

CAPACITY BUILDING PROGRAMMES FOR THE SKILLS DEVELOPMENT OF EMPLOYEES AT THE GAUTENG DEPARTMENT OF EDUCATION

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DECLARATION

I declare that “CAPACITY BUILDING PROGRAMMES FOR THE SKILLS DEVELOPMENT OF EMPLOYEES AT THE GAUTENG DEPARTMENT OF EDUCATION” is my work and that all the resources that I have used or quoted have been identified and acknowledged by means of complete reference.

.....

Signature: DM Machika

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DEDICATION

I dedicate this study to

My Daughter

Kelebogile Angel

And

all my family

Your constant prayers and support are the source of my inspiration

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I would like to extend my sincere gratitude to the following:

To the Almighty, for continuous guidance. Glory and praises be unto Him: "I can do everything through him who give me strength." (Philippians 4: 13).

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ABSTRACT

KEYWORDS: Capacity building; skills development; workplace skills development plan; human resource development; employee performance; organisational productivity; Gauteng Department of Education.

Since the inception of the National Skills Development Framework for Employees in Public Education in 2006, every organisation has its own WSP to offer skills development training to employees. This study aims to analyse the implementation challenges of the capacity building programme/s at head office of the Gauteng Department of Education. These programmes, including internships, workplace skills plan and short courses were explored from the circumstantial status at the national level (general) and will focus on the Gauteng Department of Education (specific context). In this context, the study sets out to explore the following specific problem exploring that there are challenges in the effective implementation of capacity-building programmes for job-related skills development of employees at Gauteng Department of Education at managerial levels. In the search for answers to the research problem, a hypothesis was formulated, and various primary and secondary sources were utilised. The findings from the literature review and empirical research undertaken in this study indicate that there are significant challenges to overcome in the effective implementation of capacity-building programmes. The study offers relevant recommendations to improve the challenges.

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER 1 ORIENTATION AND BACKGROUND	1
1.1 ORIENTATION AND BACKGROUND	1
1.2 PROBLEM STATEMENT	3
1.3 HYPOTHESIS	4
1.4 RESEARCH QUESTIONS	5
1.5 RESEARCH OBJECTIVES	5
1.6 RESEARCH METHODOLOGY	6
1.6.1 Literature review	6
1.6.2 Interviews	7
1.6.3 Questionnaire	7
1.7 DATA ANALYSIS	8
1.8 MOTIVATION FOR THE RESEARCH	8
1.9 RESEARCH ETHICS	8
1.10 CHAPTER LAYOUT	9
1.11 CONCLUSION	10

CHAPTER 2 THEORETICAL EXPOSITION OF THE CONCEPTS CAPACITY BUILDING AND SKILLS DEVELOPMENT	11
2.1 INTRODUCTION	11
2.2 CAPACITY BUILDING: AN OVERVIEW	11
2.3 CAPACITY-BUILDING IN SOUTH AFRICA	15
2.4 SKILLS DEVELOPMENT: AN OVERVIEW	17
2.4.1 Skills development programmes	19
2.5 CONCLUSION.....	20
CHAPTER 3 AN OVERVIEW OF THE SKILLS DEVELOPMENT PLAN(S) IN THE GAUTENG DEPARTMENT OF EDUCATION	21
3.1 INTRODUCTION	21
3.2 SKILLS DEVELOPMENT	21
3.2.1 Skills development plan: an overview	21
3.2.1.1 Defining a Workplace Skills Plan	22
3.2.1.2 A Skills Audit.....	23
3.3 REASON TO HAVE A SKILLS AND DEVELOPMENT STRATEGY (SDS) SKILLS SHORTAGE AT NATIONAL LEVEL: ACQUIRING AND EXPLAINING STATISTICS	23
3.3.1 National skills development strategy	24
3.3.2 The Skills Development Act	24
3.3.3 National Skills Authority	26
3.3.4 Skills plan.....	26
3.4 SKILLS DEVELOPMENT PLAN IN THE GAUTENG DEPARTMENT OF EDUCATION.....	30
3.4.1 Skills shortages at GDoE	31
3.4.2 Gaps in the implementation of skills development plans in the Gauteng Department of Education	33
3.4.2.1 National and provincial HRD structures	33

3.4.2.2	Top management.....	34
3.4.2.3	HR Manager	34
3.4.2.4	Line managers, team leaders and supervisors	34
3.4.2.5	HRD Managers	34
3.5	PILOT STUDY OF CAPACITY BUILDING IN THE GDoE	34
3.6	CONCLUSION.....	37

CHAPTER 4 EMPIRICAL STUDY: THE IMPACT OF SKILLS DEVELOPMENT PLANS ON EMPLOYEE PERFORMANCE IN THE GAUTENG DEPARTMENT OF EDUCATION.....

		38
4.1	INTRODUCTION	38
4.2	RESEARCH DESIGN	38
4.2.1	Authorisation.....	38
4.2.2	Population and sample	39
4.2.3	Data collection: area of study.....	40
4.3	RESEARCH METHODOLOGY	40
4.3.1	Quantitative approach.....	40
4.3.2	Qualitative approach	41
4.3.3	Data collection	42
4.4	RESEARCH TECHNIQUES	42
4.4.1	Literature Review	42
4.4.2	Interviews.....	43
4.4.3	Questionnaires.....	44
4.5	DATA ANALYSIS.....	44
4.6	ETHICAL CONSIDERATIONS	45
4.7	ANALYSIS AND INTERPETATION OF RESPONSES	45
4.7.1	SECTION A: Questionnaire distributed to management	47
4.7.1.1	The capacity building initiatives are effectively established at GDoE.....	48

4.7.1.2	The skills development plan is properly implemented at GDoE	48
4.7.1.3	There are adequate human resource funds for training programmes at GDoE	49
4.7.1.4	There are planned financial statements for training programmes at GDoE	49
4.7.1.5	Work skill plan is properly implemented.....	50
4.7.1.6	Employees receive their work-related training at the GDoE.....	50
4.7.1.7	Skills development training programmes are aligned with the operational expectations in the GDoE	51
4.7.1.8	Women employees are provided with equal opportunities to attend work related training in the GDoE.....	51
4.7.1.9	There are gender-based capacity building initiatives in the GDoE.....	52
4.7.1.10	There is a direct link between capacity building initiatives and gender based succession in the GDoE	52
4.7.1.11	What are the challenges hampering effective implementation of the capacity- building framework in the GDoE?	53
4.7.1.12	What are the suggestions for the effective implementation of skills development programmes to capacitate employees in the GDoE?	53
4.7.1.13	What challenges restricting implementation of gender-based capacity building initiatives at GDoE?	53
4.7.1.14	In your opinion, what can be done to promote gender-based succession in the GDoE?.....	53
4.8	SECTION B: Questionnaire distributed to employees in the GDoE	54
4.8.1.1	There is appropriate training to strengthen job-related skills of employees	54
4.8.1.2	Skills development programmes are equally available to all employees.....	55
4.8.1.3	The skills development programmes lead to promotional benefits of employees in the GDoE	55
4.8.1.4	Skills development programmes for capacity building of employees are effectively implemented in the GDoE	56

4.8.1.5 Skills development training may lead to the improvement of capacity building	56
4.8.1.6 Work place skills plan is effectively implemented in the GDoE	57
4.8.1.7 Skills development training is necessary in your department in the GDoE	57
4.8.1.8 Women employees have equal opportunities to attend work-related training	58
4.8.1.9 There are gender-based capacity building programmes at GDoE	58
4.8.1.10 There is a direct link between capacity building initiatives and gender based succession at GDoE.....	59
4.8.1.11 What challenges are hampering the effective implementation of a capacity-building framework in the GDoE?	59
4.8.1.12 What are your suggestions for the effective implementation of skills development programmes to capacitate employees in the GDoE?	59
4.8.1.13 What are the challenges restricting implementation of gender-based capacity initiatives at GDoE?	60
4.8.1.14 In your opinion what can be done to promote gender-based succession at GDoE?	60
4.9 CONCLUSION.....	60
CHAPTER 5 FINDINGS, RECOMMENDATIONS AND CONCLUSION	61
5.1 INTRODUCTION	61
5.2 SUMMARY	61
5.3 REALISATION OF THE OBJECTIVES OF THE STUDY	62
5.4 TESTING THE HYPOTHESIS	62
5.5 FINDINGS AND RECOMMENDATIONS.....	63
5.6 SUGGESTIONS FOR FURTHER RESEARCH	65
5.7 CONCLUSION.....	65
BIBLIOGRAPHY	67
APPENDIX A LETTER OF CONSENT	78

APPENDIX B QUESTIONNAIRE AND PERMISSION: PILOT STUDY	80
APPENDIX C QUESTIONNAIRE: MAIN RESEARCH	82
APPENDIX D CERTIFICATE OF LANGUAGE EDITING	86

LIST OF TABLES

Table 2.1:	Assessing capacity-building initiatives.....	13
Table 3.2:	Level of education of the unemployed, April 2011 to March 2012.....	29
Table 3.3:	Skills development plans at GDoE	32
Table 4.1:	Responses: management and employees	46
Table 5.1:	Common questions (in the form of statements) presented to both management and employees	64

