIONAND EFFECTIVENESS

One of the objectives of the WfW and EKZNW IAS programmes is provision of training to trained contractors to equip them to become successful business people.

3.1 Have you received any training while employed by the WfW and EKZNW IAS programmes?

Yes □ No □

3.2 At what stage of the project cycle did you receive training?

before project starts		after the project completion	
project inception		others: please specify	
middle of the project			

3.2 Were you consulted about your needs for training before taking part on the training offered?

Yes □ No □

3.2.1 If yes to the above, how was your need assessment conducted?

a) By asking the knowledge you have on the topic of the training.

b) By asking your interest

c) By discussing on the practice followed by you and identifying gaps.

d) By discussing on the problem related to business enterprises.

3.3 Do you think the training you acquired was relevant in line with your needs?

Yes □ No □

3.3.1 If no what type of training would you have needed? ----------

-

3.4 Using the following scale, evaluate the training that you have received from the WfW and EKZNW IAS programme? Evaluation: Excellent =5 Poor =1.

Title of training received	**Evaluation**	**Title of training received**	**Evaluation**
technical management		herbicide application	
financial and administration management		diversity management	
entrepreneurial skills		health and safety training	
people management		personal management	
induction course		HIV/AIDS awareness	
machine operation		business management	

3.5 Was the training given credited or not credited?

Yes □ No □

3.6 Did you receive any income in a form of salary or allowance from the WfW or EKZNW during your training period?

Yes □ No □

3.7 What was the duration of training offered to the trained contractors?

1-3 weeks	1 month	2 months	3 months	More than 3 months

3.8 Do you think the time allocated for training was sufficient to impart knowledge?

a) It was sufficient b) It was not sufficient

3.9 What do you suggest for the future as an appropriate duration of training for the trained contractor training?

1-3 weeks	1 month	2 months	3 months	More than 3 months

3.10 Please score the following statements?

Statement	**strongly agree**	**agree**	**neutral**	**disagree**	**strongly disagree**
The training offers skills and knowledge that is required by the main economic market and that could assist the contractor to find job or set up own business enterprise upon exit?					
The training offered by programme prepared you well to start your business or get new employment					
The overall impact of experience gained from working on the programmes had increased your level of confidence					
Overall, you are satisfied with the training acquired from the programme.					
Training offered has improved your business skills and you can manage your business					

effectively?					

5 score for strongly agree, 4 score for agree, 3 score for neutral, 2 score for disagree and 1 score for strongly disagree.

3.11 With the training you received from WfW or EKZNW IAS programme, how easy was it to get employment or start a business? On scale of 1-5 where 5 scores for Very easy?

Very easy □Easy □Neutral □Difficult □Very difficult □

3.12 How would you rate the relevance of training offered on scale of 1-5 where 5 being significantly high?

higher	medium	low

3.13 How do you perceive the value of the WfW and EKZNW IAS's training and work experience gained through participating in the programme, in employability and setting up own business?

Higher impact	Similar impact	Little impact	Significantly no change

3.14 How effective do you think the WfW and EKZNW IAS's training programme is contributing significantly to?

Activity	**Very effective**	**Moderate**	**Not effective**
Business opportunities			
Employability			
Running own business			
Providing employment to others			
Skills			

3.15 How would you rate the success of the WfW and EKZNW IAS programmes in providing training to the trained contractors on scale of 1-5 where 5 being the most successful?

Most successful	Successful	Inadequate	Not successful

3.16 Is there any desired training you wish to be included in the training programme?

Yes □No □

3.16.1 If yes, name that training----------

3.17 Would you recommend that type of training to the existing trained contractor in the programme or other beneficiaries?

Yes □No □

3. OPPORTUNITIES OF STARTING A VIABLE BUSINESS OR FURTHER EMPLOYMENT

One of the key efforts for the establishing the WfW and EKZNW IAS's training programme was to provide training which will assist trained contractors to start their own business after exiting the programme.

4.1 Have you provided any employment to other people after exiting the programme?

Yes □ No □

4.1.1 If the answer is yes for the above, please tell us that, how many people have you employed in your business? ----------

4.2 How long have they been employed for? ----------

4.3 What were you paying them?

4.4 Number of full time employees?

4.4 Number of part time employees?

4.5 What do you believe are the main factors that contributed significantly to your success setting up or running your business or becoming employed? ----------
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4.4.6 In your own words, state how the WfW and EKZNW IAS programmes training programme could be improved to meet the needs of the trained contractor to venture into business or be employable after exiting the programme? ----------
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4.7 Is there anything further that you feel is important to discuss? ----------
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Thank you for your co-operation and time in responding to these questions.

