

**Training as a tool to empower Expanded Public Works Programme beneficiaries: A Case of City  
of Mbombela Local Municipality**

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at the

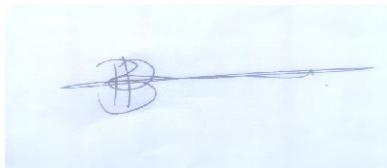


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10 October 2023

## DECLARATION

I Bonisile Princes Ngomane declare that this above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references. I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality. I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.

A handwritten signature in blue ink, appearing to read "BONISILE PRINCES NGOMANE".

30-11-2022

SIGNATURE

DATE

## ACKNOWLEDGEMENTS

I would not have been able to conduct this research alone. Special recognition goes to my supervisor Dr B.N Rasila, my academic advisor, thank you for the guidance and your patience with me.

My partner, Butho Mabuza (Bae) I appreciate you and your assistance throughout this road, you are my pillar of strength.

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“With God all things are possible” .

## **DEDICATION**

It is with mixed emotions that I have to share this joy of completing this research without the presence of my parents. Heaven could not wait for them. I dedicate this research to my late parents Margaret Enestinah Banda and Themba Micheal Ngomane. I love you always.

I also dedicate this study to my partner Butho Mabuza (Bae) thank you for everything you do and keep on doing for me. You basically helped me to shape this research. I love you.

Lastly I dedicate this study to my son Nhlakanipho and daughter Nkosenhle, I love you babies.

## ABSTRACT

The City of Mbombela (CoM) Local Municipality implemented the Expanded Public Works Programme (EPWP) as a strategy of the South African Government to reduce high poverty and unemployment. The programme is a twelve month contract. As a strategy for skills development, the programme includes training that must be provided during the contract. However, the implementation processes of training within the EPWP are uncertain and inconsistent.

The purpose of training EPWP beneficiaries is to empower individuals who enter the programme with skills that play a crucial role in sustainable development. Hence, the programme targets poor, unskilled and unemployed individuals. Ultimately, training engagements assist EPWP beneficiaries with acquiring recognised skills through training and practice. The research objective was to identify whether training empowers EPWP beneficiaries thus determining if training is effective enough to improve work opportunities and sustainability. Training in every organization has somewhat become a pivotal point in empowering employees as a result, keeps the retention rate higher and longevity is maintained.

The Human Resource Department of CoM is at the forefront in terms of providing the EPWP beneficiaries' details while officials are sourced physically and requested to confirm their voluntary participation. Twenty-seven participants contributed to this study, which adopted a qualitative methodology approach. To meet the objectives of the study, purposive or judgemental sampling using a non-probability method was utilised. Interviews were deemed an appropriate method of data collection in the qualitative study.

The EPWP, in general, provided great support to the participants. The programme played a major role in assisting EPWP beneficiaries by supplying income relief for their households and decreasing the numbers of unemployed. The EPWP assistance is sustainable as it leaves the beneficiaries with an exit strategy. Hence training is provided to assist the beneficiaries to seek jobs or to start their own businesses. The researcher established that the training provided to the EPWP beneficiaries empowered them. However the overall planning for training at the CoM has several gaps in its implementation, such as not providing training that is aligned to the project, failing to report adequately and a lack of communication about the training. The researcher recommended that training should be strategically planned for better execution, in order to benefit the beneficiaries more effectively.

**Key words:** Expanded Public Works Programme, Training, Empower, Unemployment, EPWP beneficiaries, Skills, Work opportunity, Implementation, Development, Projects.

## SICAPHUNO

Masipalati Wendzawo Yelidolobha LaseMbombela (CoM) usebentise Luhlelo Lolunwetjiwe Lwetemisebenti Yemphakatsi (i-EPWP) njengelisu laHulumende waseNingizimu Afrika lekunciphisa buphuya lobusetulu nekuswelekala kwemisebenti. Loluhlelo luyinkontileka yetinyanga letilishumi nakubili. Njengelisu lekutfutfukiswa kwemakhono, loluhlelo lubandzakanya kuceceshwa lekumele kuniketwe ngesikhatsi senkontileka. Nanobe kunjalo, tinchubo tekucaliswa kwekuceceshwa ngekhatsi kwe-EPWP atikacinisekiswa futsi atihambisani.

Inhoso yekucecesha bahlomuli be-EPWP kuhlomisa bantfu labangena eluhlelweni ngemakhono ladlala indzima lebalulekile ekutfutfukisweni lokusimeme. Ngako-ke, loluhlelo lucondzise kubantu labaphuyile, labangenamakhono nalabangasebenti. Ekugcineni, imisebenti yekucecesha isita bahlomuli be-EPWP ngekutfola emakhono latiwako ngekuceceshwa nangeutilolonga. Inhoso yelucwaningo bekukubona kutsi kuceceshwa kuyabahlomisa yini bahlomuli be-EPWP ngaleylo ndlela kuncunywe kutsi kuceceshwa kusebenta ngalokwanele yini kute kututfukiswe ematfuba emsebenti nekusimama. Kuceceshwa kuto tonkhe tinhlangano sekuphendvuke liphuzu lelibalulekile ekuhlomiseni, ngenca yaloko, kugcina lizinga lekugcinwa kwebasebenti liphakeme futsi nekuhlala sikhatsi lesidze kuyagcinwa.

Litiko Lemitfombolusito Yebasebenti lase-CoM lihamba phambili ekuniketeni imininingwane yebahlomuli be-EPWP ngalesikhatsi tiphatsimandla titfolwa ngekwenyama futsi ticelwa kutsi tincinisekise kuhaulanganyela kwato ngekutitsandzela. Bahlanganyeli labangu-27 bafake sandla kulolucwaningo, lolusebentise indlela yekhwalithi. Kute kuhaulabetwane netinjongo telucwaningo, kusetjentiswe emasampula enhoso nobe ekwahlulela ngekusebentisa indlela lekungeyona intfo lengenteka. Tinkhulumiswano titsatfwe njengendlela lefanele yekugcocwa kwedatha elucwaningweni lwekhwalithi.

I-EPWP, ngalokujwayelekile, inikete lusito lolukhulu kubahlanganyeli. Loluhlelo ludlale indzima lenkhulu ekusiteni bahlomuli be-EPWP ngekuniketa ngesincephetelo semholo emakhaya abo kanye nekunciphisa tibalo talabangasebenti. Lusito lwe-EPWP lusimeme njengobe lushiya bahlomuli nelisu lekuphuma. Ngako-ke kuniketwa kuceceshwa kusita labahlomulako kutsi bafune imisebenti nobe bacale emabhizinisi abo. Umcwaningi utfole kutsi kuceceshwa lokuniketwa bahlomuli be-EPWP kubahlomisile. Nanobe kunjalo kuhlela sekuphelele kwekuceceshwa ku-CoM kunemagebe lamanyentana ekusetjentisweni kwako, njengekunganiketwa kuceceshwa lokuhambisana nephrojekthi, kwehluleka kubika ngalokwanele kanye nekungabikho

kwekuchumana mayelana nekuceceshwa. Umcwaningi uncome kutsi kuceceshwa kufanele kuhlelwe ngendlela lencono kute kwentiwe kancono, kute kuzuze bahlomuli ngemphumelelo.

**Emagama lamcoka:** Luhlelo Lolunwetjiwe Lwetemisebenti Yemphakatsi, Kuceceshwa, Kuhlomisa, Kungasebenti, Bahlomuli be-EPWP, Emakhono, Ematfuba Emsebenti, Kucaliswa, Kutfutfukiswa, Emaphrojekthi.

## TSHOBOKANYO

Mmasepala wa Selegae wa City of Mbombela (CoM) o tsentse tirisong Lenaneo le le Atolositsweng la Ditiro tsa Setšhaba (EPWP) jaaka togamaano ya Puso ya Aforikaborwa ya go fokotsa bohumanegi le botlhokatiro jo bo kwa godimo. Lenaneo ke konteraka ya dikgwedi tse somepedi. Jaaka togamaano ya tlhabololo le tokafatso ya bokgoni, lenaneo le akaretsa katiso e e tshwanetseng go neelwa ka nako ya konteraka. Le fa go ntse jalo, ditirego tsa tsenyotirisong ya katiso mo EPWP ga di a tlhomama e bile di a belaetsa.

Maikaelelo a go katisa baamogeladitshiamelo ba EPWP ke go maatlafatsa batho ka nosi ba ba tsenang mo lenaneong ka bokgoni jo bo nang le seabe sa botlhokwa mo tlhabololong e e ka kgonang go tsweledisiwa. Ka jalo, lenaneo le totile batho ka nosi ba ba humanegileng, ba ba se nang bokgoni jo bo kgethegileng le ba ba sa direng. Kwa bofelong, maitlamo a katiso a thusa baamogeladitshiamelo ba EPWP ka gonnes ba bona bokgoni jo bo amogelesegang jaaka thutego e e rileng e e bonwang ka katiso le tiragatso. Maikaelelo a tlhotlhomiso e ne e le go supa gore a mme katiso e maatlafatsa baamogeladitshiamelo ba EPWP mme ka go dira jalo e le go tlhomamisa gore a katiso e nonofile mo go lekaneng go tokafatsa ditšhono tsa tiro le tsweledisego. Mo setlamong sengwe le sengwe katiso e botlhokwa ka tsela nngwe gonnes e feleletsa e maatlafatsa badiri, e tshola seelo se se kwa godingwana sa go tswelela go nna le badiri mo pakeng e e rileng le go tswelela go nna le badiri ba ba kgonang go direla setlamo mo pakeng e telele.

Lefapha la Taolo, Thapo le Katiso ya Badiri la CoM ke lone le le mo maemong a a maleba a go neela dintlha tsa baamogeladitshiamelo ba EPWP fa go thapiwa batlhanked ba ba leng teng ka nako e e rileng mme ba kopiwa go tlhomamisa botsayakarolo jwa bone jwa boithaopo. Batsayakarolo ba le someamabedisupa ba nnile le seabe mo thutopatlisisong eno, e e dirisitseng mokgwa wa go kgobokanya le go sekaseka deitha e e ka ga maitemogelo a batsayakarolo. Go fithelela maikaelelo a thutopatlisiso, go dirisitswe mokgwa wa go tsaya disampole o mo go one motlhotlhomi a dirisang kitso ya gagwe e e kgethegileng go itlhophela batsayakarolo go ya ka maikemisetso a tlhotlhomiso, go dirisiwa mokgwa wa go ba tlhopha kwa ntle ga thulaganyo epe e e rileng. Go lemogilwe fa dipotsolotso e le mokgwa o o maleba wa go kgobokanya deitha mo thutopatlisisong e go kgobokanngwang le go sekaseka deitha e ba e tlamelang.

EPWP, ka kakaretso, e neetse batsayakarolo tshegetso e kgolo. Lenaneo le nnile le seabe se segolo mo go thuseng baamogeladitshiamelo ba EPWP go nna le lotseno go namola malapa a bone mo

botlhoking le go fokotsa dipalo tsa batho ba ba sa direng. Thuso ya EPWP e ka tswaledisega gonne e tlogela baamogeladitshiamelo ba se mo tlalelong ya go batla tiro e nngwe fa konteraka e khutla. Ka jalo katiso e neelwa go thusa baamogeladitshiamelo go batla ditiro kgotsa go itshimololela dikgwebo. Motlhothhomisi o lemogile gore katiso e e neelwang baamogeladitshiamelo ba EPWP e a ba maatlafatsa. Le fa go ntse jalo, thulaganyetso-kakaretso ya katiso kwa CoM e na le ditlhaelo di le mmalwa mo tsenytirisong ya yone, tse di jaaka go sa neele katiso e e tsamaisanang le porojeke, go palelwa ke go neela pegelo mo go lekaneng le tlhaelo ya tlhaeletsano ka ga katiso. Motlhotlhomi o atlanegisitse gore katiso e tshwanetse go rulaganyediwa ka togamaano gore e diragadiwe botoka, go tswela baamogeladitshiamelo mosola ka tsela e e nonofileng thata.

**Mafoko a botlhokwa:** Lenaneo le le Atolositsweng la Ditiro tsa Setshaba, Katiso, Maatlafatsa, Botlhokatiro, baamogeladitshiamelo ba EPWP, Bokgoni, Tšhono ya tiro, Tsenytirisong, Tokafatso le Tlhabololo, Diporojeke.

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## LIST OF ABBREVIATIONS

<b>ABET:</b>	Adult Basic Education and Training
<b>AG:</b>	Auditor General
<b>CoM:</b>	City of Mbombela
<b>COVID-19:</b>	Corona Virus Disease of 2019
<b>CTMM:</b>	City of Tshwane Metro Municipality
<b>CWP:</b>	Community Works Programme
<b>DWCP:</b>	Decent Work Opportunity Programme
<b>DEL:</b>	Department of Employment and Labour
<b>DPW:</b>	Department of Public Works
<b>DPWI:</b>	Department of Public Works and Infrastructure
<b>EPWP:</b>	Expanded Public Works Programme
<b>EPWPRS:</b>	Expanded Public Works Programme Reporting System
<b>ETQA:</b>	Education and Training Quality Assurance
<b>GFETA:</b>	General and Further Education Training Quality Assurance
<b>IDP:</b>	Integrated Development Plan
<b>IG:</b>	Incentive Grant
<b>ILO:</b>	International Labour Organisation
<b>NDPW:</b>	National Department of Public Works
<b>NGO:</b>	Non-Government Organisations
<b>NSDS:</b>	National Skills Development Strategy
<b>NSF:</b>	National Skills Fund
<b>PEP:</b>	Public Employment Programme
<b>POPIA:</b>	Protection of Personal Information Act
<b>PWEP:</b>	Public Works Employment Programme
<b>SA:</b>	South Africa
<b>SAQA:</b>	South Africa Qualifications Authorities
<b>SETA:</b>	Sector Education Training Authorities
<b>SOEs:</b>	State-Owned Enterprises
<b>SONA:</b>	State of the Nation Address
<b>SMMEs:</b>	Small Medium and Micro-Entrepreneurs
<b>SSE:</b>	Social and Solidarity Economy
<b>STATSSA:</b>	Statistics South Africa
<b>UN:</b>	United Nations
<b>WHO:</b>	World Health Organisation

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## CHAPTER 1

### OVERVIEW OF THE STUDY

#### **1.1. Introduction**

Internationally, various programmes are used for creating structured employment. The International Labour Organisation (2021) stated that in France unemployment is a challenge that is addressed by developmental programmes. The ‘employment guarantee experiment’ programme ensures that all long-term unemployed have access to employment through non-government organisations. In Kenya, the Public Employment Programme (PEP) provides opportunities for income generation by means of hygiene programmes. These programmes must be coupled with training to maintain sustainable development for the beneficiaries.

The Expanded Public Works Programme (EPWP) is a South African government strategy to encourage socio-economic development by creating work opportunities. The programme is funded by the National Department of Public Works (NDPW) and is shared and implemented by all spheres of the government and state-owned enterprises (SOEs). It was conceptualised by the former president of South Africa (SA), Mr Thabo Mbeki, at the Growth and Development Summit (2003) in Johannesburg.

The Statistics South Africa (STATSSA) released a report that stated that the unemployment rate in SA had reached 28.77% in 2021 from 20.09% in 2002 (STATSA, 2002-2021). The EPWP promotes income relief by creating temporary employment for underprivileged, unskilled and unemployed people in SA. The programme offers temporary employment in various sectors, while training is provided to enhance beneficiaries skills. Therefore, training can commence once one is employed under the EPWP. This programme has made significant progress since 2004, in terms of employment creation, income support and service delivery in the country. According to the Parliamentary Monitoring Group (2014), phase 1 was implemented from 01 April 2004 to 30 March 2009 with an achieved target of 1,000,000 work opportunities by 2008. Phase 2 was implemented from 01 April 2009 to 30 March 2014, with a target of 4,500,000 work opportunities, which was reached. Phase 3 was implemented from 01 April 2014 to 30 March 2019.

Phase 3 reported 4,389,516 cumulative work opportunities: 73.2 % of the target of 6,000,000. The EPWP is currently in phase 4, which started on the 1st of April 2019 and will run to 30 March 2024 to create 8 5 038 271 work opportunities nationally. Henderson (2016) stipulated that the programme's objective is to provide employment opportunities and income support to poor and unemployed individuals through the labour intensive delivery of public and community assets and services, thereby contributing to development. The programme creates employment opportunities mainly in four sectors. The infrastructure sector increases the labour intensity of government-funded projects through various grants. The non-state sector creates opportunities through non-government organisation (NGO) programmes. The environment and culture sector creates work opportunities in public environment and culture programmes. Lastly, the social sector creates opportunities in public social programmes.

Training in EPWP is a cross-cutting function applied in all sectors. Training has been part of the programme since it commenced. The purpose of training is to empower individuals who enter the programme with skills that play a crucial role in sustainable development; hence the programme targets poor, unskilled, and unemployed individuals. Ultimately, training engagements assist EPWP beneficiaries with acquiring recognised skills by means of training and practice. In terms of Council Resolution A (6), dated 26 July 2012, the CoM approved its council to participate in the EPWP. The policy was developed to provide good practice guidelines to all sector departments within the council involved in the EPWP, in respect of working conditions and any matters related thereto. It was also developed to ensure that all EPWP projects are reported as required by the EPWP guidelines. However, the council implements three sectors in the EPWP, namely infrastructure, social, environment and culture (Department of Public Works and Infrastructure, 2018:1).