LIST OF FIGURES

Figure 1.1:	Overview of chapters.....	9
Figure 4.1:	The capacity building initiatives are effectively established at GDoE	48
Figure 4.2:	The skills development plan is properly implemented at the GDoE	48
Figure 4.3:	There are adequate human resource funds for training programmes at GDoE	49
Figure 4.4:	There are planned financial statements for training programmes at GDoE	49
Figure 4.5:	Work skill plan is properly implemented	50
Figure 4.6:	Employees receive their work-related training at the GDoE	50
Figure 4.7:	Skills development training programmes are aligned with the operational expectations in the GDoE	51
Figure 4.8:	Women employees are provided with equal opportunities to attend work related training in the GDoE	51
Figure 4.9:	There are gender-based capacity building initiatives in the GDoE	52
Figure 4.10:	There is a direct link between capacity building initiatives and gender based succession in the GDoE	52
Figure 4.11:	There is appropriate training to strengthen job- related skills of employees.....	54
Figure 4.12:	Skills development programmes are equally available to all employees.....	55
Figure 4.13:	The skills development programmes lead to promotional benefits of employees in the GDoE	55
Figure 4.14:	Skills development programmes for capacity building of employees are effectively implemented in the GDoE	56

Figure 4.15:	Skills development training may lead to the improvement of capacity building in the GDoE	56
Figure 4.16:	Work place skills plan is effectively implemented in the GDoE	57
Figure 4.17:	Skills development training is necessary in your department	57
Figure 4.18:	Women employees have equal opportunities to attend work related training	58
Figure 4.19:	There are gender-based capacity building programmes at GDoE	58
Figure 4.20:	There is a direct link between capacity building initiatives and gender-based succession at GDoE.....	59

CHAPTER 1

ORIENTATION AND BACKGROUND

KEYWORDS: Capacity building; skills development; workplace skills development plan; human resource development; employee performance; organisational productivity; Gauteng Department of Education.

1.1 ORIENTATION AND BACKGROUND

Capacity is defined by various scholars and institutions (Framework Development Task Force, 1996: 2; Stavros, 1998: 42; Soanes and Stevenson, 2008: 207; Hartwig: 2010: 23) as the ability to utilise diverse resources (financial, human, technological, and technical), and capacity to perform for achievement of goals. Capacity building can be inclusive of a process that facilitates the individual and institutional development through enhanced knowledge and changed perspectives (Eade, 1997: 24; Alaerts 1999:81; Breen *et al.*, 2004: 429; Shole: 2007: 7; Plummer, 2012: 6; Awefeso, 2012: 263). This is achieved through improving the working performance of employees through skills development programmes/workplace skills and development plans offered within the South African public service departments (Aswathappa, 1997: 194; Erasmus *et al.*, 2004: 459).

Capacity building programmes are mandated by the Skills Development Act (Act No. 97 of 1998) that suggests an organisational framework accommodating workplace programmes, policies and strategies. The strategies need to be aligned with the South African qualification criteria and framework (Republic of South Africa, National Qualification Framework, 2012: 1).

The Skills Development Act (Act No. 97 of 1998) is in line with the National Skills Development Strategy (NSDS) and decentralises this strategy to each Sector Education and Training Authority (SETA) meeting the skills requirements of each sector. The South African government has recognised the significant roles and contribution of a skilled, semi-skilled and knowledge-based workforce that can offer public with quality services (Mohapi, 2011: 3).

Research has been conducted to explore the co-relationship between capacity building and skills development in South Africa. Scholars and researchers such as Kanyane (2006); Shole (2007); Kauzya (2008); Maserumule (2008); Mohapi (2011); Kwaledi

(2011) and Sefuli (2012) have explored the significance of capacity-building programmes for improved managerial, technological and financial skills required for personal and organizational transformation needed in South Africa. These studies were mainly carried out at the municipal level, and aimed to examine the skills gap and capacity challenges that exist at this grassroots level. There is a need to conduct research to investigate the capacity building challenges facing employees in public service institutions in the country.

The government is still in the process of restructuring the public service. According to Sheoraj (2007: 15), “The South African government is currently faced with the challenge of reconstructing the public service into an institution which is representative of all South African citizens. In doing so it must reconcile the historical labour imbalances caused by apartheid as well as the skills required to address the pressing need of service delivery for millions of South Africans. It is therefore critical that public service institutions have the required skills to effectively discharge their mandates”.

The capacity in this study has been conceptualised as ‘human resources development and strengthening of managerial systems’ (Srinivas, 2012: 1) in public service organisations. It is a truism that although “...well thought-out strategies and efficient human resource planning, recruitment and selection initially provide an organisation with the required employees, additional training is normally necessary to provide them with job specific skills, which enable them to survive over time” (Swanepoel *et al.*, 2000: 493 cited in Ballies, 2008; 1).

In this study the aim is to conduct research in the Gauteng Department of Education, a public service institution. There are 84 461 employees working at the GDoE, of whom the 35 497 are public servants (Gauteng Department of Education, 2012: 5). Due to the nature of the research (mini-dissertation), the Head Office of the GDoE is considered as the area of study. The number of employees working at head office is 2 297 (Gauteng Department of Education, 2012: 5).

To meet the demands of a capacity building framework, the GDoE defined the need to “invest in human resources, focusing on ... areas demanding development in order to achieve greater competence in the workplace, relevance and alignment to strategic objectives”. It also provides guidelines on providing the required skills: “The Education and Training sector skills plan in conjunction with the Workplace Skills Plan (WSP),

among others, will be used; the Department of Education will also need to identify supply led and not demand led programmes; the Department of Education needs to undertake on-going research to identify scarce and critical skills that are required by the sector” (Department of Education: National Skills Development Framework for Employees in Public Education, 2006: 6). Note also that since the inception of the National Skills Development Framework for Employees in Public Education in 2006, every organisation has its own WSP to offer skills development training to employees.

At a *contextual* level, this study aims to analyse the implementation challenges of the capacity building programme/s at head office of the Gauteng Department of Education. These programmes, including internships, workplace skills plan and short courses were explored from the circumstantial status at the national level (general) and will focus on the Gauteng Department of Education (specific context). Various theories and approaches related to capacity-building are used, namely the “participatory approach” (Sue, 2003); the “theory of social change” (Reeler, 2006); and the “logical framework approach” (Walters, 2007).

At a *conceptual* level, the study utilises the relational capacity building framework offering “insights and guidelines that help the organisation create capacity at different levels” (Stavros, 1998: 26). It also defines the core capabilities required for skills development. “This framework allows organisations to see where they are today and establish a vision” for tomorrow (Stavros, 1998: 26). The framework assists employees to understand the demands and requirements of work-related skills for improved performance.

1.2 PROBLEM STATEMENT

The vision of the Gauteng Department of Education is about “ensuring every learner in Gauteng does well at school and leaves our institutions with the knowledge, skills and qualifications that will give them the best chance of success in adult life” (Gauteng Department of Education, 2012: 1). The core value of this vision is instilling skills amongst the potential recruits. This should be witnessed at the professional front observing the skills development programmes offered by the Gauteng Department of Education to capacitate the employees (existing employees as well as new recruits) with appropriate and required skills.

According to the reports of the Human Resource Development Department (Gauteng Department of Education, 2012: 5), there were twenty training programmes offered during the financial year 2011/2012. The areas covered included five training programmes offered to employees under the managerial category (departmental directors); one programme offered to seven technicians (this was a public service induction and not a training session relevant to the portfolio); and ten training programmes offered to clerical and support workers (Gauteng Department of Education, 2012: 5). The Gauteng Department of Education's annual performance plan for 2007/2008 and 2009/2010 had already stipulated the planned training and development for the 2012/13 financial year indicating that no training programmes were planned for managers. The causes of these challenges are factually stated in chapter three.

In this context, based on the above information, the research set out to explore the following specific problem:

Research problem:

There are challenges in the effective implementation of capacity-building programmes for job-related skills development of employees at Gauteng Department of Education at managerial levels.

In the search for answers to the research problem, various primary and secondary sources were utilised. The statistical information was obtained through the GDoE annual reports and Skills Plan documents of the Gauteng Department of Education that are readily available in the public domain. In this regard it is unnecessary to have the consent of the relevant GDoE authorities because of the public nature of the sources. The study analysed information from these public files and related this information to conduct interviews and compile questionnaires.

1.3 HYPOTHESIS

The hypothesis is the central core of the research. In order to search for the relevant information related to the study, the hypothesis is formulated as follows:

The challenges in the effective implementation of capacity-building programmes may have negative impact on job-related skills development of employees at Gauteng Department of Education at managerial levels.

The appropriate research methods were utilised to support (or reject) the hypothesis.

1.4 RESEARCH QUESTIONS

The study aims to answer the following questions:

- What is the meaning of the concepts capacity building and skills development of employees?
- What are the challenges hampering the effective implementation of capacity building programmes for skills development at Gauteng Department of Education?
- What is the current impact of capacity-building programmes on skills development of employees at Gauteng Department of Education?
- What recommendations can be proposed to effectively implement the capacity building programmes for skills development at Gauteng Department of Education?