APPENDIX 2

INTERVIEW QUESTIONS FOR TRAINED CONTRACTORS WHO HAVE BEEN ON THE PROGRAMME AND HAVE NOT STARTED BUSINESSES OR BEEN EMPLOYED

My name is Makhiseni Myeza, a Masters Student at the Centre for Environment, Agriculture and Development, University of KwaZulu-Natal. My topic is "Factors influencing the success of selected trained contractors who experienced the full Expanded Public Works programme using the Working for Water (WfW) and Ezemvelo KZN Wildlife Invasive Alien Species (EKZNW IAS programme as a case study". You have been identified as a key person to make an important contribution to this study through your honest and accurate answers to this questionnaire. I would like to ask you a few questions about the WfW and EKZNW IAS programmes). The questionnaires you are about to complete will assist me in understanding of the subject. The information you give will not be used for any other purposes than that stated above. Therefore, I wish to assure that all information disclosed will be treated in the strictest confidentiality and the findings will be made available to you should you request them. If you feel uncomfortable you are free to withdraw from the study. To ensure your anonymity, you are not required to disclose your name or identity.

Type of interview

Personal □

Which of the programmes have you participated/worked on?

Working for Water	
Ezemvelo KZN Wildlife IAS	
Both	

1. RESPONDENTS' DEMOGRAPHICS AND BACKGROUND INFORMATION

I would like to ask you some questions about yourself to help me understand your background better.

1.1 Please indicate your age category

Age: 18 -35 □ 36 – 45 □ 46 - 56 □ Above 56 years □ I don't know □

1.2 Gender: Male/ Female

1.3 Disability Yes □ No □

1.4 Did you attend school?

Yes □ No □

1.4.1 If yes, what was your highest educational qualification?

Primary School		University and other tertiary education	
Secondary School			
Matriculation Certificate			

1.5 What do you believe is the recommended minimum level of education for one to become a trained contractor within WfW and EKZNW IAS programmes?

None □

Primary□

Secondary□

Matriculation Certificate □

Tertiary diploma□

Other **(***specify*): ……

1.6 Were you employed before joining the WfW or EKZNW IAS programmes?

Yes □ No □

1.7 If yes to the above, please explain what you did before joining the programme? ----------

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1.8 Through your involvement within WfW and EKZNW IAS programmes, have you gained any new skills or experience?

Yes □ No □

1.9 What new skills and experience have you gained since the beginning of the programme?------
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2. THE WfW AND EKZNW IAS TRAINING PROGRAMME

One of the objectives of WfW and EKZNW IAS programmes is provision of training to the trained contractors to equip them to become successful business people.

2.1 Have you received any training while employed by the WfW and EKZNW IAS programmes?

Yes □ No □

2.2 Were you consulted about your needs for training before taking part on the training offered?

Yes □ No □

2.2.1 If yes to the above, how was your need assessment conducted?

a) By asking the knowledge you have on the topic of the training.

b) By asking your interest

c) By discussing on the practice followed by you and identifying gaps.

d) By discussing on the problem related to business enterprises.

2.3 Using the following scale, evaluate the training that you have received from the WfW and EKZNW IAS programme? Evaluation: Excellent =5 Poor =1.

Title of training received	**Evaluation**	**Title of training received**	**Evaluation**
technical management		herbicide application	
financial and administration management		diversity management	

entrepreneurial skills		health and safety training	
people management		personal management	
induction course		HIV/AIDS awareness	
machine operation		business management	

2.4 Was the training given accredited or not accredited?

Yes □ No □

2.5 What was the duration of training offered to the trained contractors?

1-3 weeks	1 month	2 months	3 months	More than 3 months

2.6 Do you think the time allocated for training was sufficient to impart knowledge?

b) It was sufficient b) It was not sufficient

2.7 What do you suggest for the future as an appropriate duration of training for the emerging contractor training?

1-3 weeks	1 month	2 months	3 months	More than 3 months

2.8 Please rate the skills and competencies that in your opinion are important to be a successful business enterprise after training? The answer should be ranked in the order of importance e.g. 1=very important, 2=important, and 3=not important.