The intended objective of training for the CoM is to enhance productivity during project implementation and facility placements. Any capacity building interventions related to, *inter alia*, life skills and career guidance are considered additional or support programmes to the main training. The City of Mbombela Local Municipality policy for EPWP (2018:18) specified that the municipality can make use of several funding mechanisms, such as the National Skills Fund (NSF), to promote capacity building and skills development of EPWP participants. Training can either be accredited or non-accredited. The policy further states that training programmes shall be provided to all appointed EPWP beneficiaries. The CoM training guide and policy of 2018 is not published although it is available on the Municipalities intranet site.

The CoM's policies are in line and guided by those implemented by the Department of Public Works (DPW) and Department of Employment and Labour (DEL). The city aims to capacitate EPWP beneficiaries through training. At the same time, it recognises the role and importance of training that varies considerably from sector to sector and each sector will have its own distinct strategy. Training sessions are collaborated with the NSF and Sector Education and Training Authorities (SETAs).

However, there are challenges with the implementation that affect training and somewhat limiting full exposure to its targeted beneficiaries. Some of the key challenges at the CoM include institutional settings and systems that do not make provision for sector-specific training. The Department of Labour (2011:14) reported that beneficiaries were entitled to a certificate of service upon terminating their employment that specified their employment period, personal details, and that they had to be given training. Currently, the CoM's EPWP tends to focus less on qualitative evaluation and monitoring such as focusing on how training improves individuals by teaching them the value of sustainable development. Instead, it focuses more on quantitative evaluation and monitoring to keep track of the number of work opportunities created and on making sure that those numbers are reported.

McCord (2007:5) expounded that the EPWP entails employment which is based on a short-term period requiring training to promote 'employability.' The author argued that the programme was not appropriate in the South African context of structural unemployment. Moreover, Gafane (2011:53) studied the training offered in the EPWP and discovered that EPWP beneficiaries are likely to exit the programme without obtaining any certificates from the programme implementors. Gafane explored that training at the Greater Tzaneen Local Municipality was limited, and he recommended instituting an expanded scope for training. Moeti (2013:105) stated that, an exit strategy or opportunity must be created by EPWP implementing institutions. This approach was similarly recommended at the City of Tshwane Metropolitan Municipality (CTMM) to address the gaps in training challenges. Moeti (2013:105) commented that the CTMM could link the training offered to beneficiaries to current or future employment opportunities that the municipality planned to create. The study was vital to create an understanding and gaps hindering implementation of training within the programme. It will determine whether training is a suitable tool to empower EPWP beneficiaries.

Nel (2008:2) stated that EPWP is one of the South African Government's short-to-medium term programmes that are aimed at providing work opportunities; coupled with training. The Department of Public Works (2004:2) assumes that with all skills and experience gathered from the programme the beneficiaries should be able to access opportunities for employment, education and training and work opportunities from small to medium and micro-enterprises (SMME's). The literature plays a part in demonstrating the importance of training within the EPWP.

## **1.2. Background to the Research Problem**

The EPWP is one strategy, among others in SA that plays a foremost role in mitigating socio-economic challenges. It is expected that when individuals exits the programme, they should have attained useful skills and improved their living conditions by having created a platform for themselves to seek employment or start their own businesses. However, the programme has been generally criticised for providing a too short duration of employment that only allows for inadequate training (Myeza 2014:3). It is viewed as non-sustainable and does not reflect improved development. The programme is temporary; usually lasting from three to twenty-four months at the most and it is contract based. Consequently, sometimes, the training is cut short since it might take longer than the duration of the employment contract.

Though training seeks to empower and capacitate EPWP beneficiaries there are possible hiccups that may occur during the training procedures. The training may not be executed well by the implementors thus, it does not benefit the people who it is meant to train and thereby benefit them. It might benefit irrelevant people, such as providing training that is not linked to the EPWP project or it may only benefit a smaller number of participants; but fail to benefit the whole population. The EPWP beneficiaries may be placed in a roads and storm water drainage project and be offered training in plumbing, which has nothing to do with storm water drainage. The beneficiaries themselves may be reluctant to partake in the training; thus they are obstructing their own empowerment.

The researcher sought to explore whether training is a tool that can empower EPWP participants. This study aims to examine the efficiency of implementing EPWP training at the CoM.

For the benefit of EPWP beneficiaries, the institution and other stakeholders, training should be implemented adequately in order to meet the objectives of empowering the participants.

### **1.3. Problem Statement**

Public employment programmes are interventions and strategies that are implemented with the purpose of addressing socio-economic challenges in SA. The EPWP is one of the programmes implemented nationally to addresses unemployment, poverty and inequality challenges. According to the South African Government EPWP (2018-19:1) from financial year 2012/13 the programme has created over 8 million temporary work opportunities to financial year 2018/19 however with concerns in EPWP trainings poor outcome. Nyoka (2016:12) concurs that thought the EPWP meets the targeted work opportunities there are pinning challenges that need to be addressed like training offered, high rate of poverty, monitoring and evaluation. There is not enough evidence that proves that the EPWP beneficiaries are absorbed into the economic world by means of future or permanent employment after exiting the programme with the skills acquired or take a route of entrepreneurship.

Training in EPWP implementation appears to delay in reaching its full capabilities in creating relevant training programmes to benefit disadvantaged people by assisting them to shape their future skills in order to find employment or start their own businesses. Unsustainable development in training is also can be seen as a major obstacle. Brynard (2011:74) argued that the EPWP has not succeeded in providing essential training and sustainable skills development. Therefore, there is a need to examine the impediments faced by the implementers of such programmes. It is important to encourage beneficiaries by spear-heading them to realise their potential, in order to start businesses or get jobs.

### **1.4. Research Objectives and Questions**

The objectives of the proposed study are:

- To explore the training processes in the PWP,
- To understand the type of skills and relevant training programmes,
- To identify the challenges facing training in the EPWP, and
- To recommend ways of improving the efficiency of training in the EPWP to empower beneficiaries.

The proposed study research questions:

- What are the training processes in the EPWP?
- What types of skills offered by training in EPWP and how relevant training programmes are?
- What are the challenges facing the EPWP training?
- What ways that can improve the efficiency of training in the EPWP to empower beneficiaries?

### **1.5. Theoretical Framework**

Adom and Hussein (2018:438) stated that a theoretical framework is a *framework based on an existing theory in a field of inquiry that is related and/or reflects the hypothesis of a study. It is a blueprint that is often 'borrowed' by the researcher to build his or her own house or research inquiry.* A literature review is conducted to create the theoretical framework of the study, and it also assists in mapping out the objectives of the study. A theoretical framework involves existing literature and theories. It also involves concepts and their definitions. This study explores the theory of development which focused on the modernisation and empowerment theory.

- Modernisation Theory

The modernisation theory elaborates on two main categories of societies in the world, namely traditional and modern societies, Antwi (2019:1). Theorists argue that traditional societies are entangled in beliefs, norms and values which obstruct development processes. The study is aligned to modernisation theory as it focuses on adapting and moving in tune with modern style, which focuses on convenient twenty-first century living. The EPWP should therefore consider adapting to the modern style of living which emphasises socio-economic development; thus it needs to maintain proper skills development systems.

- Empowerment Theory

According to Perkins and Zimmerman (1995:570) *Empowerment-oriented interventions enhance wellness while they also aim to ameliorate problems, provide opportunities for beneficiaries to develop knowledge and skills.* The EPWP is proactively improving the livelihood of the beneficiaries by means of creating income relief that result in households having shelter and food on the table.

Training in EPWP serves to create an element of empowering the beneficiaries as they can obtain skills and certification that may assist them in future.

### **1.6. Scope of the Study**

The scope of the study focuses on the title of the thesis, namely, ‘training as a tool to empower Expanded Public Works Programme beneficiaries’ to explore whether the institution implements training for EPWP beneficiaries at the CoM, Mpumalanga, SA. It paves a platform for the beneficiaries to explain the level or standards of training provided, to suggest innovation and to speak out on whether these training programmes are beneficial for them. The NDPW, CoM representatives and the EPWP beneficiaries from all four regions within the city are twenty-seven respondents. The challenges that impact the programme, affects the programme’s implementation and training to empower the EPWP beneficiaries.

### **1.7. Importance of the Study**

The research goal is to explore the efficiency of implementing the EPWP training at the CoM to ensure that training benefits the EPWP beneficiaries. The EPWP is intended to contribute in socio-economic development by ensuring sustainable development. The programme seeks to empower beneficiaries with skills, training and experience for future reference.

Public employment programmes are interventions and strategies implemented to address socio-economic challenges. According to O’Neil (2022) the STATSSA report reflected that the unemployment rate in SA reached 28, 77 percent, with a greater percentage of unemployed persons being the youth. Young people are recruited every year from different parts of the country to be exposed to EPWPs for a stipulated period. This is done with the expectation that at the end of the set period, they are capacitated with skills and training that will open doors for them to enter economic fields. The study sought to determine how the EPWP is contributing towards poverty alleviation, job creation and beneficiaries’ capacitation with economically necessary skills. The study identified gaps in the programme’s implementation and recommends how these challenges can be improved to strengthen the programme.

## **1.8. Limitations and Delimitations of the Study**

Theofanidis and Fountouki (2018:156-157) stated that limitation is an ‘imposed’ restriction which is essentially out of the researcher’s control, while delimitations are under the researcher’s control. Initially from the proposal stage the study focused on twenty-eight respondents. One respondent decided not to take part in the study, which reduced the respondents to twenty-seven.

Limitations of the study are that the programme tends to be politically influenced; thus certain information cannot be revealed. However, the respondents were open and clear in their answers. The research sought to examine any possible shortcomings in terms of the EPWP training and to determine if training is the right tool to empower the EPWP beneficiaries. After the national disaster and COVID-19 regulations were withdrawn, it became much easier to conduct the interviews as face-to-face interviews were allowed. The study was more time consuming than expected as respondents kept postponing the interview dates. The time for the interviews went beyond what was envisioned. Nevertheless, all the questions were asked in the interviews although some respondents did not answer all the questions which caused limitations to the validity and reliability of the results of the study. Another delimitation of the study was that the study focused only in exploring ‘training as a tool to empower the EPWP beneficiaries’ and the dynamics linked with that limitation, meant that no additional information was gained or developed further in the study. The beneficiaries of the programme were the EPWP workers, and the researcher separated the various conceptions that came up in discussions.

## **1.9. Research Methodology**

The research methodology chapter provides information on the methodology that was utilised to obtain the data and its justification. The study adopted a qualitative methodology. The chapter covers the research design and the population of the study. It mentions the sampling methods used to gather the participants. Data analysis and collection are the most important components of a study. The methodology supported an analytical approach towards how the data was managed in the study and explained how the study was planned. Methodology enables the reader to systematically evaluate a study’s overall validity and reliability.

### **1.9.1. Research designs**

According to Babbie (2014:94), an exploratory design is typically used when a researcher examines a new phenomenon of interest or when the subject of the study is relatively new.

There are three approaches that a researcher can take towards a study. It can be either qualitative, quantitative or it can adopt a mixed method approach. Goundar (2019:17) stated that a quantitative research study is only concerned with the measurement of quantity or amount. It is mostly numerical and can be measured in quantitative terms; while qualitative research is concerned with qualitative phenomena. It relates to the feelings and opinions of the participants. Mixed methods is a combination of both qualitative and quantitative approaches. This study adapted a qualitative method.

*Exploratory research is a type of research that is conducted to solve a problem that has not been clearly defined* (Goundar, 2019:28). Exploring a problem assists the researcher to establish a common feeling about the topic. This enquiry followed a qualitative approach as data was collected from the people who benefit from the programme and the project implementors.

### **1.9.2. Qualitative approach**

Ngomane (2019:9) clarified that the qualitative approach allows the researcher to interact with and observe the participants closely. This enables both the researcher and the participants to engage through open-ended discussions or questions. As the study followed the qualitative approach, it created a platform to understand why the EPWP beneficiaries might either be delighted or otherwise not be open to training.

### **1.9.3. Research area**

The CoM is a local municipality in the Ehlanzeni District Municipality, Mpumalanga, South Africa. According to the Community Survey 2016 (conducted by STATSSA), the city's population was estimated to be 695,913. The City of Mbombela Local Municipality's Spatial Development Framework 2018 reflects that the larger portion of Mbombela's population lives in peri-urban and rural areas. The municipality has been divided into four regions: southern, eastern, northern and central, respectively.

#### **1.9.4. Data collection**

Bhandari (2022a) explained data collection as a systematic process that guides a researcher through collecting information. Data collection allows a researcher to receive first-hand knowledge and raw insights or information about the research problem. More information on the topic at hand can only be provided by the respondents, through structuring either the same or different questions and collecting the data from them; followed by analysing the answers to the questions posed to them. In this study the data was collected from the twenty-seven respondents by means of interviews which contained open-ended questions.

#### **1.9.5. Data analysis**

Data analysis is analysis of the data that has been collected. The data in this study was analysed using a qualitative approach. In a qualitative approach the data is analysed without simply deriving information from what the respondents has said. DeJonckheere and Vaughn (2019:1) explained that it takes matters further by expanding on the voices of the respondents and deriving more information such as the tone of the respondents voice, body language and by asking question to derive richer information. Data analysis is concerned with providing detailed data with the intention to create an understanding of the raw data while structuring the data. The study carried the Creswell (2014) data analysis method steps to ensure that data was analysed effectively. Creswell explained that qualitative research collects data themselves through observing behaviour or interviewing respondents or participants.

#### **1.9.6. Reliability and validity**

Goundor (2019:3) stated that validity in research refers to the correct processes that have been applied to gather answers to the questions formulated for the respondents. Reliability refers to the quality of a measurement technique that provides repeated data ensuring accuracy. The method of data collection plays a role in assisting with determining reliability and validity.

#### **1.9.7. Ethical consideration**

Babbie (2014:63) associates ethical consideration with morality, which deals with matters of right and wrong. Ethics are crucial and must be considered throughout the research project. The Research Ethics Code of Conduct provides a framework that safeguards the rights and protects beneficiaries in a research project, which this study will adopt.

The Belmont report (1979) points out relevant ethical consideration principles, to ensure the protection of the participants.

### **1.9.8. Sampling**

According to Majid (2018:3), sampling is the process of selecting a statistically representative sample of individuals from the population of interest. A sample of the population is also used to save time studying the larger population and to avoid time consuming data collection. Samples can be selected using either a probability or a non-probability method.

## **1.10. Definition of Concepts**

**Expanded Public Works Programme (EPWP)** – is one of governments key programmes aimed at providing poverty and income relief through temporary for the unemployed. The EPWP is a nationwide programme covering all spheres of government and SOE's.

**Training** – According to Milhem, Abushamsieh and Arostegui (2014:13), training refers to a planned process to modify attitude, knowledge, skills or behaviour in a learning experience to achieve effective performance in an activity or a range of activities.

**EPWP beneficiary** – A person employed to work in an EPWP project under the Code of Good Practice.

**Code of Good Practice for Special Public Works Programme** – The Gazette claims a Code of Good Practice for Special Public Works Programmes provides guidelines to all stakeholders involved in the EPWP programmes in respect of working conditions, payment and disciplinary and grievance procedures ,Gazette No. 129, 18 February 2011.

**Skills** – refers to an individual personal attributes and how it is executed.

**Skills development** – Skills development refers to the training of workers working on the EPWP projects. As noted: ‘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, 1997:1-25).

**Work opportunity** – This refers to possible open vacancies that may arise in an organization to be seized upon by interested individuals.

### **1.11. Arrangements of Chapters of the Study**

The dissertation comprises six chapters.

**Chapter one (1):** This chapter, provides an overview of the study. It introduces the background, and describes the research problem for the study. It explains the research objectives and questions that give direction towards attaining the outcome of the study.

**Chapter two (2):** The chapter covers the literature review. It looks at the literature other authors have researched and published in relation to the subject under review.

**Chapter three (3):** This chapter details the research methodology and research design used in the study. It describes the methods that were used to collect and analyse the data gathered from the participants.

**Chapter four (4):** The chapter presents the findings that were derived from the data collected from the respondents who took part in the study.

**Chapter five (5):** This chapter discusses the findings.

**Chapter six (6):** Contains the conclusion of the study and presents summarised recommendations.

### **1.12. Conclusion**

Chapter one introduced the study with a background of the research problem. It outlined that the study followed a qualitative approach with an intention to explore training as a tool to empower the EPWP beneficiaries which will be a case study at CoM. Limitations and delimitations were explained in detail as other factors might arise however the study is focused in training for the EPWP beneficiaries. In context critical concepts in this chapter have been clearly defined so they can be understood. This chapter summarises the study.