The research utilised primary and secondary sources to find solutions to the questions provided above.

1.5 RESEARCH OBJECTIVES

The main objectives of the study are established as follows:

- To provide a theoretical exposition of the concepts capacity building and skills development of employees.
- To explore the challenges hampering the effective implementation of capacity building programmes for skills development at Gauteng Department of Education.
- To investigate the current impact of capacity-building programmes on skills development of employees at Gauteng Department of Education.
- To suggest recommendations for the effective implementation of capacity building programmes for skills development at Gauteng Department of Education.

The research objectives are aligned with the research questions in order to provide reliability to the research process.

1.6 RESEARCH METHODOLOGY

The research design was the utilisation of mixed method study (qualitative and quantitative methods). The mixed method study is utilised for qualitatively exploring and analysing the theories of capacity building and skills development and quantitatively assessing the impact and statistics of workplace skills development plans.

Information was gleaned by conducting a thorough literature review complemented with interviews and questionnaire(s) in the following manner:

1.6.1 Literature review

The theoretical approaches, conceptual framework(s) and contextual information related to the capacity-building, skills development, training and development was obtained from published books; the relevant legislation; academic journal articles; research reports; and the official reports issued by the Gauteng Department of Education. Previous research undertaken in related fields and other relevant documentation were consulted in the library of the North-West University and other South African tertiary institutions. Internet sources (Gauteng Department of Education website) were also utilised to find information regarding capacity-building programmes at the head office of the GDoE.

Some of the significant books utilized to obtain information are:

- Arden Catherine H., Patrick, A.D., Davies, A., De George-Walker, L., Janice, K. Jones, Karl, J., Matthews, W.M. and Baguley, M. 2010, Contemporary Capacity-Building in Educational Contexts. Cape Town: Palgrave MacMillan.
- Bellete, N. 2010. Assessment of public sector capacity building programme PSAP (PHD dissertation) Addis Ababa: Addis Ababa University.
- Eade, D. 1997. Capacity Building. An approach to people-centred development: Ireland: Oxfam UK publications.

- Obadan, M.I. 2005. Challenges in the building of public service capacity in Africa. The African capacity Building Foundation. ACBF Working Paper Number 5, March 2005.
- Stavros, J.M. 1998. Capacity building: an appreciative approach. A doctoral thesis. Ohio: Case Western Reserve University.

Other scholarly work and journals reviewed are:

- Kanyane, MH. 2006. 'Municipal skills challenges for accelerated service delivery in South Africa'. Journal of Public Administration. Conference Proceedings.
- Lichtman, M. 2006. "Qualitative and Quantitative Research in Education: A wise Guide". Sage Publication Journal. Vol. 42 No. 1.
- Maserumule, MH. 2008. "Framework for strengthening the capacity of municipalities in South Africa: a developmental local government perspective". Journal of Public Administration, 43 (3.2).

1.6.2 Interviews

Semi-structured interviews were conducted with the following persons:

- Director: Human Resource Development;
- Director: Finance;
- Director: Human Resource Organisation;
- Director: Human Resource Administration;
- Director: Corporate Support Service;
- Deputy Director of the Office Staff Training Development;
- Deputy Director of Human Resource Development.

The above persons were interviewed in order to gain an understanding of the capacity building challenges hampering the skills development of employees from a strategic perspective.

1.6.3 Questionnaire

A structured questionnaire (a set of pre-selected questions) with closed and open-ended questions was distributed to employees. Using stratified sampling, employees

from each stratum (hierarchical level) i.e. top, middle and lower management levels were selected. The total number of respondents considered for the study was a sampling frame of 276 employees.

The interviews at strategic level and questionnaire(s) at operational levels assisted the researcher to understand the causes of capacity building challenges; the implementation level of skills development plans; and the impact of skills development plans on employee performance in the Gauteng Department of Education.

1.7 DATA ANALYSIS

The secondary data was obtained from published literature and official documents of the GDoE. The primary data was gathered via interviews conducted and the questionnaire(s) distributed to employees. The details of data analysed, techniques are stated in chapter four.

1.8 MOTIVATION FOR THE RESEARCH

The motivation for this study is to:

- Evaluate the implementation of capacity building programmes for skills development of employees at Gauteng Department of Education.
- To improve capacity building programmes for skills development of employees at Gauteng Department of Education.
- Contribute and suggest recommendations for development of capacity building programmes for skills development at Gauteng Department of Education.

1.9 RESEARCH ETHICS

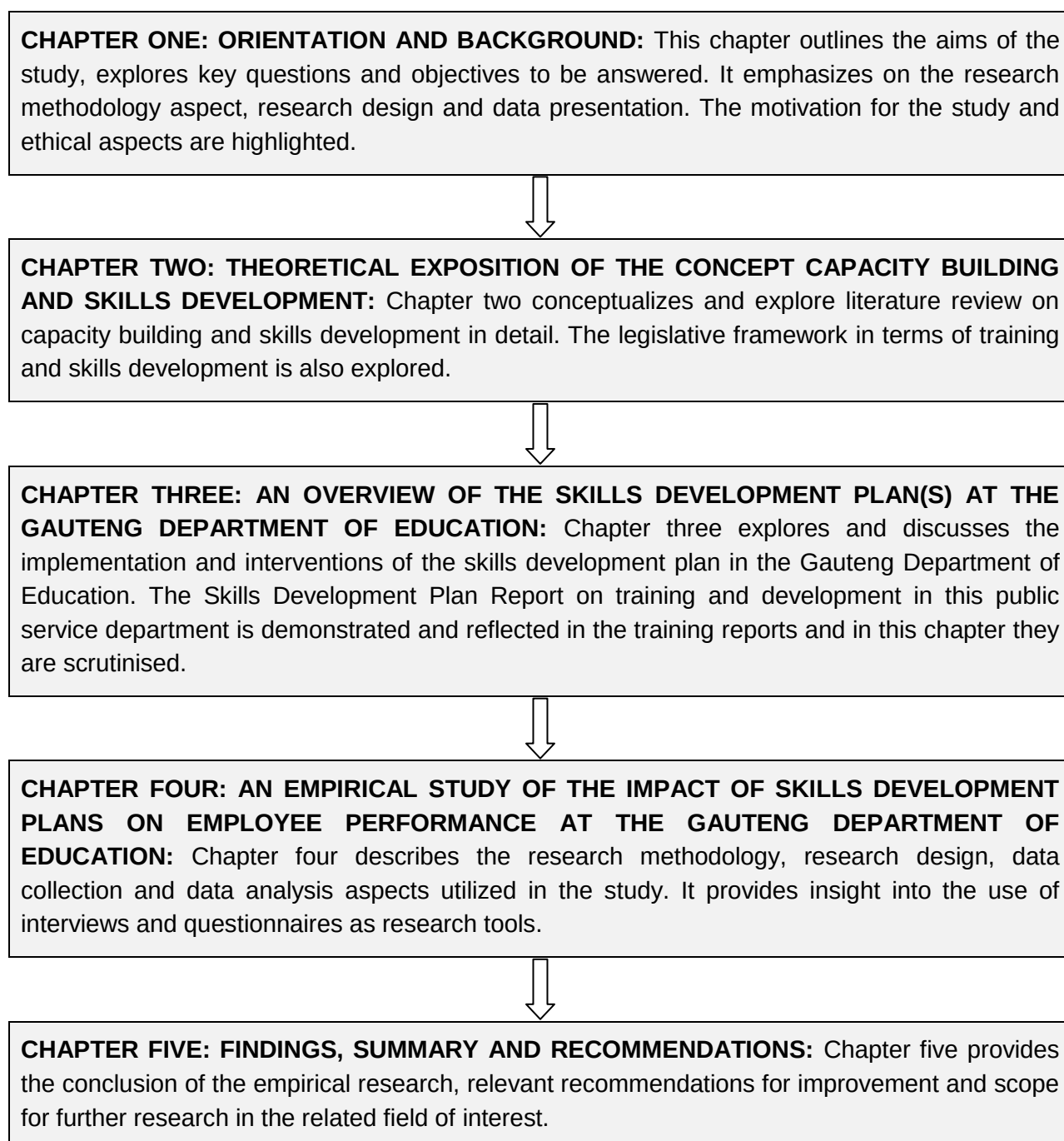
The researcher conducted research at the GDoE in order to contribute towards the effective implementation of skills-development plans by using official files that are in the public domain. The official documents of the Gauteng Department of Education were documented and acknowledged to gain insight regarding the types of capacity-building programmes available at the head office. These documents are in the public domain, but in accordance with research ethics, prior permission was obtained from the relevant authority at the GDoE to conduct research on the departmental premises. Furthermore, all respondents were treated with respect and assured of confidentiality when

approached to participate in the research. Respondents were asked to indicate their willingness to participate voluntarily by signing a written consent form. The purpose of the research was also explained to respondents. The findings of the study will be presented to GDoE as a contribution to the field.