Skills and competencies	**Very important**	**Important**	**Not important**
budgeting skills			
cash flows			
planning			

tendering and contracting			
training Skills			
invoicing			
Book-keeping			
record keeping			
supervision			

Did you receive any of those skills while employed by the programme?

Yes □ No □

2.9 Did you receive any income in a form of salary or allowance from WfW or EKZNW during your training period?

Yes □ No □

2.10 The training acquired from the WfW or EKZNW IAS programme focused on relevant skills required by the market. On scale of 1-5 where 5 is strongly agree?

Strongly agree □ agree □ neutral □ Disagree □ strongly disagree □

2.11 How would you rate the relevance of training offered on scale of 1-5 where 5 being significantly high?

high	medium	low

2.12 How do you perceive the value of the WfW and EKZNW IAS's training and work experience gained through participating in the programme, in their employability and starting up own business?

Significantly high impact	Higher impact	Similar impact	Little impact	Significantly no change

2.13 How effective do you think the WfW and EKZNW IAS's training programme is contributing significantly to?

	Very effective	**Moderate**	**Not effective**
business opportunities			
employability			
running own business			
providing employment to others			
skills			
poverty and unemployment			

2.14 How would you rate the success of the WfW and EKZNW IAS programmes in providing training to the trained contractors on scale of 1-5 where 5 being the most successful?

Most successful	Successful	Inadequate	Not successful	None

3.1 2.15 What do you believe are the main factors or reasons that contributed significantly to your failure in establishing your business or becoming employed upon programme exit? ------

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2.16 Would you recommend that type of training to the existing contractor in the programme or other beneficiaries?

Yes □No □

2. OPPORTUNITIES OFSTARTING A VIABLE BUSINESS AND CHALLENGES AFFECTING TRAINED CONTRACTORS

One of the key efforts for the establishing the WfW and EKZNW IAS's training programme was to provide training that will assist trained contractors to start their own business or employable after exiting the programme.

3.2 In your own words, state how the WfW and EKZNW IAS programmes training programme could be improved to meet the needs of exited trained contractor to venture into business or be employable after exiting the programme? ----------
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3.3 Is there anything further that you feel is important to discuss? ----------
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Thank you for your co-operation and time in responding to these questions.

APPENDIX 3

INTERVIEW QUESTIONS FOR OFFICIALS FROM THE WfW AND EKZNW IAS PROGRAMMES

My name is Makhiseni Myeza, a Masters Student at the Centre for Environment, Agriculture and Development, University of KwaZulu-Natal. My topic is "Factors influencing the success of selected trained contractors who experienced the full Expanded Public Works programme using the Working for Water (WfW) and Ezemvelo KZN Wildlife Invasive Alien Species (EKZNW IAS programme as a case study". You have been identified as a key person to make an important contribution to this study through your honest and accurate answers to this questionnaire. I would like to ask you a few questions about the WfW and EKZNW IAS programmes). The questionnaires you are about to complete will assist me in understanding of the subject. The information you give will not be used for any other purposes other than that stated above. Therefore, I wish to assure that all information disclosed will be treated in the strictest confidentiality and the findings will be made available to you should you request them. If you feel uncomfortable you are free to withdraw from the study. To ensure your anonymity, you are not required to disclose your name or identity.

Name ----------

Position----------

1. GENERAL BACKGROUND INFORMATION

1.1 Name of your organisation? ----------

1.2 What is the recommended minimum level of education one need to have to be selected as a trained contractor within WfW or EKZNW IAS programme?

Primary School		University and other	

		tertiary education	
Secondary School			
Matriculation Certificate			

1.3 Please indicate the recommended age group for one to become a trained contractor within the WfW or EKZNW IAS programme?

Age: > 18 -35 □ 36 – 45 □ 46 - 56 □ Above 56 years □ don't know □

2.4 As an official of the organisation, what methods are used by the WfW or EKZNW IAS programme to select trained contractors to participate on the programme?

Interviews	
Family relations	
Nomination	
None of the above	

1.5 Does the WfW or EKZNW IAS programme have the database to conduct surveys to determine the success or failure of the trained contractors after they have exited the programme?