## **CHAPTER 2**

### **THE LITERATURE REVIEW**

#### **2.1. Introduction**

The literature review focuses on what other writers have said about the relationship between training, the EPWP and other literature on the subject. Babbie (2014:463) stated that a literature review is a way of presenting what is already known and what is unknown about a research topic. Research is viewed as an extension of what has been learnt about a topic. This chapter focused on the public works programmes that are implemented internationally as well as the EPWP that is implemented in SA and training regulations within the programme. The discussions included an assessment of the training the EPWP beneficiaries at the CoM receive.

#### **2.2. The Concepts Development and Empowerment**

Training as a tool to empower EPWP beneficiaries is carried out through the modernisation and empowerment theory. Development strategies which advanced from past government has evolved to create opportunities for people living in poverty in the society. The modernisation theory is considered to be relevant hence it is an initiative for development and seeks to suggest that traditional communities adopts modern practises. While the empowerment theory has been considered crucial as it pursues to empower individuals through skills development to enable them to recognise their power to create better opportunities for themselves. This part focused on the concept of development and empowerment.

##### **2.2.1. Development**

Development can mean different things to different people, generally this concept is broad involving social, economic, political and human development. However its main aim consists of growth and improvement referring to good change in people's lives. According to Hyden and Court (2002:2) "development was operationalised with little or no attention to context, the principal task of the theory was to ensure the institutions and techniques that had proved successful in modernizing the Western world could be replicated". Sakalasooriya (2020:4) defined development *as* a process of improving the quality of all human lives.

### **2.2.3. Empowerment**

Empowerment is associated social with economic and political aspects. According to Perkins *et al* (1995:571)

*“Empowerment suggests that participation with others to achieve goals, efforts to gain access to resources and some critical understanding of socio-political environment are basic components of the construct”.*

Eyben, Kaybeer and Cornwall (2008:6) understands that

*“Empowerment happens when individuals and organised groups are able to imagine their world differently and to realise that vision by changing the relations of power that have been keeping them in poverty”.*

### **2.3. Public Works and Employment Programmes the international practise**

Kalman (2015:42) stated that, *since the outbreak of the economic and financial crisis, long-term unemployment has further increased in most countries*. The Public Works and Employment Programmes (PWEPS) became popular in both developed and undeveloped countries. These programmes were developed to create work opportunities for unemployed and unskilled people. Kalman (2015:42-43) further explained that countries such as Hungary and Greece, were intensely affected by the crisis. Social spending decreased as they experienced a rise in unemployment. Kapur (n.d:2) stated that, socio-economic development and empowerment of individuals led to progress and wellbeing in all spheres. Employment opportunities therefore helped individuals to generate income and sustain their living conditions. Development by the government entails improving people's lives and ensuring that it benefits society. Kalman (2015:50) pointed out the following types of public works programmes:

- Fixed-term annual employment guarantee programmes:

For instance, providing guaranteed employment for a specific duration. An example of this is the Indian National Rural Employment Guarantee Scheme, later named the Mahatma Gandhi National Rural Employment Guarantee Scheme, operating in Maharashtra state.

The Mahatma Gandhi National Rural Employment Guarantee Act (2022) explained that in this programme unskilled labourers are guaranteed 100 days of employment.

This project was intended to assist the rural poor with provided training, with the prospect of upgrading their skills to equip them for better employment opportunities. A daily allowance was paid to the workers.

- Governmental employment programme:

This programme mostly offers large-scale, long-term and continuous employment during periods of economic, political or labour market tensions (the most well-known example is the New Deal programme that was implemented in the United States in the 1930s). Amedeo (2022:1) stated that the New Deal was an economic policy launched by Franklin D. Roosevelt with the intention of putting an end to the great depression; as at that time, Americans had to survive a 25 %unemployment rate. This programme attempted to stabilise the financial system by finding jobs for the unemployed. However, the programme did not emphasise training or the empowering of participants.

- Short-term employment programmes:

Kalman (2015:50) further indicates that these programmes were implemented in the aftermath of natural disasters or during temporary periods of labour market tension. This is the most typical form of support to assist with disasters in for example, Africa and South-Asia. Short-term employment is created mostly by government in the wake of natural disasters such as floods and cyclones. Residents from the affected communities are often beneficiaries in such programmes.

- Explicitly labour intensive employment programmes:

The aim of this programme is to create valuable infrastructure (Kalman, 2015:50). The EPWP in SA is one of the programmes that creates work opportunities through labour intensive programmes. The duration of employment is determined by the time period allocated to the project. The programme requires formal training to be offered by the employer that will benefit the participants. Almost all the PWEP's are known for mostly assisting in temporary employment arrangements or contracts, with the expectation that the beneficiaries should be empowered by making use of skills training programmes. Training the beneficiaries plants a permanent seed to assist them in future employment opportunities. Thwala (2011:6012) said that the PWEP's have a long history in developed countries as an economic policy tool for economic growth. Thwala (2011) stated that the PWEP's serve as an economic strategy to expand unbalanced domestic demand as well as a short-term strategy to alleviate unemployment.

In Europe, Greece implements a public works programme known as the Kinofelis. The International Labour Organisation (1996-2022) reported that the Kinofelis (Public Benefit in Greek) is a public employment programme that assists unemployed people in Greece. All the municipalities in Greece coordinate with the programme. It offers 45,000 beneficiaries an eight months contract aligned with municipal projects at the official minimum wage and with all required social security contributions. The ILO (1996-2022) explained that the municipalities in Greece implement training programmes to benefit beneficiaries in public works programmes. Municipalities initiated a policy whereby training for these beneficiaries should take place after their contracts had ended. The municipalities in Greece argue that undergoing training while contracts were ongoing may disrupt projects and may not be conducive for the beneficiaries.

Training will empower beneficiaries if it is done after programmes end and after completion of contracts. However, there should be training conducted on health and safety issues that should be done before work is commenced. Morais and Bacic (2012-2013:2) introduced the Social and Solidarity Economy (SSE) in Brazil. They stated that, *this programme was recently launched in 2011 which is consistent with the rationale underlying PWEPS. The SSE seeks to eradicate poverty by creating work opportunities and paying a daily wage to enable the poor to maintain their households. The programme instructed that job-related training had to be aligned or offered to the beneficiaries.* Morais and Bacic (2012-2013:12) further explained that the *aim in terms of training is to meet the needs of people who fall within the profile of the programme by means of coordinated government action.* In Namibia; the Decent Work Country Programme (2019-2023) focused on employment promotion, enhancing social protection and strengthening social dialogue and industrial relations. The Decent Work Country Programme (2019-2023:12) said that unemployment continues to rise, thus affecting the increasing rate of poverty.

The unemployment level of women and youth is higher than with men. The programme seeks to promote the creation of employment and economic opportunities with its emphasis on women and the youth. According to STATS Namibia (2022) the youth unemployment rate has increased from 43.40 % in the year 2016 to 46.10 % in the year 2018. The DWCP will profile the youth and their skills gaps that prevents them from transitioning from school to work, as well as facilitating access to information and work opportunities through internships and entrepreneurship development. In addition, Giqwa (2018:6) pointed out that public works programmes have been implemented in other African countries including Malawi, Kenya,

Mozambique, Botswana, Ghana, Mali, Morocco, Tunisia, Algeria, Senegal, Ethiopia, Zimbabwe, and Tanzania. However, there are few carefully recorded experiences of these programmes. Little is known about the impact and outcomes of the programme in these countries. Giqwa (2018:7) mentioned that there is no indication of training and skills development in these countries.

## **2.4. The Expanded Public Works Programme in South Africa**

Thwala (2011:6014) contended that the low level of skills and education among the youth in SA caused the rise in unemployment. There has been an increasing gap in work opportunities that require a high level of skills, while work opportunities for semi-skilled and unskilled workers are decreasing. Henderson (2016:7) stated that SA has a shortage of skills and it continues to increase. As a result, former South African President Thabo Mbeki formally announced the EPWP programme in his State of the Nation Address (SONA) in February 2003. The EPWP was introduced in 2004 as a government approach which aimed to address socio-economic challenges such as unemployment in SA, Mbeki (2003). The government has a mandate to achieve good governance through development. Good governance calls for development from the public sector to promote decision making structures in the country; in order to benefit its people. Kamga (2017:1) explained; *Good Governance is crucial for the achievement of the aspirations of the people of Africa, the investment climate and for predictability of projected growth and other planned development outcomes in any country.* Thwala (2011:6014) stated that the programme is a good initiative; as young people in SA account for approximately 60 % of the working age population and 70 % of all unemployed persons in SA. In order to address both the problem of low skills level and the rising unemployment level, the EPWP can be used as a starting point. Thwala (2011:6014) purported that the EPWP can be used as a tool to address low skills levels and the rise in unemployment.

The EPWP programme provided disadvantaged individuals with temporary employment, to enable them to maintain their households with the income. However, as a strategy for sustainable development, the EPWP is also accompanied by training (in skills development and better employment opportunities) that is crucial for each beneficiary. It promotes their future employability, as the nature of employment within the programme is contract based. Training can be viewed as a root to sustainable development, ensuring development reaches most unskilled and unemployed individuals.

STASSA (2020:5) points out that of the 59, 62 million South African population, 49.3 % consists of men, whereas the remaining 50.7 % are women. A project reported must reflect the required demographics to ensure compliance with the programme. The DPW has thus revised its targets, and Table 2.1 illustrates the demographic target groups for every implementing institution:

**Table 2.1 Targets for Demographics in the Expanded Public Works Programme**

Category	Target Percentage
Women	60%
Youth between 16 and 25	55%
Persons with disabilities	2%

**Source: EPWP Phase IV (2019-2024:26) Business Plan**

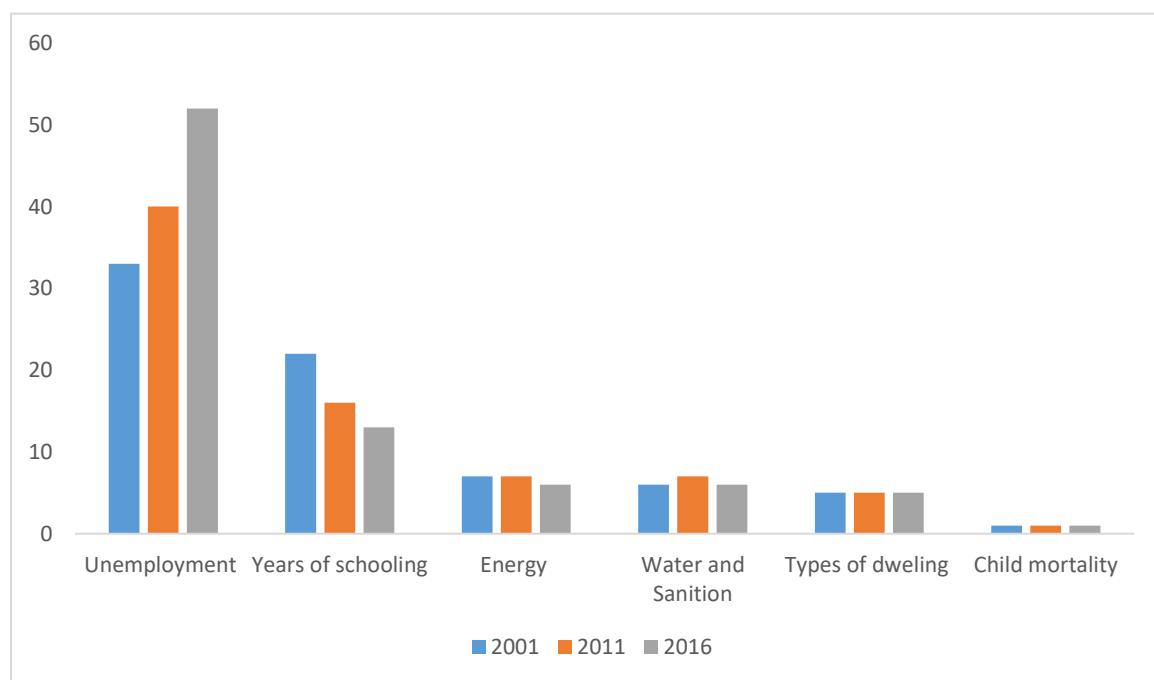
The guidelines for the Implementation of Labour Intensive Projects under the EPWP (2005) stated that the government's medium to long-term programmes to address unemployment require increased economic growth, improved skills levels through education and training, and improved enabling environments for industry to flourish. It further stated the EPWP will continue to be necessary until these medium to long-term programmes effectively reduce unemployment. However, McCord (2007) argued that the period given for the programme (the employment term of 3–24 months) makes it difficult to attend or produce fully trained individuals. Nyoka (2016:18) suggested that government strategies to ensure skilled labourers are produced by the end of the programme are needed; and, for that to be achieved, sector implementers must ensure that appropriate training is provided to reach the programme's target. That would then serve as a monitoring and evaluation tool to guarantee proper implementation of the training provided within the programme.

Skills and experience gained by the beneficiaries in the EPWP are crucial to address the labour demand within the country. The DPW manual stipulates that without training, the programme's impact on the lives of beneficiaries will be limited in respect of making a long-term contribution to meet the country's skills shortages (Kheta Consulting, 2007:8). Training is essential to ensure that the EPWP beneficiaries gain recognised skills to be utilised in the future. It develops the capacity of the EPWP officials and implementers to provide effective and efficient management as well as implementation of the programme (Pooe, 2012:7).

#### 2.4.1. The role of Expanded Public Works Programme in poverty alleviation

According to Statistics South Africa STATSA (2022) out the countries total population of 59.39 million about 18.2 million people in South Africa lived in extreme poverty meaning approximately 123000 more people were pushed further into poverty in comparison to 2021. Furthermore Nyoka (2016:10) indicated that “the two critical leading factors to poverty is the increasing population and the high rate of unemployment”. He further explained that the cumulative growth of population results to a higher rate of unemployment which increases the poverty rate and diverts the development of the country. In this regard the root cause of poverty in SA is the lack of employment, and to assist the country in trying to alleviate this staggering number of people living in extreme poverty.

Poverty is the state of one lacking the financial resources and basic vital needs to attain a minimum standard of living. Poverty is one of those concepts that can be defined differently by scholars; it is basically defined by one’s knowledge, experience or measurement of the term. Hence, it is viewed by socio-economic factors.



**Figure 2.1 The drivers of poverty**

Multidimensional Poverty Indicators: STATSSA (2020:18)

Unemployment takes a toll in contributing to many poverty cases in the country. From 2001 to 2016, the unemployment rate rose drastically compared to other poverty drivers in SA.

Kapur (n.d:1-2) explains that social development is a process, which results in the transformation of the social institutions in a manner that improves society at large. Kapur further explains economic development is the development of the economic wealth and resources of nations or regions to promote the wellbeing of individuals. Economic conditions influence the development of civil society, shaping independent organisations' ability to attract financial support. Employment opportunities would therefore help individuals generate a source of income and sustain their living conditions. Development by the government entails improving people's lives and ensuring that it benefits society at large.

It is crucial to understand that poverty is associated with people who experience inequality as far as access to economic, political and symbolic power. Increased well-being inevitably enables people to empower themselves. Blou (2014) shared that the South African democratic government has implemented various programmes in an attempt to improve the quality of lives of the society. The EPWP out of other programmes such as Community Works Programmes (CWP), intergraded food security and nutrition programme, etc. plays a major role in creating income relief for people living in poverty. In addition Mashabela (2016:1) mentioned the objective of the EPWP is to alleviate poverty and provide income relief through provision of skills development and training, so EPWP beneficiaries can access more sustainable labour market opportunities.

The programme has created work opportunities and provided skills for the poor and unemployed since 2004 (phase 1) to date 2022 (phase 2). The South African Cities Network (2019:23) stated that "skills development remains a crucial aspect of the National Development Plan (NDP) 2030 and EPWP" as it provides beneficiaries with the relevant skills to find jobs and venture into entrepreneurship after employment in the EPWP. Poverty reduction is a result of the creation of employment and entrepreneur opportunities. However the population growth can always be the blocking element to meet targets in such programmes.

## **2.5. Training in Expanded Public Works Programme in South Africa**

Kheta Consulting (2007:8-9) indicated that the EPWP projects must include training for beneficiaries, as stipulated by the Code of Good Practice for employment under Special Public Works Programmes.

Khetha Consulting further explained that failure to arrange training for workers, to release workers for training, or high levels of absenteeism by workers are viewed as a lack of compliance within the EPWP. Kheta Consulting (2007:7) emphasised that the EPWP beneficiaries are entitled to professional and formal training provided by registered training providers and institutions. Training providers should be appointed and funded by the DEL and the accredited SETAs. The beneficiaries must be issued with certificates of service at the end of their contracts, as stated in the Basic Conditions of Employment Act of 1997 in the Ministerial Determination of the EPWP (2012:14).

Fundamental consideration must be undertaken when placing a beneficiary at the relevant EPWP project by council, as this will indicate what relevant training is required for that individual.