1.10 CHAPTER LAYOUT

An overview of the chapters of the research is diagrammatically presented in Figure 1.1.

Figure 1.1: Overview of chapters



1.11 CONCLUSION

Chapter 1 discussed the orientation and problem statement, explored the capacity-building challenges that have arisen in the Gauteng Department of Education. The hypothesis was also formulated in this chapter. Research questions and research objectives were presented and appropriate research methodologies were identified to serve as guidelines in conducting the research project.

The next chapter explores the concepts of capacity-building and skills development.

CHAPTER 2

THEORETICAL EXPOSITION OF THE CONCEPTS CAPACITY BUILDING AND SKILLS DEVELOPMENT

2.1 INTRODUCTION

South African public sector institutions are facing challenges in terms of productivity and public service delivery. There is a need to build capacity by providing training programmes for employees so that service delivery can be improved. The previous chapter outlined the importance of introducing skills development and capacity building programmes at the Gauteng Department of Education for employees. This chapter will give an overview and a theoretical exposition of skills development and capacity building; the significance of training programmes; the relevant legislation; and the significance of skills development and capacity building. It explains and elaborates on the concepts 'skills development', 'capacity building', 'workplace skills plan' and related concepts.

2.2 CAPACITY BUILDING: AN OVERVIEW

Capacity is defined by various scholars, such as Gargan (1980); Honadle (1981); Eisinger (2002); Ingraham, Joyce *et al.* (2003); Chandi (2004); Christensen and Gazley (2008); and Bryan (2011). Their definitions can be encapsulated as the capability, ability or competence in performing delegated tasks and responsibilities. The concept is a living, open and changeable one. Chandi (2004: 14) and Bellete (2012: 10) further state that an organisation with capacity is alive, flexible and vibrates with life. It responds to change and seeks out opportunities for innovation; it flourishes and nourishes an organisation with incentives and stimuli.

Capacity-building, as defined by a range of scholars including Starvos (1998); Teferra (2002); Harris (2003); and Shole (2007) is a process for achieving established goals. Chandi (2004: 15) adds that capacity-building is an approach to develop one's own potential in order to enhance performance. It is not a separate entity but it is in fact an integral part of the overall Human Resource Management/Human Resource Development [HRM/HRD] programme. It is a response to multi-dimensional

(organisational, individual, social, political, cultural, physical, practical and financial) process of change.

Arden *et al.* (2010: 17) argues that capacity-building is complex; it is a resource consuming and often difficult process entailing organisational change. “In this sense, capacity building is concerned with developing the conditions, skills and the ability to manage and facilitate productive change” (Harris, 2003: 5). In the case of organisational performance, capacity-building plans assist the institution in recognising gaps where improvement is necessary and outlining the strategies needed to fill these gaps (Awefeso, 2012: 22).

Based on the definitions above, it is clear that capacity-building is based on how to develop and transform the organisational culture as far as productivity and performance are concerned. It is aimed at increasing the capability of the individual in the organisation, which entails identifying their problems, needs and their opportunities for improved performance.

According to Bellele (2010: 37-38), the need for public sector capacity building is undeniable. To meet this need it is necessary to plan and implement reform programmes. However, whether state dominated or donor dominated, these reform programmes have thus far failed to deliver effective public sector service in Africa because there are a number of challenges to overcome. Nevertheless African states continue to strive for improvement. It is to be hoped that past experience will assist in this endeavour. Several scholars have also worked in this field and suggested various recommendations for future practices.

Due to its developmental nature, it is vital to measure and assess the capacity-building programmes/initiatives for sustainable development. In this regard refer to Table 2.1 below.

The procedure indicated in Table 2.1 can be divided into two phases: the analysis phase whereby the skills, expertise, and competencies are reviewed and assessed. The second phase (an action phase) is one in which the necessary implementation plan/business plan/strategic plan is developed to monitor the achievement of established targets. These two phases are vital to achieve the vision and mission of any organisation.

Table 2.1: Assessing capacity-building initiatives

Requirements for capacity building	Examples of activities or entry points for capacity building
Human resources or skills development	Skills transfer, mentoring, coaching, observation, apprenticeships, praxis, supervision
Organisational policy/process development	Development, streamlining or re-engineering of procedures, systems & processes, manuals, checklists & pro-formas, strategic planning, job re-design, benchmarking
Networks for communication	Community outreach, communities of practice, professional associations, working groups, focus groups

Source: Australian Volunteers International, 2006: 3.

It is also imperative to review a variety of theories and approaches on capacity-building. This review process serves to assist the researcher in establishing the feasibility of a particular theory or approach in order to ensure holistic organisational development.

There are various theories and approaches that can be used to enhance capacity-building. One of these is a ‘participatory approach’ as discussed by Sue (2003). Hamel and Prahalad (1989) elaborated on this and found that efficiently-run organisations were often those characterised by congenial workplace relationships “which set out to learn from each other”. According to Stavros (1998: 2) when employees “constantly strive both to create and understand values, visions, mission, goals, and objectives and to experiment with new processes and activities to ensure organizational effectiveness, organizations become ‘learning organizations’.”

Another viable theory is the ‘theory of social change’, identified by Reeler (2006) with its underlying ‘logical framework approach’. This approach, “promotes reflection on how individuals, organisations, and broader social groups and societal configurations understand how change occurs. This makes it possible to build improved strategic and methodological clarity about how we might continually develop the capacities to contribute more effectively to emergent, social change in highly complex environments”

(capacity.org: A gateway for capacity development, 2012: 1). Walters (2007) states that the theory of social change unconsciously assumes five points, namely that:

- “Project interventions themselves introduce the change stimulus and processes that matter and are the vehicles that can actually deliver development”. On this, the Wageningen UR Centre for Development (2013: 1) explains that “existing, indigenous social change processes, usually invisible to conventional analysis, are seldom acknowledged and are effectively reduced to irrelevancy – except where resultant active or passive resistance to change cannot be ignored”.
- “Problems (as needs to be addressed) are discernable or visible to the practitioner upfront out of cause and effect analysis”. According to Wageningen UR Centre for Development (2013: 1), “The use of logical problem trees is common, despite that fact that they are incapable of dealing with feedback loops and other complex systemic problems”.
- The third point is that “participatory processes in the planning phase can get all stakeholders on board, paving the way for ownership and sustainability”. To this he adds that this “would be nice but people are seldom so compliant!” (Wageningen UR Centre for Development, 2013: 1).
- “Unpredictable factors, whether coming from outside or from within the Project, or even as the knock-on effects of the Project work itself are, at worst, inconveniences to be dealt with along the way” (Wageningen UR Centre for Development , 2013: 1).
- “Desired outcomes, impacts or results, sometimes envisioned several years up the line, can be coded into detailed action plans and budgets and pursued in a logical and linear way. In other words, if the planning is good enough the Project should succeed” (Wageningen UR Centre for Development, 2013: 1).

Due to the fact that these above approaches are not necessarily feasible for organisational change, this study utilises the ‘relational capacity building framework’ because, as Stavros (1998: 26) puts it, “it introduces definitions, insights and guidelines

that help an organisation to build capacity at different levels: organisational, multi-organisational and global". Furthermore, this framework helps organisations to assess their current position and plan the way ahead. "It helps them to clearly understand their direction, views, values and capabilities to create a learning environment for capacity building at the same time they are actively involved in creating their future" (Stavros, 1998: 26).

The literature review and empirical research will be conducted to authenticate the relevance of a relational capacity-building framework as a theoretical scaffold for the study.

2.3 CAPACITY-BUILDING IN SOUTH AFRICA

The Report of African Governors of the World Bank (1996: 16) raises some serious concerns about serious capacity deficiencies that are impeding Africa's development efforts. The report underlines the fact that the public service environment is "unconducive" to progress. "An enabling environment is important for capacity building and utilisation. Not only does an enabling environment facilitate capacity building by providing stability and long-term demand which help to safeguard sustainable development programmes, it also ensures the nurturing and ultimate utilisation of available capacity" (Report of African Governors of the World Bank, 1996: 16). Obadan, (2005: 7) and Belle, (2012: 37-38) concur. The report goes on to explain that even where some capacity has been achieved, the skills and talents that are available are frequently underutilised, placed incorrectly, or are even "prevented from being put to work as a result of a negative economic, institutional, and political environment".

Furthermore, there are instances where "management is poor, remuneration low", and even more worrisome, "recruitment and promotion are based on personal connections and loyalties rather than on merit, and there is lack of professional standards of performance" (Report of African Governors of the World Bank, 1996: 16). On many of these points, Obadan (2005: 7) and Belle, (2012: 37-38) agree.

In the case of South Africa, according to Bloch *et al.* (2000: ii) in some government departments "systems are chaotic, often impeding delivery. There is a lack of integration between human resource development and strategic and operational planning functions." It is alleged that management capacity at all levels poses significant

problems and this of course impacts heavily of performance. Furthermore, Bloch's (2000) study claims that "racial issues articulate uncomfortably with these problems: decades of apartheid rule have denied black, and particularly African, people job and skill building opportunities that have contributed significantly to the negative capacity situation in the country". Bloch goes on to states that affirmative action "has not addressed the deeper issues concerning negative racial attitudes and perceptions" and maintains that "the capacity situation is even more difficult in the provinces, where there are many organisational, as well as information and co-ordination, breakdowns" (Bloch *et al.*, 2000: ii).