Yes □ No □

1.6 Please indicate any support provided to trained contractors to improve their potential of establishing their own enterprises or become employed upon exiting the programme? (Please tick all that applies).

Arrange opportunities for employment	
Assist with CV preparation	
Business advice	
Inform about other careers	
Assist in contracting	
Assist in start-up capital	
Others (specify)	

1.7 Approximately what percentage of the trained contractors obtains jobs or start businesses in their fields within six (6) months after exited from the WfW or EKZNW IAS programme?

----------%

2 THE WfW AND EKZNW IAS TRAINING PROGRAMMES

One of the objectives of the WfW and EKZNW IAS programmes is provision of training to trained contractors to equip them to become successful business people.

2.1 As the official for your organisation, have the trained contractors received any training while employed by the WfW and EKZNW IAS programmes?

Yes □ No □

2.2 Were the trained contractors consulted about their needs for training before taking part on the training offered?

Yes □ No □

2.2.1 If yes to the above, how was their need assessment conducted?

a) By asking the knowledge they have on the topic of the training.

b) By asking their interest

c) By discussing on the practice followed and identifying gaps.

d) By discussing on the problem related to business enterprises.

2.3 Using the following scale, evaluate the training that was offered to the trained contractors by the WfW and EKZNW IAS programmes? Evaluation: Excellent =5 Poor =1.

Title of training received	**Evaluation**	**Title of training received**	**Evaluation**
technical management		herbicide application	
financial and administration management		diversity management	
entrepreneurial skills		health and safety training	
people management		personal management	
induction course		HIV/AIDS awareness	

machine operation		business management	

2.4 Who is responsible for identifying the training needs for the trained contractors at project level?

Project Manager	
Project Leader	
Training co-ordinator	
Community Conservation Officer	
All of the above	

2.5 Was the training given credited or not credited?

Yes □ No □

2.6 Please score the following items?

Item	**strongly agree**	**agree**	**neutral**	**disagree**	**strongly disagree**
The training provide skills and knowledge that is required by the main economic market and that could assist the contractor to find a job or set up own business enterprise upon exit?					
The training offered by programme prepared the contractors well to start their business or get new employment					
The overall impact of experience gained from working on the programmes had increased the contractors level of confidence					
Overall, you are satisfied with the training acquired by contractors from the programme.					
Training offered has improved their business skills and they can manage their business					

effectively?					

4 Score for strongly agree, 4 score for agree, 3 score for neutral, 2 score for disagree and 1 score for strongly disagree.

2.7 What was the duration of training offered to trained contractors?

1-3 weeks	1 month	2 months	3 months	More than 3 months

2.8 Do you think the time allocated for training was sufficient to impart knowledge to the trained contractors?

a) It was sufficient b) It was not sufficient

2.9 What do you suggest for the future as an appropriate duration of training for the trained contractor training?

1-3 weeks	1 month	2 months	3 months	More than 3 months

2.10 Does the WfW or EKZNW IAS programme pay money in a form of salary or allowance to the trained contractors during their training period?

Yes □ No □

2.11 Please rate the skills and competencies that in your opinion are important for the trained contractors to become successful business enterprise after training? The answer should be ranked in the order of importance e.g. 1=very important, 2=important, and 3=not important.

Skills and competencies	**Very important**	**Important**	**Not important**
Budgeting skills			
Cash flows			
Planning			

Tendering and contracting			
Training Skills			
Invoicing			
Book keeping			
Record keeping			
Supervision			

2.12 How would you rate the relevance of training offered by the programme, on scale of 1-5 where 5 being significantly high?

Significantly high	Higher	Similar	Lower	No change

2.13 How would you rate the value and impact of the WfW and EKZNW IAS's training programme potential in below after exiting the programme?

	Very high	High	Average	Low	None
Starting own business					
Employability					
Running own business					
Providing employment to others					

2.14 How effective do you think the WfW and EKZNW IAS's training programme is contributing significantly to?

	Very effective	**Moderate**	**Not effective**
Business opportunities			
Employability			
Running own business			
Providing employment to others			

Skills			
Poverty and unemployment			

2.15 In your opinion have WfW and EKZNW training provided improved the trained contractor's business skills to manage their business effectively or become employable?

Yes □ No □

2.15.1 Please provide reasons for your answer. ----------

2.16 How would you rate the success of the WfW and EKZNW IAS programmes in providing training to the trained contractors on scale of 1-5 where 5 being the most successful?