The Department of Public Works and Infrastructure (2020:18) outlined that the programme is divided into four sectors (environment and culture, social, infrastructure and non-state). Skills development should not be limited to one sector. In all sectors, a target is set for each municipality in SA by the DPW. The infrastructure sector focuses on engineering projects, road construction, water supply, etc. The environment and culture sector includes waste management, parks development and sweeping and litter picking up projects. Moreover, the social sector involves office management, security services, and office cleaning. Training per sector is compulsory and essential for directing relevant skills development towards the right beneficiaries. However, training is often specific, thereby disadvantaging some EPWP participants. This happens, for instance, when training is only applicable for people with matric (grade 12). Because of the vast number of these beneficiaries not having reached or passed matric, they are subsequently overlooked by the selection criteria as they do not meet the requirement for precise training programmes. Brynard (2011:74) argued that the EPWP has not succeeded in offering training that can equip workers with skills that would have enabled them to take advantage of meaningful employment opportunities in the future.

All programme beneficiaries are equally important and should benefit equally from the programme, during their employment. Training is operative and takes a minimal duration of days or months to cover all the required study units/modules. It cannot be rushed; although it also cannot accept beneficiaries taking time off work that needs to be done. Nyoka (2016:16) expressed that communication in this programme is crucial and needs to be natured. Therefore, the EPWP is complex and may cause confusion if it is not communicated properly to the

beneficiaries by the training service provider. The time given to train the EPWP beneficiaries must be well balanced with their time off work.

Meth (2011:17) stated that, *because job opportunities in infrastructure projects last between four and six months, beneficiaries are entitled to only eight to twelve days of paid formal training, which is too short a period in which not much can be accomplished. The EPWP team must work within an agreement with the DEL, to create a generic ten to fourteen day training course.*

The guidelines for the implementation of labour intensive projects under the EPWP (2005:27) give an example that in *training person-days, a formal EPWP training course has been arranged by the Department of Labour. The number of training person-days attending these courses must be captured. For other training, one training day is equivalent to at least seven hours of formal training. The number of training person-days is calculated as the number of people who attended training x the number of days of training. A distinction must be made between accredited and non-accredited training person-days.* The guide for the implementation of labour intensive projects under the EPWP (2005) further indicated that accredited training is professionally recognised through training credits by SETAs and other skills development institutions that involve attaining a certificate that ensures a high standard of learning. While non-accredited training assists in equipping people with knowledge and skills, they cannot be issued certificates. All training regulations require that beneficiaries should understand the purpose of the training and the outcome.

The Public Health Foundation (2022:1) explained that, *effective training begins well before a trainer delivers the actual training session and continues after the training session is complete.* This statement entails that training involves planning. The training process encompasses five stages:

- Stage 1 is the Assessment. The first essential step is to assess the need for conducting training for the beneficiaries and assessing if there are resources which are going to be available to meet those needs.
- Stage 2 is Motivation. This stage is where the beneficiaries are motivated to participate in the training. This involves explaining the type of training such as why it is relevant and who and why can take part in the training.
- Stage 3 Designing Training. This is the planning stage, the coordination at that stage should determine whether there will be sufficient trainees who qualify for the training,

and whether the recommended resources are available, and whether the training programme talks to a need for skills.

- Stage 4 Implementing Training. Once the planning is completed, implementation takes place, and training starts.
- Stage 5 Evaluating Training. At this point the training takes place, and it must be monitored and evaluated to ensure that all the envisaged training is implemented, according to the initial plan, and the training must be assessed to see if it meets the requirements.

### **2.5.1. Training purpose**

With the constant pressure in the world market for organisations to be leaders among their competitors, equipping employees with skills and training is vital for keeping things afloat. The Business Dictionary (training, n.d) stated that training is an organised activity which is aimed at imparting information to improve a recipient's performance or to help the recipient attain a required level of knowledge or skill. In this regard, the Ministerial Determination (2012) affirmed that, training remains the critical intervention to ensure productivity during project implementation and facilitates placing beneficiaries after the completion of the EPWP projects.

### **2.5.2. Training targets**

Training targets are guided by the funds that are provided for specific training. Training should be recorded and reported on the system, regardless of who the funder is. Once the budget and targets have been finalised, the sector and sub-programme levels should be based on the following criteria says Pooe (2012:8):

- Firstly, a skills audit should be conducted on the EPWP beneficiaries.
- Targets are then set based on the available budget that will fund the training for the specific project.
- Targets set by officials should be aligned with the requirements of the EPWP Learning Programme or other relevant programmes.
- Projects requiring specialised levels of skill or competency (such as matric, computer skills etc.) and training can only be offered to those who meet the requirements of the training.
- Training must be prioritised for medium to long-term projects.
- Training targets are set on an annual basis by the public bodies.
- The set targets should be communicated to the EPWP Beneficiaries Training Directorate, through the sector managers.

### **2.5.3. Training models**

According to Pooe (2012) training can be offered either prior, on site or at exit. Prior training may not be easy to implement as it may need to be provided before the project starts. The funding may not be available by then. However, allowing the training process to take place before the actual start date of the project may be an advantage for the project implementors, as they will have people who know how the work is carried out. The level of theoretical skills gained stands a greater chance to develop widely when the practical side is done during the project.

Pooe (2012:9) further advised that prior training model affords the EPWP beneficiaries with enough time to undergo the training without interfering with the project's activities. The disturbance may cause the learning process to be difficult; hence some beneficiaries may be older and their focus level might shift as they rotate from class to site. Monitoring and evaluating such as EPWPRS is deemed to be at ease as this model will allow the number of training days to be accurately captured and recorded.

Pooe (2012:9) refers to on-site training as training of the EPWP beneficiaries during implementation of the project. This model might be complicated as it seeks to kill two birds with one stone. It requires that the theory and practical work are done concurrently with the project implementation. This enables workers to acquire and apply skills instantly to project activities. Training in this model tends to be limited as beneficiaries immediately acquire and apply the skills. Beneficiaries may understand one aspect (theory) better than the other aspect (practical). On-site training requires proper time planning and a smaller group of beneficiaries as well as maintaining the level of understanding from one beneficiary to another may be left unattended.

The training for exits model entails that the EPWP beneficiaries should be trained after the project has been completed. Pooe (2012:10) explained that the training for exits is a strategic model that suggests that training should be conducted after the project has been implemented. It serves as an exit opportunity that will be facilitated through further learning. The period of training required may be longer and more advanced training might have to be offered. A recognised qualification may need to be conducted over a longer-term. Hence this model allows for that possibility.

Poee (2012:10) pointed out the further learning opportunities for the EPWP beneficiaries:

- Adult-based Education and Training (ABET).
- Vocational learning programmes (e.g. National Certificate Vocational).
- Occupational learning programmes through learnership.
- An Artisan Development Programme through an apprenticeship.
- An Accredited Skills programme.

The EPWP is a national programme implemented in SA to assist improved service delivery. All public bodies interested in participating in the EPWP enter into an agreement with the NDPW. In the case of local governments, such as municipalities, the executive mayor signs a five year protocol agreement that stipulates all the targets to be met during that phase. The municipal manager signs an annual incentive grant (IG) agreement that indicates the grant's allocation for the financial year and the types of projects to be implemented by the municipality.

#### **2.5.4. Training legislation**

Henderson (2016:4) explained that a training framework has been developed to guide training within the EPWP, it is aligned with the National Skills Development Strategy (NSDS3), the Human Resource Strategy (HRS) and the principles of the Quality Council for Trades and Occupations (QCTO); which emphasises quality education and training to facilitate decent jobs and opportunities. The training framework is guided and informed by the following policy and legislative conventions:

- The National Qualifications Framework (NQF) Act (2008): The NQF is the system that registers the credits assigned to levels of learning achievement in a formal way, to ensure that the skills and knowledge that have been learnt are recognised throughout the country.
- The General and Further Education and Training Quality Assurance (GFETQA) Act (2001): The act requires quality and standards of training and education. Developing and maintaining qualifications for general and further education and training.
- The Skills Development Act: This act plays a crucial role in expanding the knowledge and competencies of the labour force, in order to improve productivity and employment. The act seeks to improve the quality of workers. (Skills Development Act 1998.)

- The Adult Basic Training Act: This act aims to regulate adult basic education and training, to provide for the establishment and governance and funding of public adult learning centres, (Adult Basic Training Act 200:2).
- The National Skills Development Strategy (NSDS3): In the NSDS III Nzimande (2014:4) said that he is confident that this strategy will assist in education and training. The act seeks to ensure improved access to training and skills development opportunities and to achieve the fundamental transformation of inequities linked to class, race, gender, age and disability in our society. It may also bridge the gap of skills that are available in SA.
- The QCTO principles: The QCTO strategic plan (2015/16-2019/20:6) states that the basics driving the QCTO operation are to advance quality and assure occupations (which includes trades) qualifications and part qualifications as well as manage the Occupational Qualification Sub-Framework (OQSF).
- The New Growth Path: This policy encourages the government to set targets for scarce and key skills.
- The Ministerial Determination and Code of Good Practice: this policy encourages the idea that training must be implemented to assist the EPWP beneficiaries in attaining recognised skills which they will use to seek future employment.

#### **2.5.5. Expanded Public Works Programme training options**

Training options offer various training solutions although they differ, based on projects' types and programmes. These training programmes are only available to the EPWP beneficiaries and the programmes may be in the form of a skills programme, a learnership and artisan development. Unfortunately, training may not be received by all beneficiaries.

**Table 2.2 Training Options**

EPWP Project Type	Recommended Learning Routes/Programmes	Recommended Training Providers
Short-term projects (Less than 12 months projects)	<ul style="list-style-type: none"> <li>- No training may be required but job created are reported on M&amp;E</li> <li>- Non-accredited purpose programmes</li> <li>- Short skills programmes</li> <li>- Public bodies' internal training and capacity building initiatives</li> </ul>	Accredited providers
Medium term projects 12 months - 2 year projects	<ul style="list-style-type: none"> <li>SETA registered skills programmes</li> <li>- Medium duration programmes</li> </ul>	Accredited providers for the skills programmes

Long-term/ongoing (2-3 year projects)	Accredited long training interventions e.g. Learnership. - Skills programmes	Accredited providers for full qualifications, skills programmes
Exit opportunities	Vocational & occupational programmes e.g. - ABET - Trades/apprenticeships – Learnership - Accredited skills programmes	Accredited FETs Colleges & HET institutions Fully accredited providers for learnership accredited trade Test centres

**Source: Pooe (2012:12) EPWP Training Options**

Pooe (2012:12) identified that the EPWP training is broader than one would assume, as it included the following types of training:

- Short-term projects that take about twelve months, for which short skills training is sufficient.
- Medium term projects that take twelve to twenty-four months allows employment for those with medium skills training.
- Long-term projects that take twelve to thirty-six months qualifies those who have done a learnership.
- An exit opportunity arises when the project is completed. Thus workers can qualify as being ready to take-on training such as apprenticeships, learnership, ABET, Trade.

## 2.6. Training Component within the City of Mbombela Local Municipality

The CoM was formed after the amalgamation of Umjindi and Mbombela municipalities in August 2016 (City of Mbombela EPWP concept document 2018:3).

The EPWP guidelines formed by the DPW have not affected the new municipality hence the formation of CoM. The DPW policies governs the implementing bodies.

The City of Mbombela (2018:3) shares the EPWP legislative framework that governs the EPWP policy at the city:

- The programme is governed by Government Gazette number 342032 of 18 February 2011. It is mainly directed at the Basic Conditions of Employment Act 1997 prescripts to deal with the Code of Good Practice for employment and conditions of work while enrolled in the EPWP. It offers good practice guidelines for working conditions in the programme's implementation.

- The Ministerial Determination 4, government notice number 949 of October 2010, stipulates the conditions of employment for EPWP participants. Legislation must also be considered under the Labour Relations Act 66 of 1995.
- The Public Finance Management Act 1 of 1999 regulates the funds (IG) to ensure the programme's implementation. The Division of Revenue Act legislation indicates the amount of funding allocated to the public body. The Municipal Finance Management Act of 2003 ensures sustainable management of finances.
- Occupational Health and Safety Act 85 of 1993 promotes the safety of the EPWP beneficiaries and enables a workplace free from any danger.
- The Unemployment Insurance Act 63 of 2001 ensures participants' remuneration at a percentage while on maternity leave or when their EPWP contracts end; 1 % deducted from their monthly pay/stipend is paid back to them from the accounting office's once their contract ends.

Listed below are the trainings that have been implemented since the implementation or launch of the programme in April 2004:

**Table 2.3 Trainings Status at the City of Mbombela**

Training Name	Training Year	Accredited	Non-Accredited
Inductions	Yearly		
Financial literacy	2015		X
Separate, handle, store and transport waste	2016	X	
Leadership skills	2016		X
Hot water system installation	2019	X	
New venture creations	2021	X	

Poee (2012:8) stated that training providers are accredited by various Education and Training Quality Assurance bodies (ETQAs), in line with the set SAQA standards and criteria. Only

accredited training providers can conduct training for EPWP participants, and they must be registered by the relevant ETQA.

The city requires training that is evident and must be provided to the EPWP office to capture this on the EPWP reporting system. Training days are to be recorded on the system aligned to the attendance registers provided by the facilitators. Training is said to be liaised with the National EPWP Office on the coordination of the training programmes as a means to empower beneficiaries and enhance service delivery. The city requires that capacity building programmes will also be conducted internally.

### **2.6.1. City of Mbombela Training Reports**

**Table 2.4 City of Mbombela EPWP Reporting System Summary 2019-2021**

<b>EPWPs Summary of the City of Mbombela</b>						
<b>Year</b>	<b>Number of Projects</b>	<b>Number of Work Opportunities</b>	<b>Number of Women</b>	<b>Number of Youth</b>	<b>Number of People with Disabilities</b>	<b>Training Days</b>
2019	8	381	255	205	4	0
2020	7	501	334	247	5	0
2021	7	504	337	233	5	0

**Source:** EPWPs PB01a validated projects

**Table 2.5 City of Mbombela Training Report 2021**

<b>Project Name</b>	<b>Sector of Project</b>	<b>Work Opportunities (year)</b>	<b>Work Opportunities Women (year)</b>	<b>Work Opportunities Youth (year)</b>	<b>Work Opportunities People with Disabilities (year)</b>	<b>Training Days</b>
Total	7	504	337	217	5	0
Mbombela Energy Services	Infrastructure	12	4	6	0	0
Mbombela Maintenance of Municipal Amenities	Enviro & Culture	180	140	73	0	0

Mbombela Maintenance of Sewer and Water Purification	Infrastructure	60	45	25	1	0
Mbombela Maintenance of Roads and Storm Water	Infrastructure	62	30	32	0	0
Mbombela Pollution Control and Management	Enviro & Culture	147	90	50	2	0
Mbombela Office Administration Services	Social	38	24	26	2	0
Mbombela Safety Officers	Social	5	4	5	0	0

**Source: EPWPs PB01a Validated projects (May 2021)**

Although the report might reflect 504 work opportunities, the municipality employed 500 participants. Some left the programme and some were deceased before the end of their contract. The municipality therefore employs new beneficiaries to fill gaps. However, the system does not omit the work opportunities created in that quarter or financial year. It combines all the work opportunities created in a year. Training might have been conducted in the year 2022. However, records are not evident in the EPWPRS. The above reflected reports from the city that contradict the compliance of the institution.

## 2.7. Challenges in Training for the Expanded Public Works Programme in South Africa

The Department of Public Works and Infrastructure (2019) stated that training challenges remain pertinent from phase 1 to phase 4. The major challenges identified by the department include:

- The institutional systems do not make provision for occupational training, as most of the institutions are inappropriately resourced to facilitate EPWP training.

- The multi-sectoral nature of the EPWP project makes it challenging to implement a single focal training programme in line with SAQA requirements, which is sustainable for a specific project.
- There is an inadequate number of accredited training providers for EPWP projects, particularly in rural areas.

As mentioned, the EPWP is currently in phase 4, which started in 2019 and is expected to end in 2024. However, training challenges remain in the programme's implementation; while in theory, it looks as if the programme is running smoothly. The International Labour Organisation (ILO) (2017:8) pointed out that training might affect the work of the EPWP beneficiaries or beneficiaries. Training can be done at the beginning before they start to work, or it can be offered at the end once their contract has ended. This concern occurs in municipalities; hence beneficiaries are assisting with service delivery. The institution must provide the services with no disturbance from training sessions. The ILO (2017:8) questioned whether orientation training is offered to beneficiaries before they start the work, as it is crucial for their safety and health. In the report, beneficiaries said that training representatives did not offer full information about training options.

Beneficiaries might not know what requirements are needed for the training. The researcher only selected a small number of beneficiaries to undertake training. The ILO (2017:21) further expressed the concerns of beneficiaries who must comply with the provisions of the Protection of Personal Information Act (POPIA), as the training providers make offers to attract them and there seems to be a leak of personal information from the participants. The Department of Public Works and Infrastructure (DPWI) (2019-2020:27-28) mentioned that limited resources are available for EPWP training, and that accredited training in SA is costly.

Moeti (2013:25-26) also argued that the skills transferred during beneficiaries short-term EPWP employment are not consistent with the skills required in the economy, since limited training is provided under most EPWPs. Employment opportunities thus often prohibit the acquisition of artisanal and other skills in short supply. For these reasons, the employment offered by the EPWP training component is likely to be limited, resulting primarily in substitution rather than significant increases in aggregate employment.