Capacity building assists the departments and/or the organizations to achieve their goals and objectives for improvement and development and also improves the effectiveness of the organization. Institutional capacity-building cannot exist in the institution on its own. It also involves a relationship between individual members of the staff and the wider community. In this context, capacity building can be regarded as an instrumental tool for every organization to develop and fulfill the missions and visions of the organization. Capacity-building programmes include the following:

- Training is the most important tool which can be used to develop the skills and capacity of the institutions. Training opportunities should be made available to all employees at every level. It is the responsibility if every organization to develop workplace skills plans. Training may take the form of capacity building programmes and the provision of workshops. According to Ready (1994: 16) effective training can be adapted to achieve the organisation's strategy and that any planning process that has not had input from training will necessarily be incomplete. Ready (1994: 18) also maintains that training can provide the knowledge and skills required to cope with new responsibilities, working practices and operating systems in a changed working environment. It can also give practical guidance in the planning phase to remind people that "whatever decisions are made, and however they are made, they will have some kind of impact on the people involved" (Ready, 1994: 23).
- Internships and learnerships are another of the measures that institutions can use to develop and improve their capacity.
- Legislative requirements for capacity building must be taken into consideration. According to Van Wyk *et al.* (1997: 82), the government in South Africa "is faced

with the challenge of ensuring equal access for all citizens to training opportunities as well as redressing disadvantages faced by particular groups”. Therefore, the state is compelled to take the lead in developing policies that are supportive of the economic and social changes and challenges that the country is facing. In this regard legislation has been implemented that makes provision for regulating the actions and inputs of those involved in training.

Building capacity in the public sector institution is not a simple task even for developed nations. One of the biggest challenges is the delivery of services. Lack of capacity and the severe shortage of the necessary skills has become endemic in many public institutions. Administrative, social, political and economic factors come into play in this regard. Public sector institutions must also ensure that they provide capacity building programmes which conform to the required norms of equal access and gender equity.

2.4 SKILLS DEVELOPMENT: AN OVERVIEW

A skill is defined as, a “proficiency, facility, or dexterity that is acquired or developed through training or experience; an art, trade, or technique, particularly one requiring use of the hands or body; or a developed talent or ability” (Free Dictionary.com, 2013: 1). The 1997 Green Paper on Skills Development Strategy for Economic and Employment Growth in South Africa, defined skill as “the necessary competencies that can be expertly applied in a particular context for a defined purpose”. The Green Paper went further to outline a number of competencies that denote what is meant by a ‘skill’. These include:

- Practical competence – the ability to perform a set of tasks;
- Foundational competence – the ability to understand what we or others are doing and why; and
- Reflexive competence – the ability to integrate or connect our performance with an understanding of the performance of others, so that we can learn from our actions and are able to adapt to changes and unforeseen circumstances” (RSA, Department of Labour, 2003: 1).

Skills are “aspects of human behaviour that are learned and improved with practice” (Dale, 1998: 18). The process of skills definition can also be used to support forward planning (Dale, 1998: 7).

In this country the skills profile is very low because of the poor quality of basic education for the majority of South Africans. Another contributing factor to this poor skills profile is the “low relevance of much publicly funded training and the low level of investment by companies in training. This poor profile inhibits productivity growth in companies, new investment prospects, and employability of the young and unemployed”. Furthermore this stunts the “sustainability of small and medium sized enterprises” (Nel *et al.*, 2004: 413). On this see also (Ballies, 2008: 14). It is imperative that South African public sector institutions provide their employees with skills training to improve the productivity of the institution and achieve successful service delivery.

According to Mohapi (2011: 120), skills development is concerned with providing employees with the “knowledge and skills they need to do their jobs – no less and no more”. Chandi (2004: 16) agrees and states that it is a long term process designed to enhance “human and non-human potentiality and effectiveness”. In the HRM/HRD process, “development means acquisition of wider knowledge, skills and attitudes to assume higher responsibility in the public and private life”.

It is therefore suggested that every public organisation must identify the needs of individual employees, and work towards bridging the gaps in skills development. Every individual experiences a need for achievement because of the circumstances in which humans find themselves. They have the need to work in order to survive. Because of the explosion of knowledge as well as the ever-increasing scarcity of work, workers inherently feel that they have to keep abreast of events around them, live up to the demands imposed upon them and perform the job to the best of their ability. The identification of individual needs is equally significant. From the organisational point of view the assessment of training needs and the specification of job requirements will be discussed in the next chapter.

Furthermore, close attention must be paid to the gathering of accurate and relevant data which is a prerequisite for the identification of learning needs. The next step requires that the designer analyses the list of needs obtained from the needs assessment in order to establish the specific needs that are linked to the job performance requirements. When all learning needs have been identified and scientifically organised, any changes or corrections required have to be monitored by means of evaluation feedback.

2.4.1 Skills development programmes

Every organisation should have a workplace skills plan as a tool to train and develop the necessary skills. This will “ensure that organisations meet their visions, missions, goals and objectives” (Botha *et al.*, 2007: 30). The Department of Labour has implemented the Skills Development Act to improve the skills of the South African workforce by encouraging employees to participate in leadership courses and other learning programmes. The skills development programmes that an organisation offers to its employees should include programmes on communication skills development; conflict management skills; customer care skills; stress management skills training; time management skills; and presentation skills, to suggest but a few. Along with these programmes, it is vital to consider the types of skills development programmes that can enhance the capacity of public servants. These programmes may include (adapted from Sector Education & Training Authorities, 2005: 9 and Ballies, 2008: 6):

- **Learnership programmes:** Learnerships are described as structured learning programmes that lead to a qualification recognised by the NQF. They are integrated programmes directed specifically to a certain occupation. They should combine learning at a training institution and also have a practical component on-site experience and learning at a workplace.
- **Short courses:** Another type of skills development training that can be provided to improve the productivity and performance of its employees is through the provision of short courses to improve the specific skills needed to perform employees’ jobs.
- **Workplace Skills Plan:** This skills plan matches strategies and activities in the specific workplace to the skills and attributes that those workers require. Such plans are important to identify training requirements.

According to Van Dyk *et al.* (1997: 11) from an “international perspective it is important to take note of new training requirements that are expected to dictate knowledge and skills development in the face of global competition”. These may include basic general academic skills (for example writing and arithmetic, which are products of basic education); social and interpersonal skills (for example “communication skills, teamwork, leadership and the ability to teach others to serve customers”); intellectual skills (such as “occupational skills and the use of IT”); and entrepreneurial skills (which refer to the “ability to set up and sustain business activities, including self-employment”).

Entrepreneurial skills, the author goes on to explain, should be taught “to enable workers to be enterprising, to create opportunities, take risks and innovate”.

It is of great concern to the government since 1994 that there has been a “lack of adequately skilled personnel in the South African public service”. Pillay *et al.* (2012: 15) cites the 2006 ‘Report on the State of the Public Service’, which emphasises “the challenge to consolidate transformation in the public service and the need to improve service delivery”. Furthermore, the 2008 ‘Report on the State of the Public Service Training Needs’ “supports these views and acknowledges the developments that have taken place in the public service particularly with regard to putting in place the necessary legislative and regulatory framework for capacity building”. Pillay *et al.* (2012: 15) goes on to explain that: “Among others, the Sector Education and Training Authorities (SETAs) have been established and departments are compelled to spend 1% of their personnel budget on training”.

2.5 CONCLUSION

Capacity-building and skills development are instruments to improve organisational effectiveness. By providing skills development programmes and capacity-building development programmes such as training, workshops and internships workplaces are equipped to function more efficiently and employees are able to develop significant career and learning pathways which will lead to the improvement of workplace practices in the South African working force.

Implemented correctly, capacity-building and skills development will ensure that the organisation is empowered to meet its goals and objectives. Skills development programmes equip employees with the means to implement the objectives of workplace skills plan for that particular institution. The next chapter will provide an overview of the skills development plan(s) in the Gauteng Department of Education.

CHAPTER 3

AN OVERVIEW OF THE SKILLS DEVELOPMENT PLAN(S) IN THE GAUTENG DEPARTMENT OF EDUCATION

3.1 INTRODUCTION

It is broadly agreed that South Africa is not yet equipped with the necessary tools of the trade for skills development and capacity building in its public service intuitions. Skills development plans are among the most important tools for training and building the capacity of all institutions. It is a requirement for all public sector institutions to have their own skills development plans and to ensure that it is efficiently implemented.

This chapter will present an overview of the challenges facing the implementation of skills development plans and capacity building programmes in the Gauteng Department of Education. The Gauteng Department of Education is committed to implementing capacity building programmes to overcome the challenges of service delivery and to ensure that the employees attend the programmes as planned.