Most successful	Successful	Inadequate	Not successful	None

3.18 Would you recommend that type of training to the trained contractor in the programme at the moment?

Yes □No □

4. OPPORTUNITIES OF STARTING A VIABLE BUSINESS AND CHALLENGES AFFECTING TRAINEDCONTRACTORS

One of the key efforts for the establishing WfW and EKZNW IAS's training programme was to provide training which will assist the trained contractors to start their own business after exiting the programme.

4.1 How would you rate the potential of the trained contractors to start own business in relation to the knowledge, skills and training they have obtained from the WfW and EKZNW IAS's training programme on scale of 1-5 where 5 being significantly high?

Significantly high	Higher	Similar	Lower	No change

4.2 As an official, what do you believe are the main factors that contributed significantly to the success or failure of the trained contractors in establishing their businesses or becoming employed upon programme exit? --
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4.3 In your own words, state how the WfW and EKZNW IAS programmes training programme could be improved to meet the needs of the trained contractors to venture into business or be employable after exiting the programme? ---
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4.4 Is there anything further that you feel is important to discuss? --------------------------------
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Thank you for your co-operation and time in responding to these questions.

APPENDIX 4

QUESTIONNAIRE FOR COMMUNITY MEMBERS WHO HAVE NOT PARTICIPATED IN THE PROGRAMME AND HAVE STARTEDA BUSINESS OR BEEN EMPLOYED

My name is Makhiseni Myeza, a Masters Student at the Centre for Environment, Agriculture and Development, University of KwaZulu-Natal. My topic is "Factors influencing the success of trained contractors who experienced the full Expanded Public Works programme using the Working for Water (WfW) and Ezemvelo KZN Wildlife Invasive Alien Species (EKZNW IAS programme as a case study". You have been identified as a key person to make an important contribution to this study through your honest and accurate answers to this questionnaire. I would like to ask you a few questions about your business or employment. The questionnaires you are about to complete will assist me in understanding of the success and failure in business or employment. The information you give will not be used for any other purposes other than that stated above. Therefore, I wish to assure that all information disclosed will be treated in the strictest confidentiality and the findings will be made available to you should you request them. If you feel uncomfortable you are free to withdraw from the study. To ensure your anonymity, you are not required to disclose your name or identity.

1. RESPONDENTS' DEMOGRAPHICS AND BACKGROUND INFORMATION

I would like to ask you some questions about yourself to help me understand your background better.

1.1 Please indicate your age category

Age: 18 -35 □ 36 – 45 □ 46 - 56 □ Above 56 years □ I don't know □

1.2 Gender: Male/ Female

1.3 Disability Yes □ No □

1.4 Did you attend school?

Yes □ No □

1.4.1 If yes, what was your highest educational qualification?

Primary School		University and other tertiary education	
Secondary School			
Matriculation Certificate			

1.5 What is your previous/current employment status?

unemployed	self employed	employed part time	employed full-time

1.6 Through your involvement with your previous/current employment, have you gained any new skills or experience?

Yes □ No □

1.7 How have you used the skills and experience you have gained from the previous employer /employment in relation to your new employment or business?

To start a business	
To sustain my business	
To tender on the open market	
To get permanent job	
To hire other people	
Self-employment	
Others: please specify	

1.8 What type of business do you operate?

Sole trader		Close cooperation	
Partnership		Family business	
Private company		Others: please specify	

1.9 Please explain to me that how did you start your business enterprise? ----------

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1.10 How long have the enterprises been operating?

Less than 5 years		21 – 25 years	
6 – 10 years		26 years and above	
11 – 20 years		Others: please specify	

1.10 How many people are employed in the business? ----------

---

1.12 How long have they been employed for? ----------

1.13 Did you receive any managerial training before setting up your business? Yes/No

1.14 Name the type of training you received or anything that contributed to you becoming successful in this business or employment?----------

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1.15 Do you consider yourself a successful entrepreneur? Yes/No

1.16 What do you believe are the main factors that contributed significantly to your success in establishing and running your business or becoming employed? ----------

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1.17 What challenges do you encounter in this business or employment? ----------

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1.18 What measures do you use to solve them? ----------

1.19 Is there anything else that you wish us to discuss? ----------

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