Beneficiaries may be reluctant to train as they may see no need to enhance the skills they gained from the programme. Reluctance may also arise from the transport costs incurred. The venue

may be far away and may cause the beneficiaries to feel unenthusiastic about the training benefits. However, in Mpumalanga the Emalahleni Local Municipality Mokoena (2019:6) reported that the EPWP beneficiaries were provided with training to mend potholes and maintain the storm water drainage and road sign markings. The trainees received an allowance of R92.31 from the DPWI that catered for meals and transport expenses as well as a wage of R2, 500 each month. The training implications can be avoided by the training representatives in the institution. Service providers may offer what is available. It is the sole responsibility of the institution to ensure that training is an authentic process.

The programme is contract based and temporary. Once a contract expires, the beneficiaries are left unemployed again. Gafane (2011:55) is therefore concerned about the exit strategy for the EPWP participants. Furthermore, the exit strategy should be sustainable; meaning that, after the programme, people should be empowered and able to realise certain potentials. Fortunately, the EPWP policy and decision makers have introduced training that was implemented from the beginning of the programme, although it still suffers from significant planning and implementation difficulties. Moreover, development is by the people, for the people. Like corruption, it is caused by people; hence, corruption is a human act that abuses systems of governance controlled by people.

The impact of corruption in society causes setbacks and gaps in development and good governance. In this instance it affects individuals' recruitment opportunities, benefits undeserving individuals and consequently reduces funding for training programmes. Corruption also contributes to the increasing rate of global unemployment. Sumah (2018:72) stated that corruption affects employment since jobs are not offered to suitable or qualified candidates but rather to those who are ready to pay for it or return a favour. Corruption in education produces poor standards for beneficiaries.

Embezzlement or diversion of training funds deprives skills development programmes of much-needed resources. However, Truex (2011:9) asserted that, theoretically, higher levels of education should reduce the level of corruption in a country. Truex (2011:9) elaborated, saying that individuals with higher levels of education tend to be more committed to civil liberties and less tolerant of government repression. This statement confirms that skilled individuals are less likely to participate in acts of corruption, as they have better knowledge about the impact and consequences of it. However, an individuals participation in corrupt activities ultimately depends on their code of ethics and beliefs. The EPWP training poses a challenge for most

municipalities. It is expected that local/metro municipalities can learn or be guided by larger municipalities. However, some local/metro municipalities are unable to offer any training at all. Person-years of training are calculated as person-days of training divided by 365 days. Therefore, a low number of training days results in instances of training years that are close to zero.

**Table 2.6 Five Year Trend in Person-years of Training Reported by the Cities (2015/16 to 2019/20)**

City/municipality	2015/16	2016/17	2017/18	2018/19	2019/20
Buffalo City	0	0	2	0	0
City of Cape Town	0	0	32	38	93
City of Johannesburg	27	0	0	0	0
City of Tshwane	0	4	2	0	0
Ekhurhuleni	0	0	2	2	93
eThekewini	1	6	3	3	2
Mangaung	0	0	0	0	0
Msunduzi	2	0	0	0	0
Nelson Mandela Bay	2	0	0	0	0
Average	3.3	1.1	5	4.8	21

**Source: The Department of Public Works and Infrastructure Annual Report (2019-2020:28)**

South African cities are the growth engines of southern Africa's economy. The United Nations (UN) (2018) estimated a 60 % population growth in SA by 2030.

Such predictions create a stable platform that allows for planning and continues to create employment opportunities, develop skills, deliver services, reduce poverty and address other social challenges.

The importance and value of the EPWP in assisting with these objectives cannot be overstated; however the programmes should be put into place by the Department of Public Works and Infrastructure (2019-2020:7).

Other training difficulties are slightly different from what is expected. One would expect an EPWP participant to be thrilled at the opportunity of being provided with training during their employment. However, beneficiaries often view training as a waste of their time, since they believe they should be paid while undergoing training.

Others feel that the purpose of training is to benefit service providers at their expense. This challenge is influenced by political perspectives. The EPWP Recruitment Guidelines for 2018 (2017:3) clarified that the right people who meet the requirements should apply for opportunities to be EPWP participants. However, recruitment is often low in municipalities, as councillors are unclear about the requirements and thus allocate unsuitable individuals to be EPWP participants. They are often the people who exert the most resistance against being trained and supervised at work. In Moeti's (2013:89) study, irrelevant training was provided to 20 % of the beneficiaries, who all complained that training could have at least included paving, surveying, tar marking and road construction. However, they were grateful that they attained a certificate since the other 80 % received no training at all. The CTMM programme beneficiaries were concerned by the lack of accredited training that could assist them to find proper jobs after the programme ended. Major concerns thus arise in the implementation and recruitment processes established in institutions. Monitoring and evaluation are crucial to enable corrective measures to be taken once problems have been identified. This study will add to the existing literature and information on training provided through EPWPs.

## **2.8. Conclusion**

The government plays a significant role in poverty alleviation by creating temporary employment opportunities for poor and disadvantaged individuals in SA. The EPWP is one strategy to create income relief and opportunities for people to maintain their livelihoods. Since the EPWP is temporary, training has been developed to encourage beneficiaries to realise their potential, pursue businesses, and get jobs. However, the programme's implementation seems to come up against difficulties in achieving the EPWP's training goals. The government's monitoring and evaluation of programme implementation is questionable.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### **3.1. Introduction**

This chapter describes the methodology of the study. Research methodology and research methods are two different concepts with contrasting purposes in order to meet the same objectives. Goundar (2019:9) stated that research methodology describes methods that can be used to conduct research, while research methods refers to how experiments, tests and surveys are conducted. Methodology enables the researcher to systematically assess the validity and reliability of the study. The chapter explains the research methodology processes in detail. It provides information on the research design, the population, sampling, data methods and analysis. It also labels the ethical considerations, limitations and delimitations of the study.

#### **3.2. Research Design**

Qualitative design is non-numerical. It is based on empirical evidence. Quantitative design on the other hand, relies more on numbers such as statistics; and mixed methods is a combination of both methods. This study will adopt the techniques of qualitative methodology to capture data on the experiences, opinions and feelings of the respondents. The researcher employed a qualitative method and conducted the research using an exploratory design as the study intends to explore training in the EPWP as a tool to empower beneficiaries of the programme. This exploration will assist the researcher with meeting the study's objectives and answering the study's questions. Kgwefane (2014:60) described a research design as an approach that seeks to explain, predict, confirm, validate and test a theory. This study investigates whether current training is effective enough as a training tool to empower the EPWP beneficiaries.

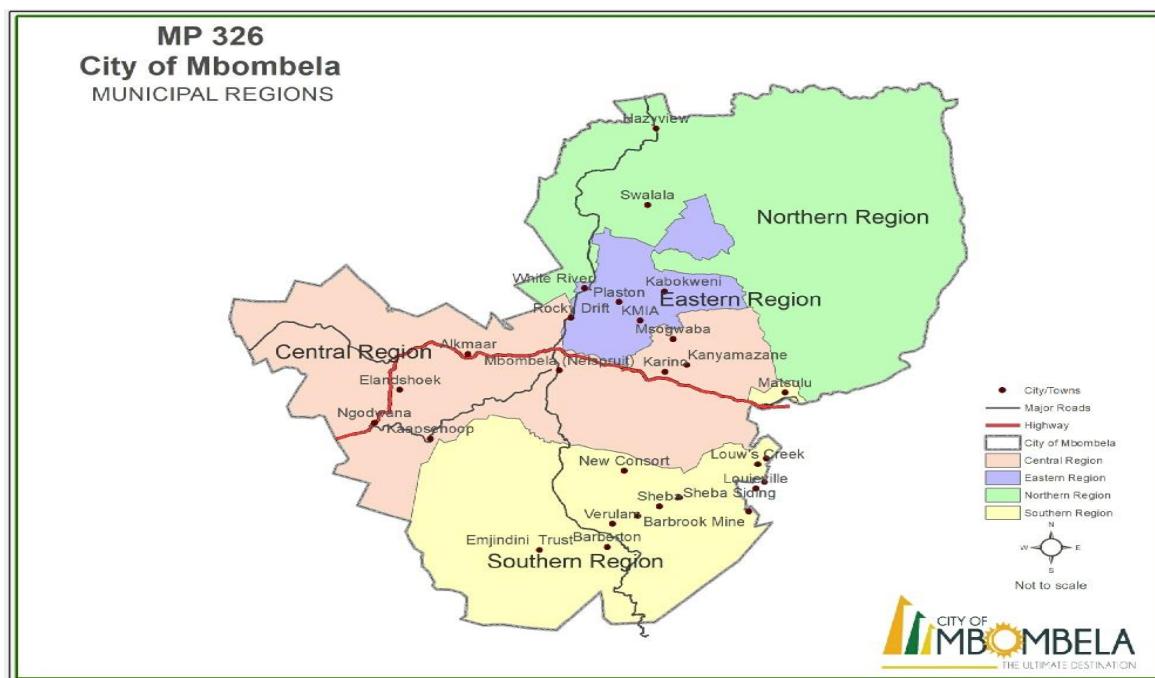
##### **3.2.1. Qualitative approach**

Kgwefane (2014:61) explained that the choice of adopting a qualitative research design is determined by doing an in-depth analysis of the way a project is introduced, finding out how ready the responsible institution is to manage the project, and thereafter, assessing the effects of the project. Bhandari (2022a) similarly, explained that qualitative research consists of collecting and analysing non-numerical data, *it can be used to gather in-depth insights into a problem or generate new ideas for research*. This study investigates the views and perspectives

of various EPWP beneficiaries and stakeholders regarding training, which were analysed qualitatively. The approach is not limited to a certain number of respondents. This assists in collecting more data for the study and receiving dissimilar or similar or even matching responses. It contributes constructive results in expressing the direct perspectives of the respondents as experiences with numerous individuals results in a particular outcome. The study used a qualitative approach to find out if there are processes used for training EPWP beneficiaries, to have an in-depth understanding of skills development; linked perhaps with specified training, while identifying the challenges around training within the programme; to determine whether training does empower the beneficiaries.

### 3.3. Research Area

The research area is the first thing that comes to mind after having identified as the topic of interest. The CoM Local Municipality comprises four regions: central, eastern, northern and southern. The central region is situated in and around Mbombela, the capital city of Mpumalanga province.



**Figure 3:1. CoM Map**

**Source:** The City of Mbombela Local Municipality (IDP 2020:109)

About 75 % of the people live within common areas on the eastern axis of the city, which is far from the economic centre.

Racially, the Black population constitutes 95.96 % of the population, Whites at 2.96 % with 0.94 % Coloureds and 0.41 % Indians. Council has appointed 500 EPWP beneficiaries in the 2020/21 financial year. The city has forty-five wards, and beneficiaries were selected from all wards. The beneficiaries of the programme work on CoM projects under the EPWP nearer to their homes around regions of their residences.

**Table 3.1 CoM Population Growth Profile**

Years	2012	2016	2030	Growth Rate
Total population	655 950	695 913	965 877	2.4%

**Source:** City of Mbombela Local Municipality: Spatial Development Framework (2018:64). STATSSA 2021.

### 3.4. Population

According to Bhandari (2022b) *a population is the entire group that you want to draw conclusions about*. Yearly CoM employs 500 EPWP beneficiaries internally, however some beneficiaries are appointed externally by service providers of the city. Nonetheless they are all reported in the EPWPRS as they have been work opportunities for CoM. It is rather imperative to have a specific number that the researcher prefers will be suitable to add knowledge in the research. The programme is funded by the DPW, which is provided as an IG to CoM. Babbie (2014) further mentions that the possibility of studying the whole population is implausible; however, the population can be observed through sampling.

### 3.5. Sampling Method and Sample Size

According to Bhandari (2022b) a sample is a group where data is collected from, as the sample size is always less than the total size of the population. To meet the objectives of this study, purposive or judgemental sampling, using a non-probability method have been utilised. The purposive sampling is crucial since it allows the researcher to select participants who are able to provide the most relevant information.

Babbie (2014:200) stated that, *purposive sampling is a type of non-probability sampling in which the units to be observed are selected on the basis of the researcher's judgement about which ones will be most useful or representative, also called judgemental sampling.* Therefore, the stratified sampling technique was used to select the EPWP participants; they were grouped by gender, disability status, and age, this was built up to have respondents with different characteristics.

**Table 3.2 City of Mbombela Projects of Expanded Public Works Programme Beneficiaries**

Name of Projects	Name of Sector	No. of EPWP beneficiaries
Mbombela Office Administration Service	Social	5
Mbombela Pollution Control and Management	Environmental and Culture	6
Mbombela Maintenance of Municipal Amenities	Environmental and Culture	6
Mbombela Maintenance of roads and storm Water	Infrastructure	2
Mbombela Maintenance of Sewer and Water Purification Plants	Infrastructure	1

The municipality has over thirty projects in respective departments. The beneficiaries were sampled from the above projects. These projects are funded by the DPW through the IG, and 500 EPWP beneficiaries were appointed for the 2020/21 financial year. For the purpose of this study, twenty were considered: eleven women, including one living with a disability. The rest were nine men, including one living with a disability. Some of the sampled EPWP beneficiaries have been retained for more than the stipulated time which is 12 months by means of being employed year in year out and recorded as a new employee in each of these years. The rationale behind this selection is to illustrate that the programme is open to any ethnic group and does not discriminate. The study focused on twenty-seven respondents who were required appropriately for this study and to contribute to the research.

The sample of respondents was categorised as follows:

- Two officials (one male and one female) from the DPW were considered for the study to provide insight as the department is directly involved in the funding of the EPWP within municipalities.
- One official (female) from the CoM Skills development unit shared their vast knowledge of the training programmes in the institution.
- Four officials (two males and two females) were invited to participate in the study from the CoM and EPWP unit as they are the implementation drivers of the programme in the city.
- Twenty EPWP beneficiaries (eleven females and nine males) painted a clear picture of the nature of the training provided to them and how it has shaped their lives.

### **3.6. Data Collection and Analysis Methods**

Data collection is a process of collecting data that will be analysed in a study to examine a particular phenomenon. To achieve the purpose of this study, the researcher initially considered technological systems. After the South African Government ended the National State of Disaster Management of COVID-19; this led to the study focusing on one-on-one interviews with respondents. The interviews differed from twenty to thirty minutes for the officials as opposed to ten to fifteen minutes with the EPWP beneficiaries. The questions were specifically drafted to ensure that the responses were fed into the research objectives and questions.

Primary sources provided information derived from stakeholders and individuals who had previously shared the experience of undergoing EPWP training. Primary data was managed through the open-ended questions that were answered by the respondents. The questions were directed to the officials who have knowledge of training dynamics of EPWP which are the managers and funders of the programme DPW, also CoM plays a major role in providing a picture or background on the implementation of the programme in the institution and the beneficiaries of the programme. Qualitative data analysis serves to offer content to data collected in the present study.

As the one-on-one interviews method in this study assisted by providing insight as well as interpreting and analysing the results from the data collected.

The data collection method, was comprised of semi-structured interviews, with open-ended questions to spark discussions on the subject matter.

This study followed these steps for analysis and interpretation (Creswell, 2014:197-200):

Step 1: organising and preparing the collected data

Step 2: reading and understanding the collected data

Step 3: sorting content and coding

Step 4: description stage, describing the setting for the categories for analysis

Step 5: representing and addressing the findings from the analysis

Step 6: interpreting and drawing conclusions

The data was collected and grouped in three categories by means of the respondent's role or title i.e. DPW officials, CoM officials, and EPWP beneficiaries. The interviews questions were posed differently in respect of the respondent's category. The respondent's answers were then appropriately read and understood which enabled the coding process to be initiated. The researcher was able to use the coded data collected from respondents to create themes which shed some light in the scrutiny of training in EPWP. In addition the researcher was confident enough to address the findings from the analysis with recommendations that seeks to talk to the outcome of the study.

The following themes were developed to present the analysed data:

- Processes of training in EPWP
- Types of skills offered by training in EPWP
- The relevance of training programmes
- Challenges facing training in EPWP

### **3.7. Reliability and Validity**

Mashabela (2016:41) stated that reliability and validity are two factors that any study should consider. As regards reliability in the study, the researcher sought to ensure that consistency is maintained over time. The researcher interviewed the respondents with of open-ended questions which differed by category or department the participant was in.

Validity in the study meant that the researcher attempted to measure the degree of truthfulness by comparing the results of the study with previous research, as described in the literature review.

### **3.8. Ethical Considerations**

Respect for human dignity was supported in the consent form, which was signed by the respondents before being interviewed. The researcher offered assurance that the respondents dignity and right to privacy would be respected. The respondents were asked to give their consent to participate in the study.

The researcher assured respondents that the research will not cause them or the municipality any harm and that the information collected would be used for academic purposes only. The researcher's intention with the study was also outlined in the consent form.