3.2 SKILLS DEVELOPMENT

According to Bendix (2000: 107) “South Africa faces a huge challenge of reducing unemployment amongst its unskilled and semiskilled workers while the economy requires a rapid expansion of skilled labour in order to achieve economic growth and reduce unemployment and equity”. The drawing up of a skills plan aims to improve the level of skills in the particular organisation. Firstly, it is vital to know what skills are required to achieve its goals, and then the next step is to develop strategies, tasks and schedules to ensure that these skills can be developed. A sound skills plan is one that meets all goals, visions and the missions of the institution. “Skill planning is about setting a good standard and producing good results that will benefit the organisation in terms of the organisational improvement and the performance of the employees” (Bendix (2000: 107).

3.2.1 Skills development plan: an overview

According to Erasmus *et al.* (2003: 445), “all organisations engage employees to execute certain activities in order to achieve their goals and objectives. It has been emphasised a number of times that irrespective of the nature of these goals and

objectives, organisations must have competent employees to perform the tasks and accomplish them”. Although well-planned human resource planning, including updated recruitment and selection techniques provide an organization with the necessary employees, “additional training is normally necessary to provide them with job specific skills which enable them to survive over time” (Erasmus *et al*, 2003: 445).

Skills development is linked to human resource development and can be defined as a learning experience organised by the employer, to improve performance levels and/or personal growth. The main focus of HRD is learning, and its principal aim is to attain the objectives of both the organisation and the individual. HRD is concerned with the provision of learning, development and training opportunities to improve individual, team and organisational performance. It is a long term investment to ensure the sustainability of the organisation. It helps employees to improve the level of their capabilities and achieve strategic goals.

Skill development therefore assists the organisation by providing its employees with the necessary skills. Training may also take the form of learnerships that will lead to a recognised qualification.

3.2.1.1 Defining a Workplace Skills Plan

According to Ballies (2008: 39), for any Workplace Skills Plan (programme) to be effective, training and development must take place. To make sure that employees are then able to perform at their best, their subsequent performance must be monitored. “Training and development is therefore crucial. The development and training of employees is essential, in order to maximise their performance”.

The Workplace Skills Plan is designed to “facilitate the discussion between management and employees by identifying skills shortfalls and hidden talent in the workplace and providing a blueprint for skills training at work”. It serves to direct the empowerment of employees and if well designed, will “bring about the realization of the company strategy and have clear people development targets and priorities – linked to the SETA grants and other training funding schemes” (www.skillsportal.co.za).

According to Erasmus *et al*. (2003: 445) “the WSP refers to the strategic human resource training development aim of developing the workforce skills capacity and thereby achieving the business goals contained in the business plan”. Coetzee (2007:

95) concurs this being so, every organisation should adopt a workplace skills plan to ensure that the people with right skills are in the right place. All public sector institutions should have their own skills auditors to identify the current workplace skills and the possible skills gaps which need to be filled.

3.2.1.2 A Skills Audit

A skills audit requires time, money and expertise. Unfortunately many organisations attempt to undertake training programmes without the essential preliminary investment that is required. Often there is no systematic plan to predict future skills development needs so that it can be determined whether perceived skills development can be addressed by training. The institution should also appoint its own skills development facilitator. This person (who can be appointed on a contract basis or be an employee) must act as the go-between and interact with the employees and the employer.

According to Bates (2007: 234), “training and development is part of the human resource management function and should be seen as part of the human resource functions”. The training and development section or department determines training needs and is responsible for the “analyses, design, development and evaluation of training” The training and development section should function as a separate department if the organisation can afford it. “The reason for this is that training takes place at various levels in an organization and a central department should provide a development and support service to the organization as a whole” (Bates, 2007: 235). If possible, the human resource management department’s training section should have contacts with training organisations and trainers in other institutions. If a line manager has identified a training need, the department can select the service providers to provide them with the required training.

3.3 REASON TO HAVE A SKILLS AND DEVELOPMENT STRATEGY (SDS) SKILLS SHORTAGE AT NATIONAL LEVEL: ACQUIRING AND EXPLAINING STATISTICS

This section covers the following:

3.3.1 National skills development strategy

According to Coetzee (2007: 07), the “National skills development programme maintains that for all South Africans to participate in economic and social development and their own advancement, they must possess general capabilities and also be able to participate in the international market with its complex technologies and requirement for higher skills”. Erasmus *et al.* (2008: 431) add that “national skills development strategy (NSDS) for 2005 to 2010 was developed with a vision, mission and principles and objectives”. To expand on these facets, the vision of the NSDS is to develop skills for “sustainable growth, development and equity”. The NSDS mission is to contribute to “sustainable development of skills growth, development of equity of skills development institutions by aligning their work and resources to the skills needs for effective delivery and implementation” (Department of Labour 2005).

In this scenario, the role of the National Department of Education is to ensure that the skills plans are well implemented. They should facilitate the skills development process by monitoring and evaluating the process and should ensure that quarterly reports are provided efficiently. In South African workplaces, the skills planning process is distilled into the Workplace Skills Plan (WSP).

3.3.2 The Skills Development Act

According to Ballies (2008: 30), “training and development or the acquisition of productive skills by employees, are fundamentally important, adding value to them as individuals, as well as enhancing their worth to the public institution. Public servants are obliged to improve their skills and abilities”.

The Skills Development Act “aims to improve the skills of workers by promoting education and training in the workplace. It governs the National Skills Authority Fund, the skills development levy-grant scheme, the Sector Education Training Authorities (SETAs), labour centres and the Skills Development Planning Unit”. All these bodies promote “partnerships between the public and private sectors of the economy and help new entrants into the labour market to find work” (<http://ossafrica.com>). The Act was signed by the President of the Republic of South Africa on 20 October 1998. It replaced the Manpower Training Act, No. 56 of 1981; the Guidance and Placement Act, No. 62 of

1981; the Local Government Training Act, No. 41 of 1985; and sections 78 to 87 of the Telecommunications Act, No. 106 of 1996.

The Skills Development Act, as amended by the Skills Development Levies Act, No. 9 of 1999 (with effect from 1 September 1999); the Skills Development Amendment Act, No. 31 of 2003 (with effect from 14 November 2003); the Skills Development Amendment Act, No. 37 of 2008 (with effect from 6 April 2009); and the Higher Education Laws Amendment Act, No. 26 of 2010 (with effect from 7 December 2010), aims to achieve the following goals (compiled from South African Qualifications Authority, undated: 10-13):

- to develop the skills of the South African workforce (to improve the quality of life of workers, their prospects of work and labour mobility; to improve productivity in the workplace and the competitiveness of employers; to promote self-employment; and to improve the delivery of social services);
- to increase the levels of investment in education and training in the labour market and to improve the return on that investment;
- to encourage employers (to use the workplace as an active learning environment; to provide employees with the opportunities to acquire new skills; to provide opportunities for new entrants to the labour market to gain work experience; and to employ persons who find it difficult to be employed);
- to encourage workers to participate in learning programmes;
- to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;
- to ensure the quality of learning in and for the workplace; and
- to assist work-seekers to find work; retrenched workers to re-enter the labour market; employers to find qualified employees; and to provide and regulate employment services.

The aims stated above can be achieved through established mechanisms and structures, namely the National Skills Authority; the National Skills Fund the Skills Development Levies Act; SETAs; SAQA, etc.

According to Nel *et al.* (2011: 363), the Skills Development Act “seeks to develop the skills of the South African workforce and thereby increase the quality of working life for workers, improve the productivity of the workplace and promote self-employment and delivery of social services”. The act also encourages employers to make the workplace an active learning environment and to provide a range of opportunities for new entrants to the labour market so that they are able to gain work experience.

3.3.3 National Skills Authority

The National Skills Authority (NSA) was instituted under section 4 of the Skills Development Act of 1998, to achieve the Act’s stipulated aims. The role of the NSA is discussed in a number of sources including Ramutloa (2008: 1); the Department of Labour (2008: 1); and Erasmus *et al.*, 2008: 437. The NSA advises the Minister of Labour on the national skills development policy; a national skills development strategy; and provides guidelines on the implementation of the National Skills Development Strategy. The NSA also allocates subsidies from the National Skills Fund, and makes any other regulations on skills development that are necessary. Furthermore it liaises with the Sector Education and Training Authorities (SETAs) on the national skills development policy and the National Skills Development Strategy. The NSA reports to the Minister in the prescribed manner on the progress made in the implementation of the National Skills Development Strategy. It conducts investigations on any matter arising out of the application of the Act. It also exercises other powers and performs any other duties conferred or imposed on the NSA in terms of the Skills Development Act.

3.3.4 Skills plan

According to Coetzee (2007: 30), “skills development has been intricately linked with the national development challenge in South Africa. The twin challenge of poverty and inequality is underscored by severe unemployment (estimated at between 24% and 35% as at March 2009)”. The issue of unemployment has been identified as a significant constraint on responding to key developmental considerations (Rauner, 2010: 242). Three major problems were identified in the implementation of the skills development system.

First the racialisation and gendered nature of the skills development system resulted in blacks (especially males) either being denied access to, or being denied exposure to

opportunities for development of their skills. Secondly the privatisation of key state institutions and the abandoning by the state of its responsibility for intermediate skills development was exacerbated by the possibility of tribalism. Thirdly, according to a report prepared by an international consultancy firm, Grant Thornton, the skills deficit in South Africa is widening, with the gap likely to hamper economic growth in the future. “The study claimed that 83% of South African businesses reported a shortage of technical skills when it came to recruitment. This was well above the 61% average of the other Brics member countries (Brazil, Russia, India and China), and the global average of 64%” (www.servicepublication.co.za).

According to Werner Franck, managing director of a construction management and property services firm, as quoted on the internet at (www.servicepublication.co.za) the lack of skilled personnel is impacting negatively on the construction industry. There is an growing number of small and medium-sized enterprises emerging in the sector and it is becoming “increasingly challenging to regulate the level of skills and training of the country’s construction workforce”. Added to this is a lack of skills at management level. There is a marked shortage of skilled project managers and this often has significant consequences for building projects.

The chairperson of the NSA, an agency of the Department of Labour tasked with helping to develop strategies to boost skills levels in the workforce, said that more emphasis had to be placed on providing skills that were in demand by the labour market. Youth unemployment (jobless people between the ages of 15 to 24 years) remains high, accounting for about half of young people in this age bracket, and it is estimated that up to 4.5 million South Africans are actively seeking work (www.servicepublication.co.za), Refer to Table 3.1 below.

Table 3.1 shows clearly that between the last quarter of 2011 and the first quarter of 2012, the largest decrease in employment was observed in clerical occupations which decreased by 104 000, from 1 523 000 to 1 419 000. The largest job gain was observed among the lowest grade of workers (elementary workers) increasing by 50 000 from 2 933 000 to 2 983 000.

Overall, employment fell by 75 000 from 13 497 to 13 422 between the last quarter of 2011 and the first quarter of 2012. Taking into account the rate of new entrants into the

labour market, more job opportunities need to be created across the board in all sectors to achieve the government target of five million new jobs by 2020.

It should be noted that of 4.5 million jobless people in March 2012, 71% were the youth; 67% had been unemployed for more than one year; 47% had not completed secondary school; and about 31% were new entrants into the labour force. These statistics provide an alarming signal to the South African government (also refer to Table 3.2).

Table 3.1 Employment by occupation in South Africa, April 2011 to March 2012

MAIN OCCUPATION	APR-JUN 2011	JUL-SEP 2011	OCT-DEC 2011	JAN-MAR 2012
Managers	1124	1130	1130	1102
Professionals	762	763	745	747
Technicians	1469	1440	1498	1532
Clerks	1358	1426	1523	1419
Sales and services	1944	1975	1960	1969
Skilled agriculture	71	61	67	61
Craft and related trade workers	1576	1655	1637	1605
Plant and machine operators	1121	1097	1126	1106
Elementary occupations	2824	2894	2933	2983
Domestic workers	816	878	878	896
TOTAL	13125	13318	13497	13422

Source: Stats SA: Quarterly Labour Force Survey (QLFS), 2013.

Most researchers and labour analysts argue that the South African economy needs an effective stimulus that will enhance productivity. This will in turn be associated with a higher volume of exports and attract more international investment in specific economic sectors and create additional employment opportunities, attracting new entrants into the labour force.

Lack of education and skills among South African youth impact heavily on their chances of finding employment. Young people who do not progress well at secondary and tertiary education level, or who do not acquire sought after skills are at greatest risk of being jobless in the longer term. The table below (Table 3.2) indicates that poorly educated and poorly skilled young people have very limited job opportunities. It is clear that the South African government faces a huge challenge in this regard. It must ensure that the level of education of the youth and the skills acquired (especially in areas of skills shortage) among young people is improved.

Table 3.2 below indicates the education level reached as a factor in unemployment.

According to an article in *Education News* entitled “SA can’t fill its skills gap, says Education Department report” (2013: 1), “most concerning is that of the 1 034 762 Grade 10 learners in 2010, only 623 897 made it through to Grade 12 in 2012. Of the 623 897 learners, 461 060 obtained their National Senior Certificate, while only 165 957 received university endorsement, with a significantly lower number actually enrolling for any form of higher education in 2013”. Of those young people who enrol in public universities, only 15% to 20% will actually graduate according to the Department of Higher Education and Training’s first annual statistical report. This means that SA will not be able to fill the skills shortage gap for a number of years, with serious repercussions for the country’s economic growth (www.bizcommunity.com). The reason that there is such an antithesis between actual and expected employment levels is that graduates and matric students are not being equipped with the necessary skills for the skilled jobs available. Courses and degrees that are being undertaken by the youth only increase their employability, rather than improving their skills in the industries that need them (South Africa - The Good News, 2006: 1).

Table 3.2: Level of education of the unemployed, April 2011 to March 2012

Highest Level of Education	April–June 2011	July–Sept 2011	Oct–March 2011	Jan–March 2012
No schooling	71	81	67	80
Less than primary completed	316	302	287	305
Primary completed	195	205	205	193

Highest Level of Education	April–June 2011	July–Sept 2011	Oct–March 2011	Jan–March 2012
Secondary not completed	2096	2085	2014	2119
Secondary completed	1580	1476	1371	1520
Tertiary level	256	260	266	280
Other	24	34	33	29
Total	4538	4442	4244	4526

Source: Stats S.A: Quarterly Labour Force Survey (QLFS), 2013.

Table 3.2 supports the official concern and shows that a high proportion of the unemployed are poorly educated. Most are in the category those have not completed their secondary school education. This trend has continued for some years despite numerous Labour Department interventions being introduced and implemented. This begs the question: Where is the problem? Is it about the education system or should there be a revision of labour policies? This issue requires more research; sustainable solutions must be found to rescue a deteriorating situation.

3.4 SKILLS DEVELOPMENT PLAN IN THE GAUTENG DEPARTMENT OF EDUCATION

As outlined by the Gauteng Department of Education (2013:1) “Training and development is the critical pathway of ensuring the effective placement and promotion of people from designated groups to reach the set numeric targets”. Furthermore, in accordance with the objectives of affirmative action, training and development must be provided to all employees. Not only will this enhance job performance, importantly it will also facilitate upward career movement for employees who acquire appropriate skills and competencies (www.education.gpg.gov.za).

The Gauteng Department of Education has developed a workplace skills plan (WSP) which indicates the training programmes planned for each financial year. This indicates the organisation’s current employment profile and provides guidelines on how performance can be improved by the provision of training for employees. The primary purpose of the GDoE’s skills development plan is to identify the training gaps in the organisation, determine the skills priorities and indicate how best to address them. According to reports issued by the Gauteng Department of Education (2013: 5), its WSP

was not effectively implemented due to budget constraints. The GDoE adopted a workplace skills plan for 2011/2012 and this was expected to be implemented to improve employee performance but available finances were insufficient.

3.4.1 Skills shortages at GDoE

According to the National Skills Development Strategy, Sector Education and Training Authorities (SETAs) should research, develop and classify areas of scarce skills. They are also expected to assist workers and the unemployed to enter and complete the required training. SETAs are regarded as crucial intermediaries in the training sector and they must ensure that the required training is taking place in all sectors. They must identify employment and growth trends and map current and future skills requirements in South Africa. They must also ensure that the necessary training is provided to all those who are in need.

As indicated above, the Gauteng Department of Education has indeed devised workplace skills plans (WSPs) for a number of successive years. These WSPs outline skills gaps and identify the priorities to address the situation. However, by its own admission, these skills programmes have not been implemented effectively. The main reason the GDoE gives for this is financial constraints. This is cause for serious concern in the light of the fact (see Table 3.2 above) which indicates clearly that the education level reached is a major factor in rising unemployment.

The following skills development plans (see Table 3.3 below) have been implemented in the Gauteng Department of Education in the years from 2007 to 2012. The information provided in this table will link up with interviews conducted by the researcher with senior officials in the same department and (in a later chapter) with questionnaires distributed to employees of the GDoE.

The table (Table 3.3) indicates the total number of employees who have received training in the Gauteng Department of Education since 2007. It can be seen that departmental directors received 5 training programmes; and 7 technicians received the public service induction training course. Furthermore, the clerical support workers received 10 training programmes, and those employed in elementary-type jobs received 4 training programmes.

Table 3.3: Skills development plans at GDoE

Categories	Planned	Trained	Areas covered	Did not attend	Number of training programmes offered
Managers	2897	3987	Departmental directors • Management and leadership • Financial management • Change management • Programme and project management • Strategic leadership	None	05
Technicians	60	07	Given public service induction	53	01
Clerical and support workers	1036	2578	(Officials) • Time management • Situational leadership • Team building • Presentation skills • Customer care • Supervisory orientation • diversity • Stress management • Communication skills • Conflict management skills	None	10

Categories	Planned	Trained	Areas covered	Did not attend	Number of training programmes offered
Elementary posts	871	793	Cleaners etc. • Personal budget management • Computer training • Leadership business admin. • Abet level 1-4	78	04

Source: Gauteng Department of Education: Annual Performance Plan, 2007, 2008, 2009, 2010, 2011; Annual Report, 2012.