#### **3.8.1. Consent**

The researcher assured the respondents that there would be no offence or any infringement to the rights and privacy of the interviewees. The consent form was signed and the respondents acknowledged that they understood the purpose of the study. The researcher's intention with the study was outlined in the consent form.

#### **3.8.2. Confidentiality**

The researcher ensured that official channels were followed, and that permission to conduct the study was voluntarily acquired from all the respondents. Personal details of all respondents were not included in the study as per signed consent form. Respondents were identified as officials i.e. *official 1 to 7* and data collected from the EPWP beneficiaries was presented as *beneficiary 1 to 20*. The respondents were provided with an opportunity to request the researcher to omit any information from the research if they were not comfortable with it or preferred that such information not to be shared.

#### **3.8.3. Disclosing sources**

Ethical consideration in terms of disclosing sources entails confirming that the study is the work of the researcher. It does not involve any sort of plagiarism, but only the honest work of

the researcher. The researcher has acknowledged all information that has been obtained from other researchers and writers.

### **3.9. Conclusion**

Research methodology is a factor that ensures the success of the study. This chapter explained the research design, approaches and techniques that carried out the study. The chapter further outlined the procedure followed while collecting data from the respondents; bearing in mind the ethical considerations such as obtaining participants consent and guaranteeing confidentiality. The researcher showed respect for the respondents and thanked them after the interviews (data collection process).

## CHAPTER 4

### DATA PRESENTATION

#### **4.1. Introduction**

This chapter presents the findings generated from the collected and analysed data. The conclusions that were drawn from the literature review were linked with the interviews. This is the critical part of the study, as it reflected the perspectives of the people involved. The results are presented in themes which are the objectives of the study that were outlined in chapter 1. The headings were categorised into sections, with the first part focusing on the demographic characteristics of the respondents and the second part is the presentation and analysis of the interviews.

#### **4.2. Demographics of the study Respondents**

Hayes (2022) directed that demographic data comprises socio-economic information. The study investigated training as a tool to empower the EPWP beneficiaries at CoM. Therefore, respondents are categorised by gender, age, race, level of education and occupation. Demographic data assists with understanding the sampled population of the twenty-seven respondents. Concerning the demographic data, the study was guided by the EPWP policy and includes targets set by the programme for selecting the EPWP beneficiaries.

**Table 4.1 Demographics of Respondents**

Respondent	Gender	Adult/ Youth	Living with Disability Yes/No	Race	Line of Work	Education Level
<i>Official 1</i>	Female	A	No	Black	DPW Training Management	Post Matric
<i>Official 2</i>	Male	A	No	Black	DPW Training Management	Post Matric
<i>Official 3</i>	Female	A	No	Black	CoM Skill Development Management	Post Matric
<i>Official 4</i>	Male	A	No	Black	CoM EPWP Coordination Division: Management	Post Matric
<i>Official 5</i>	Female	A	No	Black	CoM EPWP Coordination Division: Management	Post Matric

<i>Official 6</i>	Male	Y	No	Black	CoM EPWP Coordination Division: Management	Post Matric
<i>Official 7</i>	Female	A	No	Black	CoM EPWP Coordination Division	Post Matric
<i>Beneficiary 1</i>	Female	A	No	Black	EPWP Beneficiary	Matric
<i>Beneficiary 2</i>	Female	Y	No	Black	EPWP Beneficiary	Grade 11
<i>Beneficiary 3</i>	Female	Y	No	Black	EPWP Beneficiary	Matric
<i>Beneficiary 4</i>	Female	A	No	Black	EPWP Beneficiary	Grade 10
<i>Beneficiary 5</i>	Female	Y	No	Black	EPWP Beneficiary	Post Matric
<i>Beneficiary 6</i>	Female	Y	No	Black	EPWP Beneficiary	Grade 11
<i>Beneficiary 7</i>	Female	A	Yes	Black	EPWP Beneficiary	Matric
<i>Beneficiary 8</i>	Female	A	No	Black	EPWP Beneficiary	Matric
<i>Beneficiary 9</i>	Female	A	No	Black	EPWP Beneficiary	Matric
<i>Beneficiary 10</i>	Female	A	No	Black	EPWP Beneficiary	Matric
<i>Beneficiary 11</i>	Female	A	No	Black	EPWP Beneficiary	Post Matric
<i>Beneficiary 12</i>	Male	Y	No	Black	EPWP Beneficiary	Post Matric
<i>Beneficiary 13</i>	Male	Y	No	Black	EPWP Beneficiary	Post Matric
<i>Beneficiary 14</i>	Male	Y	Yes	Coloured	EPWP Beneficiary	Matric
<i>Beneficiary 15</i>	Male	A	No	Black	EPWP Beneficiary	Grade 11
<i>Beneficiary 16</i>	Male	Y	No	Black	EPWP Beneficiary	Grade 11
<i>Beneficiary 17</i>	Male	A	No	Black	EPWP Beneficiary	Matric
<i>Beneficiary 18</i>	Male	A	No	Black	EPWP Beneficiary	Matric
<i>Beneficiary 19</i>	Male	Y	No	Black	EPWP Beneficiary	Grade 9
<i>Beneficiary 20</i>	Male	A	No	Black	EPWP Beneficiary	Post Matric

Twenty-seven respondents were interviewed. The DPW was represented by a male and a female. The Skills Development Department at the CoM was represented only by a female respondent and the CoM EPWP respondents comprised of two males and two females. The EPWP beneficiaries consisted of twenty respondents including eleven females, with one living with a disability. There were nine males, including one living with a disability.

The basis behind this selection was to show that the programme was open to all ethnic group and did not discriminate in any way. The respondents comprised seventeen adults and ten youths. There were twenty-six Black respondents and one Coloured respondent.

The education level comprised twelve post matric respondents with further education, nine had achieved matriculation only and six had not completed their schooling.

### **4.3. Processes of training in EPWP**

This theme provided a clear view of what the EPWP implementors execute. The role of the implementors should be understood before one could assume that they responsible for particular roles. The DPW is at the forefront in terms of ensuring that training is provided to EPWP beneficiaries. The role of the unit is to coordinate training for the EPWP workers in the Mpumalanga province. This requires working closely with the relevant stakeholders and identifying training needs. Officials based in the training and skills development department at CoM explained that the department was not responsible for managing training when it came to the EPWP, as the administration of the programme falls outside the scope of the training and development section as in their job description.

The EPWP coordination is all about strategically managing the EPWP within the CoM by ensuring respective objectives are met. Official at city elaborated that this is executed by ensuring that the EPWP policy is developed and implemented for compliancy purposes and all relevant departments also align their projects in accordance with the set EPWP policy guidelines. And also ensuring that implementers must liaise with other stakeholders who have an interest in the programme (District Municipality and Department of Public Works Provincial and National). The CoM EPWP unit/division is responsible for skills development to the EPWP beneficiaries with the assistance of project implementors.

#### **4.3.1. Identifying training needs**

The beneficiaries should understand what the training purposes are and what the aim of skills development is. Training must be aimed at uplifting the EPWP beneficiary skills in accordance with the province available funding. The training can be limited in terms of resources due to insufficient funding which might result in some of the beneficiaries not being able to attend at all. Pooe (2012:8) explained that the skills audit of the EPWP beneficiaries should be conducted or documented in order to design training that will benefit all people although it may differ according to the NQF level of beneficiaries. Targets are set based on previous successes or failures (results) when the NDPW managed training courses.

There were different views shared from this theme where official 1 explained that training needs are identified as per the project requirements bearing in mind the availability of funds to carry out training where the unit will engage the EPWP training champions to recognize any training that may be needed in that project. On the contrary official 2 argued that other trainings were not aligned to the project the EPWP beneficiaries were assigned to, further shared that the EPWP beneficiaries assigned to a road maintenance or construction project should not be considered for training that pertains to knitting skills except if there is a substantial need for such and proposed that a detailed needs analysis be conducted in order to determine whether the training would be of significant value to the EPWP beneficiaries.

The Com Skills and training department official explained that the department is mandated to offer training to internal staff or permanent employees, with Personal Development Plans in place which forms part of the Work Skills Plan (WSP) budgeted for and audits to be conducted however this excludes the EPWP training plan as it is not incorporated with the WSP. The EPWP training plan is spear-headed by respective departments within the CoM.

According to Sida (2018:1) skills development is generally a term that is used to define skills or capabilities acquired through learning, mostly in the form of training. Skills development can also be categorised through different types which are the foundation skills, transferable skills, technical and vocational skills and professional and personal skills, Sida (2018:1). Training can either be formal or non-formal, it can be accredited or non-accredited, and the main purpose of the training is to develop people to acquire skills enabling them to meet the changing demands and opportunities.

EPWP beneficiaries viewed the purpose of skills development as a process that is used to help people find employment and increase employee's productivity within an organization and further elucidated that the purpose of skills development is a system of enhancing skills and to gain knowledge through training. Respondents views seemed to be in line with Sida (2018) when explaining what skills development entails.

#### **4.3.2. Training funders and service providers**

National Skills Fund together with Sector Education and Training Authority are amongst the stakeholders that provides funding to the EPWP to facilitate training needs. Three officials claimed that funding may be sourced from various institutions albeit public or private, they made mention that a government department (Office of the Premier) and a private institution

(First National Bank) have funded the programme in the past. Funding is not limited to any stakeholder that is willing to play a part in this initiative.

The DPW officials shared that the awarding of the training tender to the training institution undergoes the normal bidding process which is administered by the Supply Chain Department with strict requirements such as the service providers (training institution) be SAQA registered, accredited, experienced or specialising in the targeted learning area. One official explained that the CoM sponsors the training at a minimal scale only for the non-accredited training programme (s) which are conducted annually by a qualified facilitator who is appointed the Supply Chain Management procurement process.

#### **4.3.3. Training conditions**

Moeti (2013) argued that the skills transferred during the duration of the EPWP contract, i.e. short-term employment are not consistent with the skills that are needed in the economy. The most common response from officials mentioned that it depends on the training concept between six to twelve months. Official 7 explained that accredited training is normally six months whereas non-accredited training may be between a day to three days. The officials clarified that training should be conducted or provided while the EPWP beneficiary contract is active, for administrative reasons.

Training for EPWP beneficiaries is conducted during working hours on normal working days. The EPWP beneficiaries sign attendance registers on training sites and they are all submitted to the EPWP division. Official 6 stated that “*accredited training lasts longer usually one week and is attended at the training site and the following week is attended at the project site and vice versa until training is completed*”. The DPW official indicated that a person or a beneficiary employed in the EPWP who reported on the EPWPRS in an active project qualifies to be part of the training.

The type of training programme to be conducted may require a skills audit from each person, based on their academic education level. Respondents were asked if they wanted to be part of training sessions in future. The majority (18) of the respondents firmly confirmed that they wanted to be part of any training in the EPWP. However, two respondents stated that they did not want to partake in any training as they said that the training would not assist them with anything. The respondents viewed the platform of training as an opportunity for beneficiaries

to improve their skills, work knowledge and to obtain certificates. Beneficiary 1 expressed that she had loved school but could not afford it; and therefore appreciated the training initiative.

#### **4.3.4. Monitoring training**

Monitoring is of great importance in assessing the success of any project or programme as it creates a clear path in recognizing any potential concerns, tracks progress and to measure outcomes. Through monitoring any organization can assess the effectiveness of their strategies, identify extents of improvement and take corrective action when needed.

The official from DPW stated that a monitoring checklist be used for the purpose of monitoring and evaluating training to ensure the following is established:

- Is the facilitator appointed appropriate for the specific training?
- Is the training of great value to both the EPWP beneficiaries and organization?
- All logistics ironed out in order for the actual training to take place?

It was then suggested that physical site visits to where the actual training is held be implemented as part of the monitoring and evaluation process. They did however share that as a department they only monitor and evaluate training which is funded by their institution. Three CoM officials were unable to provide any information pertaining the processes and procedures in terms of monitoring and evaluating training for EPWP beneficiaries.

Four EPWP officials also shared their views where one official indicated that the training for EPWP beneficiaries was undeniably a success and duly reported. The other Three EPWP officials however deviated in opinions as they pointed out that training for the EPWP beneficiaries was not reported nor recorded at the CoM with one of them alluding to the fact that certificates were issued however those trainings were not reported nor recorded.

#### **4.4. Types of skills offered by training in EPWP**

Interviewing the EPWP beneficiaries, all twenty confirmed that they had received induction training which took place before the beneficiaries were allocated to their respective projects, during the duration of their contract. The training provided in the programme is either accredited or non-accredited. The benefit of data induction training is not considered. Regarding formal training, the respondents confirmed the following:

**Table 4.2 Training Attended by Expanded Public Works Programme beneficiaries at City of Mbombela**

<b>Identifier</b>	<b>Name of Training</b>	<b>Accredited/non-accredited</b>	<b>Year</b>
<i>Beneficiary 1</i>	• New Venture Creations	Accredited	2021
<i>Beneficiary 2</i>	• Hot Water System Installation	Accredited	2019
<i>Beneficiary 3</i>	• Hot Water System Installation	Accredited	2019
<i>Beneficiary 9</i>	• Financial Literacy • Separate, handle, store and transport waste • Hot Water System Installation	Non-accredited Accredited Accredited	2015 2016 2019
<i>Beneficiary 10</i>	• Financial Literacy	Non-Accredited	2015
<i>Beneficiary 11</i>	• EPWP Reporting System version 1	Non-accredited	2017
<i>Beneficiary 13</i>	• New Venture Creations	Accredited	2021
<i>Beneficiary 18</i>	• Financial Literacy	Non-accredited	2015
<i>Beneficiary 20</i>	• EPWP Reporting System Version 1	Non-accredited	2020

The EPWP beneficiaries were employed in the 2020/21 financial year, they have managed to be employed in the programme from the previous financial years as they have received training from the previous financial years or contracts. The study allowed training from previous financial years to be shared by the respondents as long as they were offered by the CoM in EPWP to indicate the types of training. Table 4.2 depicts EPWP beneficiaries who have been part of the programme since 2020/21 and have not attended any trainings more especially beneficiary 18 who has been enrolled in the programme as far back as 2015 to 2021 financial year and was invited to take part in training only in 2015.

#### 4.5. The relevance of training programmes

The EPWP training is vital to equip beneficiaries to have greater level of skills. The training coordinator at DPW explained stated that, there is no life or future in the EPWP without training. About 90 % of the EPWP beneficiaries being unskilled, any training programme that is presented before them is a great opportunity to enhance themselves and even going as far as opening their own businesses. Sixteen EPWP beneficiaries declared that the trainings they undertook at the CoM had improved their livelihood though they are not in field they were trained for while on the same breath the other four EPWP beneficiaries felt that trainings had not improved their lives as those trainings were not aligned to their respective project descriptions.

Officials from the EPWP coordination in the city stated that during internal training workshops the EPWP beneficiaries will get to understand their duties and responsibilities which will inescapably equip them better in the working environment whereas the other EPWP official mentioned that training is of paramount importance to the EPWP beneficiaries in future employment opportunities after undertaking trainings.

A former EPWP beneficiary was appointed in the environment and culture sector under waste management trained in a knitting programme and has successfully opened his own knitting shop in Mbombela with the prodigious help from the Department of Sport under ‘My Village, My Art initiative. Back in 2018 the CoM provided plumbing services training to the EPWP beneficiaries, 6 of the beneficiaries are working in that within plumbing services at the city. The skills acquired by the EPWP beneficiaries from all trainings undertaken contributed enormously towards the performance of service delivery of the department such as roads and storm water, energy service, water and sanitation.

Twenty-five respondents agreed that training is a tool to empower EPWP beneficiaries as they all answered “Yes” when the question: is training a tool to EPWP beneficiaries was asked. They also felt while the training might not have yielded immediate success however a seed was planted for future employment opportunities or entrepreneurship. While the other two respondents pointed out training did not empower them, beneficiary 19 went on to say *“Even though I attended the formal accredited training I was not empowered, so, now I work in a mortuary (funeral parlour)”*. The other EPWP beneficiary (beneficiary 17) said *“the municipality is failing to employ us with the training they give us. How will anyone else employ us with the certificates they are failing to recognise us with.”*

*They even know we have experience but still they do not employ us".* The EPWP beneficiary database of the CoM indicated that Beneficiary 19 was employed in the programme for the past three financial years (in each year it is a new contract and also considered as a new employee) then resigned from the programme in the 2020/21 financial year. He was part of the participants in the study.

Official 4 expressed that the EPWP can be effectively and efficiently implemented with the correct appointment and strict control measures. It can equip beneficiaries with various skills and knowledge that allows them to overcome all the service delivery challenges encountered by the municipality. Others end up being employed full-time or end up as SMEs. Moreover it was suggested that training from the EPWP should be such that it is done at different levels as serious and competent individuals are identified. The Local Economic Development department should come to the party and develop those who are serious on a specific type of training. Currently, the EPWP is not taken serious by the institution in general.

The EPWP beneficiaries generally commented on their personal feelings about the programme. One stated that, *EPWP is assisting a lot, in terms of creating work opportunities. Training is a bonus and we wish that they can increase the stipend offered at least to meet the minimum wage.* Another beneficiary appreciated the skills obtained working on the project, although he did not attend formal training, only induction for the past two years. Another beneficiary expressed that the programme would be more effective if the EPWP recruitment would at least appoint beneficiaries for the whole phase (for 5 years).

#### **4.6. Challenges facing training in EPWP**

In every organization there is that belief that not all goals and objectives will be archived as planned, it is therefore not a surprise that there might be challenges within the EPWP in terms of executing training.

These are the common challenges mentioned by officials:

- Delayed stipend payments to EPWP beneficiaries resulting in non-attendance
- Absenteeism affected the progress of training as it prevented the service provider/facilitator from proceeding according to the planned schedule.
- Logistical issues such as insufficient workstation poses a great threat in the actual training not being effective

- The level of literacy in the EPWP tends to be a challenge to beneficiaries who cannot read and write, as the training was mostly presented in English.

On a different view another official at the city argued that no difficulties were encountered when conducting training to the EPWP beneficiaries and all went smoothly. While another official explained that one of major challenges they faced as an organization was that the EPWP beneficiaries assumed that after undergoing trainings the municipality would absorb them in the system by means of permanent employment. The EPWP official further stated that some EPWP beneficiaries did not see the relevance of training and this subsequently destroys the running of this programme and recommended that the EPWP programme should consider the EPWP beneficiaries level of literacy before taking them on-board as the programme hides people who do not want to upskill themselves.

EPWP beneficiaries also shared their views on this matter where *Beneficiary 20* alleged that “*the EPWP division in the municipality did not have enough time to manage training*” furthermore pointed out that the system of attending training for a week and working for the next week was confusing them. Another EPWP beneficiary stressed concerns about the selection criteria applied to attend training by the EPWP beneficiaries as he is in position of a National Senior Certificate (Matric) however was never invited to any training by the programme. Another EPWP beneficiary was perplexed that there were trainings that the programme had conducted.

Training can be more effective when the supposed people receiving it having a positive mind set towards the training conducted. The 20 EPWP beneficiaries had an even split in terms of views where 10 had positive opinions and the other 10 had negative opinions. The EPWP beneficiaries applauded the EPWP division officials for the effectiveness in coordinating training and the facilitators clearly explained details in full when conducting the actual training. The other EPWP beneficiaries expressed disappointments as they would be trained however with no prospects of getting roped in by the municipality or other institutions for that matter and the EPWP beneficiaries went on to state that no food (lunch) is provided for them while attending training.

#### **4.7. Developments on training for Expanded Public Works Programmes**

Adequate funding sourced allows the process of training to be carried out with utmost success. The programme accommodated all candidates with or without skills he also recommended that application should be scrutinized in order to determine level of remuneration and to encourage

participation, mentioned official 4. The city should identify the EPWP beneficiaries training needs in line with their knowledge and performance levels.

Twenty-five respondents all affirmed that they wished training would be made available to every EPWP beneficiary on-board and the level of communication be improved and clear to all involved. The remaining two respondents however shared a contrasting view as they saw no need for these trainings at all and suggested that the monthly wage be R3500.00 which is South Africa's minimum wage level.

#### **4.8. Conclusion**

This chapter presented the data that was collected from the respondents' interviews through qualitative exploratory open-ended questions. The intention was to reveal the implementors' execution methods of training within the EPWP and to obtain the perspectives of the respondents. The burning question in this whole study was met with positive output as most respondents agreed to the concept that training is a tool to empower EPWP beneficiaries even though there are couple of challenges that continues to be a stumbling block in its execution.

## **CHAPTER 5**

### **DISCUSSION OF FINDINGS**

#### **5.1. Introduction**

The researcher interprets and discusses findings of the data collected from the twenty-seven respondents. The twenty respondents are the EPWP beneficiaries from the CoM Local Municipality who are recipients of the programme. The other seven respondents are the officials from the DPW and the CoM Local Municipality which implemented the programme. Discussions in this chapter presents and compares the existing literature to the themes that were presented in Chapter 4.

As the previous chapter presented the data collected through open-ended questions to get an understanding and the perspectives collaborated with experience of the respondents who are involved in the EPWP, it is safe to say that there is little that is known about training for the EPWP as beneficiaries have slightly different views compared to the officials.

#### **5.2. Process of training in Expanded Public Works Programme**

Department of Public Works has a mandate to create work and skills opportunities and the unemployed people in SA through EPWP. The Code of Good Practice for Special Public Works Programme (2011) recommended that training in EPWP is compulsory and that it must train EPWP beneficiaries effectively to enhance their skills. Training within the EPWP programme should be provided to beneficiaries, as it aims to alleviate the apparent knowledge gap that the less privileged face.

Training is a cross-cutting function in all sectors that is meant to be provided to the beneficiaries of the programme and none of the documentation directs that specific beneficiaries must be provided with training. Furthermore Madlala (2019:18) clarified that Training was intended to be a crucial component of the EPWP when the programme was initially conceptualised and subsequently rolled-out in 2004.

It would be ideal if the training at the CoM could be managed by the skills training department. The City of Mbombela Skills development department identifies training needs for internal or permanent employees. It is a process where employees are audited and are given Personal Development Plans which is part of the WSP and is budgeted for.

The EPWP training plan is not incorporated into the WSP and the EPWP training plan administration by the respective department. This raises a concern that the municipality has a fully functioning department for skills development with all the techniques and sources to coordinate training yet it is not involved in EPWP matters although such matters fall under the municipality.

Once the work opportunities in a particular project have been created, the beneficiary should be captured in the EPWPs, the implementing institution or official needs to identify the training need. As the official from the DPW mentioned that training needs are identified as part of the project at hand. Once funding has been made available, the unit approached the EPWP champions to identify the training needs for a project. The officials at the CoM in the EPWP division stated that they did not have a communicated plan for training as they shared different viewpoints on how they identify training needs. Training is a processes that needs to be planned from identifying the needs to conducting the training right up to the final stage of awarding the training. To avoid a position whereby beneficiaries are trained in skills that are not aligned to their projects.

The DPWI (2018) indicated that training done with EPWP partners should be done in conjunction with various SETAs in terms of funding and training compliance matters. Skills and training programmes vary, they can be aligned to any implemented project through a SETA. One of the officials was concerned that some training was not aligned to their work in projects. This might well cause confusion to the participants; and they may then feel that the training is irrelevant. The beneficiaries need to know what training is about and what they should be told about training. The beneficiaries must be motivated to partake in training. That said, it is clear that beneficiaries should have an idea of what skills development entails; how it can be provided and whom it will be provided to.

The researcher attempted to find out whether the EPWP beneficiaries understood the purpose of skills development, this was fairly understood by the beneficiaries. According to EPWP beneficiaries skills development is a process to improve employees by allowing them to gain skills in the workplace and to expand their knowledge. However some of the beneficiaries did not really understand what is skills development or rather the purpose of skills development.

Training duration is a central factor that should be covered in the training planning stage. Moeti (2013) argued that according to the skills transferred during the duration of the EPWP contract,

short-term employment is not consistent with the skills that are needed in the economy. Officials mentioned that training in the programme is aligned with the contract during working hours. Therefore, training can only be provided to the beneficiaries while they have an active contract with the municipality. Monitoring and evaluation in training allows the process to flow effectively. Officials one and two stated that monitoring checklists should always be utilised, so that training could be done through offering physical visits at training sites. The confusion of attendance registers signed for days worked and training days is a clear miscommunication of the training facilitator and the EPWP coordination. As the CoM official in EPWP indicated that monitoring and evaluating training at CoM is affecting the performance of the programme.

Keeping records for training is essential to recognise and record achievements. The EPWPRS make it easier for the division to report training sessions, but nonetheless, documentation and other archives are essential. In Chapter 3, Table 3.1 displayed training sessions which had been conducted within the municipality since the implementation of the programme in 2014. The contradiction between EPWP coordination officials about the record can also be assisted by ensuring that trainings are reported in the EPWPRS. There is no information or any other published reports on the EPWPs as to the numbers achieved. The induction training is attended in a new contract annually as the CoM appoints the EPWP beneficiaries in every intake, which is twelve months long. Unfortunately, the researcher could not interview all the population in order to get an accurate number. The study only reflected training sessions that the respondents confirmed they had attended. Some had not attended any formal training.

### **5.3. Types of training**

Training, enterprise, monitoring and evaluation are the cross cutting function in all the sectors of the programme. All projects implemented in the city are EPWP projects as they create temporary work opportunities and skills development. The projects are aligned to a sector:

- Infrastructure creates work opportunities in labour intensity programmes/projects
- Non-state creates work opportunities through the non-government organisational programmes
- Environment and culture creates work opportunities in public environment and culture programmes/projects
- Social focuses creates work opportunities in public social programme

Therefore depending on the projects that a beneficiary is employed in, it is appropriate that when they gain skills from a particular project they are also advanced with skills enhancements that is aligned.

It was noted that training in the programme is not only focused on short duration skills. The programme provides training for artisans and learnership; soft skills that may take four years to learn. Official for DPW explained that training is vital to the EPWP as it equipped beneficiaries towards a greater level of skills, stating that, “*there is no life or future in the EPWP without training*”. Kheta Consulting (2017:15) explained that a learnership is a structured training programme that usually lasts whereby a certificate for qualification is obtained. There are skills programme which are shorter than learnership. Furthermore Khetha Consulting (2017:16) mentioned that short courses can also be used for as an act of skills development for EPWP beneficiaries.

#### **5.4. Challenges in training for the Expanded Public Works Programme**

Lack of funding may affect training, in cases where funding could not be sourced out as per expectations. The researcher focused on the challenges that hindered training in the CoM. It is of note that whenever more funds are pumped into the programme (EPWP) it inevitably attracts a larger audience and vice versa when lessor funds are pumped towards the programme. The Department Public Works and Infrastructure (2018) EPWP stated that the Department of Higher Education and Training (DHET) is one of the stakeholders which funds the EPWP programme and given the amount of funds the department is willing to inject into the EPWP programme at that particular instance that will determine the state of interest in terms of beneficiaries. The training funds are not limited to the DHET. Any source of funding that may be available to fund training is gratefully received.

Absenteeism is a common challenge that badly affects the progress and quality of a training programme. If a participant misses a training session, they miss the necessary information that was presented in the session; thus making it difficult for beneficiaries to provide information in formative assessment questions of a unit standard; thus making it impossible for beneficiaries to show a level of understanding in their formal assessments. Whereas one of the officials complained that absenteeism of the beneficiaries, lacking resources and conducive venues, low levels of literacy tends to affect the training. Training is scheduled according to an

action plan. At some point the beneficiaries who were respondents in the study pointed out the system of attending training for a week and another week at work is confusing them. In most instances, training service providers takes weeks or days to complete a formative and summative assessment, because the facilitator then must go back and catch up with the beneficiaries failure to attend distracts progress of training. In that sense training cannot flourish it impact in the programme and skills development cannot be evident. Communication is a key to successful and effective training, once the participant feels undermined they will be reluctant to continue being part of the training. Training in the EPWP can be done in various models such as prior training, onsite training and training for exits. Funding in institutions may determine the type and model of training that is available.

The nature of EPWP entails that employment is temporary and compliance of the programme requires that beneficiaries to sign a contract of employment specifying all the terms and conditions. However the EPWP beneficiaries find it difficult to come to terms with their contracts ending thus the EPWP initiating exit strategies such as proving that beneficiaries have training that will enable them to seek employment after their contract ends. Official 4 mentioned that the major challenge is that the beneficiaries tend to assume that the municipality will consider them for a better job one day (entitlement). It is rather crucial that beneficiaries concern themselves with developing skills and seek to be part of initiatives that enhances their skills. Such includes Beneficiary 12 who was mostly concerned about having matric but has not been invited for training.

The EPWP beneficiaries are not necessarily content about the implementation of the training programmes in the city as one felt that the EPWP management do not have enough time to oversee trainings. The disputes of the beneficiaries deems the lack of planning and monitoring of training.

Official four complained that the programme caters for various types of people; both unskilled and semi-skilled, so, in future the policies should be designed to consider the level of skill a person had at the time of enrolment and be remunerated accordingly in order to encourage training for all. Such initiatives should be debated, as some projects may also require hard labour, for example the IG funded projects in the CoM, Mbombela Maintenance of roads and storm water projects might require a different type of labour in comparison to the Mbombela Administrative Services project.

Each project requires different training; and each task needs to be aligned to the project and the nature of the work and these differences should be taken into account when making salary recommendations.

### **5.5. Effectiveness of training in Expanded Public Works Programme**

The DPWI (2012:3), Adonis reported that she had worked for the EPWP in the Western Cape in the Cape Winelands District Municipality for twenty-four months. Her salary was mostly spent on travelling expenses. Adonis later received on-job-training and used those skills to contribute towards providing library services in the community. She further reported that, *the 9<sup>th</sup> of September 2017 will be memorable for me, because I signed my permanent contract*. The programme is assisting households with incomes across the nation. Training carries a role that uplifts the lives of the EPWP beneficiaries as it builds an exit opportunity for them. For training to have significance Nyoka (2016:18) explained that each project needs to the necessary and relevant training to enhance the skills of the beneficiaries.

A total of sixteen EPWP beneficiaries based in Limpopo were trained by the DPWI under the National Youth Services (NYS) programme in the Building and Civil Construction (NQF Level two) for nine months, Mokoena reported, DPWI (2012:2). The BMK Electronics (private company) committed themselves to absorbing those EPWP beneficiaries.

From the sampled EPWP beneficiaries 80 % which are sixteen EPWP beneficiaries stated that training received at the CoM had improved their lives, although it is far from being linked to what they trained for. Nevertheless, their knowledge had become broader than before. The other four beneficiaries (20 percent) said that it had not improved their lives. Moeti (2013:89) expanded that in a study he conducted, 20 % of the EPWP beneficiaries at the CTMM felt that the training was irrelevant. Nonetheless the EPWP official at the city indicated that some EPWP beneficiaries had been trained in the Hot water Installation Projects; and later; a few of them were currently practising the skills they had acquired within the city. He also reported that others who were also in the programme were currently occupying senior positions due to the skills they had acquired.

Training in EPWP can impart beneficiaries with various skills and knowledge to improve all the service delivery challenges encountered by the municipality and others end up full-time employed, by having built up their own SMEs.

## 5.6. Conclusion

This chapter analysed the data that was presented in the previous chapter. The analyses was based on the twenty-seven respondents collected data. From the twenty sampled EPWP participants, eighteen are open and positive to training while the other two are negative towards training. The officials have the necessary information to execute and to plan better training. The main challenge is the communication between the stakeholders and the participants. The programme does not seem to have challenges; however the challenges lie within the implementation processes.

## **CHAPTER 6**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1. Introduction**

This chapter concludes all aspects that were decided in the study. The chapter provides recommendations that seek to assist in the implementation of training in the EPWP. Recommendations are not limited to the CoM; but instead to all institutions implementing the programme. Hence they seek to influence policy makers and decision making. The world is affected by unemployment and poverty whereas the poor people become poorer and the richer becomes richer. States economies are affected by the rate of unemployment. The sustainable development goals of the UN are plays a role in identifying the challenges that affects the world in general. The strategies for income relief have been implemented with the intention to reduce poverty and other challenges. Some policies provide programmes through department funds to be implemented provincially which allows poor people to be part of development strategies, for example: in SA implements the labour intensive projects in their EPWP and other programmes such as the CWP in municipalities that plays a role in decreasing the level of poverty, improving the employment level and skills development.

#### **6.2. Conclusions**

Kheta Consulting (2007:80) specified that without training the programmes impact on the lives of the EPWP beneficiaries will be limited in respect of making a long-term contribution to meet the country's skills shortages. To determine whether training is a tool to empower the EPWP beneficiaries who are beneficiaries of the programme, was the heart of the study. In detail; the first chapter explained the problem study and outlined the objectives.

The second chapter carried the evolution of the PEP's to the EPWP. The International Labour Organisation (ILO) (2021) explained that the PEPs include a variety of opportunities, "varying from the more conventional public works programmes, such as short-term emergency programmes, to employment guarantee programmes". There are a few studies about training in the EPWP to introduce a greater debate. The ILO (2021) further indicated that the India's Mahatma Gandhi National Rural Employment Guarantee Act as one of the programmes that addresses unemployment and skills development.

In Namibia, the DWCP assists the state government in creating employment though poverty rate continues to increase. The EWPW is implemented in SA as a strategy from the government to alleviate poverty and create income relief, the programme created over 9 million work opportunities since 2004. The EPWP creates temporary employment and offers skills in the processes, therefor it is dependent on skills development in forms of recognised training to be the exit strategy for the EPWP beneficiaries. As they will pursue to job seeking or entrepreneurship with the skills developed or gained. The chapter went on to mention the literature in the training dynamics in relation to EPWP. When looking into EPWP most literature highlight the training factor, the study lengthy regarded training literature to reflect that often numbers of work opportunities are recorded.

The third chapter focused on the research methodology of the study. The researcher adopted the qualitative method which assisted in capturing the experience and perspectives of the respondents. The population was large. Therefore, twenty-seven respondents were sampled using judgemental sampling. The sample size through the one-on-one interviews method was manageable with open-ended questions for data collection. The findings were analysed using the Creswell (2014) steps where the four crucial themes were developed to present the data.

The fourth chapter presented the data collected from the respondents with the intention to not only answer the research questions; but also to address the acceptance or rejection the topic “Training as tool to empower Expanded Public Works Programmes beneficiaries”. While the fifth chapter discussed the presented data. According to Thwala (2011:6014) the EPWP programme itself can be used as a tool to address the low skills levels and the rise in unemployment. Thwala shared similar or rather related motives as the study. The trainings provided to the beneficiaries at the city are inconsistent and officials unsuccessful produced much convincing that all beneficiaries are informed about the trainings and how are they selected to partake in trainings. The officials within the CoM seem to lack or ignore knowledge that may produce effective training. Table 4.2 is an example of the inconsistency of provision of training at the city.

Exploring training processes in the EPWP in this study was concentrated with the techniques that are used to implement training. This was necessary because the EPWP participant must benefit from the programme to achieve the objectives. In the institution there could be two units or departments working side by side to ensure training successes.

The EPWP and skills department are far apart, the EPWP unit does seem to have a structured plan for training while the skills development department has a structured plan for the CoM employees.

There are different types of training that are provided to the EPWP beneficiaries, as communication between stakeholders has proved to create miscommunication. The challenges identified are mostly affected by non-communication, i.e. EPWP beneficiaries working in an office administration project after being trained in plumbing. The majority of the EPWP beneficiaries appreciated training although they raised concerns that become obstructions to producing effective training. Most of the respondents confirmed that training is a tool to empower EPWP beneficiaries. According to Kheta Consulting (2017:10) another challenge is planning the appropriate time to provide training, it is better to consider the time before, during or after the implementation of the project. Experience has proven that providing training during the execution of the project has challenges (Kheta Consulting, 2017:10).

Nonetheless Brynard (2011:74) argued that the EPWP has not succeeded in offering training that can equip workers with skills that would enable them to take advantage of meaningful employment opportunities in future. The minority argued that training does empower beneficiaries, whereas concerns were relevant as one respondent pointed out that how can other institutions employ them with recognition of the certificates obtained through training at CoM if the institution itself does not employ them permanently.

The study sought to determine if training is a tool to empower the EPWP beneficiaries who are the workers of the programme. Respondents were liable to share insight on the topic of the study. Based on the findings it can be argued that training in the EPWP may not empower all the beneficiaries as expected, there are underlying factors with little or no knowledge altogether. The study acknowledges that EPWP has created millions of work opportunities and continues to play a role in poverty alleviation, yet training opportunities are not recorded.

It is worth mentioning that there seems to be an ongoing trend in beneficiaries being retained over the stipulated period of 12 months as the study recognised that some beneficiaries were on-board for the past 6 financial years. The programme seems to be creating work opportunities for the same people over 6 financial years. The programme is known to create temporary employment however there is consistent employment perceiving permanent beneficiaries particular at CoM. Skills development remains a fundamental part of the EPWP programme as

it aims to sharpen its beneficiaries in respective training programmes and of course there are challenges pertaining to the overall execution however the significant aspect is provision of a better tomorrow through the greatest gift of life (education and training) is there for the taking.

### **6.3. Recommendations**

From the literature review and data collected in the study, it is practical to set the following recommendations:

#### **6.3.1. Decision makers**

Decision makers is the government in general. The whole concept of training policies needs to be laid out clearly to benefit all involved, because when clear guidelines are set out and the implementation process is well orchestrated; success is certainly on the cards. This is arguably the critical feature in assessing whether training is a tool to empower workers. Having conducted interviews between various stake holders in this study it is safe to point out there are several issues that need to be ironed out in order to holistically rave about the training that the EPWP beneficiaries receive from the CoM. Nyoka (2016:18) advised that government strategies should be adopted to ensure that skilled labourers are produced by the end of the programme with relevant training. This can be ensured by having a clause in the protocol agreement that is signed between the DPW and municipalities; that requires training to be compulsory. Signing such documents can enforce compliance with EPWP implementing institutions with important requirements such as proving training that is aligned with projects.

If the skills development department at CoM cannot add to the scope of the EPWP training in their duties it would be advisable to assist the EPWP division in training matters. Official Four explained that the Local Economic Development department should come to the party and develop those who are serious about specific types of training. Furthermore, they indicated that the EPWP is not taken seriously by the institution in general. The EPWP division needs support structures as it seems to be standing alone in this endeavour. Implementors of the programme should be trained on how to implement the programme, touching on proper training of the beneficiaries and proper planning.

### **6.3.2. Management and officials implementing Expanded Public Works Programme**

The record management system as per the questionnaire seems not to be in place as it was mentioned that not all training sessions are recorded, which in, turn raises eyebrows as to what criteria are used to determine recording and non-recording of these trainings. Furthermore, it appears that there is a lack of adequate engagement when it comes to selecting the beneficiaries for a specific training course.

In dealing with this challenge, the researcher recommends that management should convey all relevant information pertaining to training requirements via its hierarchy. Communication can vary at different levels.

However, it must reach the EPWP beneficiaries; hence the findings reflect that the beneficiaries are left in the dark and feel left out in training sessions provided. The planning of training determines the success of the programme. There are different elements that need to be considered on how training sessions should be conducted. Training should be made available to every participant who is enrolled on the programme one way or another; and should not show any signs of a discriminating when making their selection. A skills audit should be conducted from time to time on the EPWP beneficiaries. Furthermore, Pooe (2012:8) affirmed that a skills audit must be conducted, and that targets must be set based on the available budget. Training should be aligned with the EPWP learning programmes.

Lack of monitoring and evaluation poses a threat to achieving training objectives. Official seven explained that timesheet management from training sites to working sites is inconsistent.

The participant might have a different story than the facilitator, making it difficult to capture accurate timesheets. Beneficiaries may confuse facilitators and claim they were attending to work. Monitoring could eliminate such challenges. The findings have brought forward the challenges that can be addressed by monitoring. Officials one and two advised that physical visits to trainings sites are more effective. One participant implied that the official at the CoM did not have enough time to train his workers (it might imply that they are not checked or attended to by officials on training sites). However, this time shortage could be overcome by using monitoring. The EPWP beneficiaries should be given the right to decide if they want to take part in training or not. Training should be planned, and not provided just for the sake of training. Training should be recorded in the municipality's databases and should also be

reported in the EPWPRS; which could also ensure that reporting can justify larger grant amounts; thus enabling the municipality to employ more participants.

Nonetheless it is noted from reports in Tables 2.4 and 2.5 that officials are diligently reporting the work opportunities that are created in the city. Hence such information can be accessed without asking officials or beneficiaries. Training supervisors need to access such information. Inductions that are held for the EPWP beneficiaries must be conducted in greater detail and discussions should be allowed to avoid instances where they are convinced that one type of training is the only training they need.

They should be encouraged to participate in training and the various types of training and requirements should be explained to them. Non-accredited training is also relevant and assists in adding knowledge and building skills for the participants. If possible, more attention should be invested in accredited training as certificates are more likely to be recognised by other institutions. This will allow them to seek employment or start their own businesses using the certificates.

The researcher encourages the implementors of the programme to ensure that completion certificates are provided to the beneficiaries after any training programme they may participate in. Skills can also be provided in small but vital things such as training them on how to compile a curriculum vitae, application letter, etc.

A monitoring report template should have the following items:

- Blank monitoring report template.
- A signed copy of the training service providers contract; including the SAQA outcomes indicating equipment, tools and required quantities for the course.
- Signed implementation plan.
- EPWP learners induction presentation (at the beginning of the training).
- EPWP identity verification tool.
- Camera.
- Personal protective clothing (if necessary), and
- Approved list of learners with their Identity numbers.

Additionally Nyoka (2016:62) encouraged that the government needs to monitor the skills that they are giving to recipients even beyond the project completion. Continuous monitoring is emphasised so that the programmes will proceed effectively.

### **6.3.3. Funders of Expanded Public Works Programme**

Generally in the business world, money is so important that having it or not having it can determine the destiny of the business. Proper planning and cash management warrants that business funds are not wasted on unnecessary initiatives or on investments with poor returns. This also applies to the EPWP as the programme relies on grants from various stakeholders to keep it going.

However, sourcing funds for training can be a tricky exercise as it may require proposals which have to be signed off by relevant office members before approval.

The EPWP office must play a role in ensuring that funding is available to run the programme and can meet its objectives in order to sustain its mandate for putting food on the table for many households within the country. Having to rely on funds from an investor poses a big threat as possible delays must be expected, which may hamper proceedings within the programme. The researcher recommends that sourcing of such funds should be done in advance to avoid the occurrence of having to shy away from an event at the eleventh hour because of having to hunt for funds to feed the programme. Once funds have been secured, the researcher encourages that strict measures must be installed to monitor and keep track of the funds, to ensure that there are no cases of mismanagement of funds within the CoM. Yende (2022) in News24 reported that a municipality in the province lost R100 million to corruption. These types of allegations tend to sharpen one's eyesight into the management of resources. Such losses of funds might affect the provision of training to the EPWP beneficiaries.

### **6.3.4. Encouraging participation in Expanded Public Works Programme**

The programme has evidently been a source of income for some households as the country is at a 28, 77 % unemployment rate (O'Neill, 2022). The success of this programme will probably attract more people to be employed in it. Alternatively, potential beneficiaries might be somewhat discouraged from participating in training as they consider such trainings to be a mismatch because it will not yield any positive results in terms of employment or recognition due to having attained certification.

However, the findings showed that even though some beneficiaries might not have received training that is aligned to their projects; but nevertheless, they still appreciated the training and would seek jobs while others might find it easier to start their own businesses.

Most people particularly the youth tend to undermine the programme as it provides lower salaries than they had hoped for.

The programme provides and improves skills for beneficiaries who are unemployed. Official one stated that training in the programme was not only done in short skills. It also provides training for artisans, learnership, and soft skills that may take four years to bear fruit. One can grow and establish a brighter future within the programme in fields such as artisans, boiler makers etc. Training is a tool or strategy that can be used as an exit opportunity in the EPWP. The aim of training is to empower beneficiaries and create a platform that will allow them to recognise and develop their potential whether they are educated or not.

The low skills that hinder the youth of SA from gaining employment can be addressed through the programme and the training provided, can decrease the high rate of unemployment. Also the role of small scale enterprises towards integrated with the objective of the government which seeks to decrease unemployment and promote economic growth. Without the small scale enterprises more people will be left unemployed and the level of poverty would be on the peak hence opportunities for employment is limited. People need to create their own opportunities hence the level of growing population affects the strategies in plan to create employment.

The Small and Medium Enterprise Guide (2022:1) stated that government looks to assist the small businesses in contributing to job creation and is an engine of growth for the economy. The entrepreneurship from informal and formal sectors as a critical driver of growth and job creation. For entrepreneurs in informal sectors to succeed and progress they must have an understanding and knowledge through skills development initiatives on how formal sectors succeed, this will assist enterprises to learn from each other to grow.

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## Annexure A

### Letter for authorisation to conduct a study

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1 Nel Street  
Mbombela 1201  
Republic of South Africa



P O Box 45  
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Republic of South Africa  
Tel: +27 (0) 13 759-9111  
Fax: +27 (0) 13 759-2070

#### OFFICE OF THE MUNICIPAL MANAGER

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Tel: 0137592041  
Enq: Ms. Busi Sithole

21 July 2021

P.O.Box 782  
Matsulu  
1203

Attention: Ms. Bonisile Princes Ngomane

Dear Madam,

**RE: REQUEST FOR RESEARCH STUDY ACCESS: THE IMPACT OF TRAINING IN EXPANDED PUBLIC WORKS PROGRAMME AT THE CITY OF MBOMBELA, SOUTH AFRICA**

Your letter dated 19 July 2021 on the abovementioned subject has reference.

The City of Mbombela hereby grants you permission to conduct a research study titled "*The Impact of Training in Expanded Public Works Programme at City of Mbombela in South Africa*".

Please take note that the municipality will not be liable for any financial responsibility on this study. Kindly ensure that the work of employees is not interrupted and consent is obtained from each participant before the actual research is conducted. The municipality strictly adheres to COVID-19 regulations, therefore COVID-19 health protocols must be maintained namely; observing at least 1,5 metres from each other, wearing of masks at all time, washing and sanitizing of hands regularly.

We wish you all the best with your research and would appreciate if you share with us the research outcomes and recommendations.

Regards,

  
W/J KHUMALO  
MUNICIPAL MANAGER

**Annexure B****The Question for Department of Public Works****Questionnaire:**

Full Names	
Surname	
Gender	
Age	
Race	
Institution	
Designation	

1. What is your role in EPWP?
2. Who is responsible for EPWP training?
3. Are there training targets set to be achieved? Please elaborate the setting of targets
4. Who is the intended recipient of training in EPWP?
5. How do you identify the training needs?
6. Who sponsors or funds the training for the programme?
7. How are the training service providers selected and what is required of them to be able to conduct trainings?
8. Are there training conditions for EPWP participants? If yes, kindly explain.
9. Do you monitor the trainings implemented for EPWP participants? If yes, how?
10. Do you monitor the trainings conducted at CoM for EPWP participants? If yes, how and If no, why?
11. Holistically, what are the challenges you face in training?
12. What new developments would you like to see in trainings for EPWP participants?
13. Do you think that trainings are appropriate tool to empower beneficiaries? Why?
14. Have the EPWP trainings yielded any success in the CoM? If yes, elaborate.
15. Any other comments?

## **Annexure C**

### **The Questionnaire for City of Mbombela Skills Development**

#### **Questionnaire:**

Full Names	
Surname	
Gender	
Age	
Race	
Institution	
Designation	

1. What is your role in EPWP?
2. Are you responsible for training programmes at CoM?
3. Are you responsible for management trainings for EPWP participants? If no, why?
4. Do you identify training needs?
5. How training service providers selected and what are required of them to be able to conduct trainings?
6. Do you monitor the trainings implemented for EPWP beneficiaries? If yes, how?
7. Do you think training in the EPWP unit at the City of Mbombela is properly implemented? Why?
8. What are the challenges you face in training as a sector?
9. What new developments would you like to see on the trainings of the EPWP beneficiaries at CoM?
10. Do you think that EPWP training is an appropriate tool empower participants?
11. Any other comments?

**Annexure D****The Questionnaire for City of Mbombela EPWP****Questionnaire:**

Full Names	
Surname	
Gender	
Age	
Race	
Institution	
Designation	

1. What is your role in EPWP?
2. Who is responsible for EPWP training?
3. Who sponsors or funds the trainings for EPWP beneficiaries at CoM?
4. Who are the intended recipient of the training in EPWP?
5. How do you identify training needs for EPWP participants?
6. How the training service providers selected and what are required of them to be able to conduct trainings?
7. What is the training duration and how is it aligned with the EPWP contract period?
8. How do you record the trainings that has been conducted?
9. Are these training programmes accredited or non-accredited?
10. Is training done during work hours? How do you control time management for trainings and work?
11. Any specific requirements or selection criteria for the training such as age group, education level?
12. What value do these training programmes provide for EPWP participants?
13. Are there any challenges that you encounter during the implementation of training?  
Elaborate.
14. How do you think these challenges can be addressed?
15. Have the EPWP trainings yielded any success in the CoM? If Yes, Elaborate.
16. Do you think that training is a tool to empower EPWP participants?
17. What new development would you like to see on the trainings of the EPWP beneficiaries at the CoM?
18. Any other comment?

**Annexure E****The Questionnaire for EPWP beneficiaries****Questionnaire:**

Full Names	
Surname	
Gender	
Age	
Race	
Institution	
Designation	
Highest Qualification	
No Dependents	

1. Were you an EPWP participant? Yes or No.
2. How long have you been working in EPWP? 0-3 Months/4-12 Months/ Over a year
3. Which sector and projects are you allocated to?
4. As an EPWP participant/beneficiary, have you attended any training offered by the CoM? If yes, please specify and identify if it was accredited or non-accredited?
5. In your view, what is the purpose of skills development?
6. What have you gained or benefited from taking part in these training programmes?
7. Do you want to take part in these training programmes? Why?
8. Do you think that EPWP training at the CoM is well implemented? Kindly share how.
9. Did the training you received during your EPWP employment help you get a job or start your own business?
10. What new developments would you like to see on the trainings of the EPWP beneficiaries at the CoM?
11. Any other comments?

## Annexure F

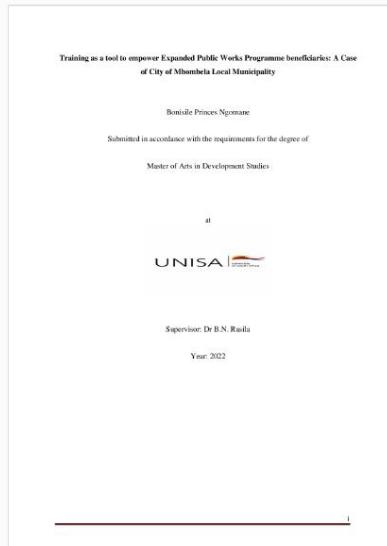


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