According to the government's internet site on labour matters (www.labour.gov.za) the level of supplying good and effective services depends upon the people who are responsible for delivery these services. It is clear that the more competent the public servant employees are, the better the provision of services will be. "The most important investment any organisation makes is therefore in the people, who work for it. Everyone in the institution or organisation must know, understand and agree" on what is required of them in their job, and how best to fulfil these requirements.

3.4.2 Gaps in the implementation of skills development plans in the Gauteng Department of Education

It is clear that there are certain government structures on all three levels (national, provincial and local) and employees in these respective spheres who should be directly involved and form part of the skills development plan and the process of implementing it to ensure that the departmental goals and objectives are reached.

3.4.2.1 National and provincial HRD structures

National and the provincial human resource development structures should ensure that all the visions and the mission, goals and objectives of the national and the provincial departments are met. They should also create policies for the implementation of skills development on these levels of government. They should ensure that all skills needs and plans are met and implemented as required and that they are well co-ordinated.

3.4.2.2 Top management

Top management should also formulate skills development plans which will meet all the departmental goals, visions and missions. They should ensure that all skills development plans are carried out accordingly and that the WSP is well implemented.

3.4.2.3 HR Manager

Human resource managers should make it a point that all training information is always available to employees so that they are well aware of the training programmes on offer. If possible they should be provided with details on the training course offered.

3.4.2.4 Line managers, team leaders and supervisors

The entire top management should participate and be aware of all training needs required within the department. The managers and supervisors should indicate areas which need improvement in terms of performance of employees and they should ensure that a workplace skills plan is compiled to address performance gaps and meet the training needs of the specific institution. They should also be responsible authorising training and for monitoring the performance of the employees after the training has been provided in order to identify whether the training provided was fruitful or not.

3.4.2.5 HRD Managers

Managers are responsible for overseeing the performance of employees and ensuring that training and development is taking place.

3.5 PILOT STUDY OF CAPACITY BUILDING IN THE GDOE

A pilot study was conducted in August 2012 to explore and confirm the implementation challenges of the capacity building programme(s) in the head office of the Gauteng Department of Education. According to Stachowiak (2008: 1) a pilot study is “a smaller version of a larger study that is conducted to prepare for that study. A pilot study can involve pre-testing a research tool, like a new data collection method. It can also be used to test an idea or hypothesis”. The deputy director of Human Resource Development, Lehlogonolo Hlalele, and the deputy director of Office Staff Training

Development, Ronald Tshifhiwa Luvihimbi of the GDoE were interviewed to find out whether there are capacity building challenges in the Gauteng Department of Education. The interviews were conducted as part of the pilot study and gave the researcher insight on identifying the public service institution as a significant area of study. The interviews also assisted the researcher in establishing a relevant problem statement for exploration. The Gauteng Department of Education is certainly facing capacity-building challenges as far as job-related skills development of its employees is concerned.

The GDoE has various gaps in the implementation of skills development programmes in the institution. Indeed, “the skills development plan is not properly implemented due to the fact that human resource funds [are] shifted to other directorates and there are not enough planned financial statements for the training programmes” (personal discussion, deputy director of the Office Staff Training Development, Luvihimbi, 10 September 2012).

Hlalele (personal discussion, 2012) argues that the Gauteng Department of Education has a skills development plan for the capacity building of employees that is moderately effective. However, he went on to indicate that after the training has been provided to the employees, their subsequent performance and the impact of the training on improved work performance is not measured. Given this scenario, it is impossible to assess whether the training offered is significant in terms of capacity building, improved performance and increased organisational productivity.

By reviewing the statistics published by the Gauteng Department of Education, it can also be deduced that the personnel of the department (which is after all a public service structure) are not getting the appropriate training to strengthen their job-related skills. Only departmental directors received training in the areas related to management issues. The personnel at middle and lower management levels are not provided with capacity building programmes to improve their skills.

Not all employees attend training sessions (Gauteng Department of Education, Human Resource Development Department Report, 2012: 5). Probable reasons include (personal discussion, deputy director of the Office Staff Training Development, personal discussion, 10 September 2012): supervisors’ work schedule plans are not managed properly to allow employees to attend training sessions; there are budget constraints

and a lack of resources; some of the training areas are expensive to organise; and prioritisation of training sessions by skills development committee (work related) are not accepted by most of the employees, who prefer training for personal development.

The deputy director of GDoE's HRD (personal discussion, 2012) moreover confirmed that one of the most crucial challenges in the implementation of skills development programmes is financial constraints. He also indicated that some of the training policies are not yet approved and in addition there is a major problem with some employees because they are not committed to their work. He explained that on occasion capacity building training programmes are arranged and some of the employees simply decide not to attend.

The deputy director of Office Staff Training Development (personal discussion, 17 September 2012) also indicated that the budget for capacity building is a problem. He indicated that the training budget is often diverted to other uses and as a result the development plans are not adequately addressed. The same nature of response was received from the senior administrative officer (personal discussion, 17 September 2012) who said that in most cases the management does not engage with the employees in order to determine the challenges that employees are facing. Supervisors are therefore not in a position to indicate the relevant training programmes that are available to the employees.

The deputy director of the Office Staff Training Development of the GDoE (personal discussion, Johannesburg, 19 September 2012) stated that GDoE employees do not attend skills development training programmes, or even have the opportunity to do so, because:

- The training needs that are identified by means of a skills audit and competency assessments are not directly linked to individual general development. Instead they are work related.
- Supervisors' work schedules are not managed properly to allow employees to attend training programmes.
- Lack of finances because some of the training programmes are expensive.
- Prioritisation of training by the skills development committee tends not to comply with the training requested by employees.

- In the case of staff at schools, principals often refuse to release teachers and general workers from their duties so that they can attend skills development training.
- Lack of training resources in the department.
- It is often the case that employees are irresponsible about training and improving themselves. For example they don't want to attend the training unless catering is included.
- The employees of the Gauteng Department of Education receive benefits from attending training programmes. For example those who provide community services (such as educators) are given salary adjustments and promotion. In contrast public servants (officials) do not necessarily receive the same benefits.

This detailed study was conducted to obtain in-depth responses on capacity-building challenges in the GDoE. These responses are interpreted and analysed in chapter four.

3.6 CONCLUSION

To ensure effective and improved levels of service delivery in the Gauteng Department of Education, employees must be equipped with the necessary skills and capabilities. If the department is to achieve its goals, it is important that employees be provided with job related training and workshops to improve their skills and thus improve service delivery. It stands to reason that if the skills development plan is implemented effectively, there will be improved service delivery. The next chapter will assess the impact of skills development on service delivery in the Gauteng Department of Education through empirical research.

CHAPTER 4

EMPIRICAL STUDY: THE IMPACT OF SKILLS DEVELOPMENT PLANS ON EMPLOYEE PERFORMANCE IN THE GAUTENG DEPARTMENT OF EDUCATION

4.1 INTRODUCTION

This chapter aims to report the findings of the empirical research that conducted at the Gauteng Department of Education. Information was gathered from employees at various levels, namely those holding positions in top management, middle management and lower management levels. The purpose of the empirical research was to determine the impact of the Skills Development Plan on employee performance in the Gauteng Department of Education. The appropriate research methodologies were used to gather data. The data was analysed and interpreted to gain in-depth understanding on the proposed area of study.

4.2 RESEARCH DESIGN

According to Kumar (2010: 122), “a research design is a planned structure and strategy of investigation so conceived as to obtain answers to a research question or problems”. This plan then forms the scheme or programme of the research. It comprises an outline of what the investigator plans to do from “writing the hypotheses and their operational implications to the final analysis”.

Information on research design is vital for any researcher to receive and compile adequate responses from the target groups. This information on research design assisted the researcher in his assessment of the impact of skills development plans on employee performance in the Gauteng Department of Education.

In the process of research design, the following steps were taken:

4.2.1 Authorisation

An authorisation form was filled in and submitted to the research unit in the Gauteng Department of Education. This form is a prerequisite prior to distributing interview schedule/questionnaires to employees in the department. Senior officials in the department had to be approached to grant approval that this be done. A consent form

and a letter of permission stating the title and purpose of the research were also submitted with the authorisation request (Appendix).

4.2.2 Population and sample

According to Brynard and Hanekom (1997: 43; also refer Nhlapo, 2010: 57; Kwaledi, 2010: 50) “population does not only refer to the population of a country but to objects, subjects, phenomena or activities which the researcher wishes to research in order to establish new knowledge”. Other scholars such as Nhlapo (2010: 57) and Kwaledi (2010: 50) take the same view. According to Ballies (2008: 48) “any group of, say, individuals, events or objects that share a common characteristic and represent the whole or sum total of cases involved in a study is called the universum or population. The separate individuals or objects belonging to the population are called the elements of that population”. On this see also Fox and Bayat, 2007: 52). A population is therefore defined by Babbie (1998: 20) as “the theoretical specified aggregation of study elements”. For more information consult also Nhlapo, (2010: 57); Kwaledi (2010: 50) and Goba (2014: 70).

According to Vermaak (1989: 38), “a sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample”. The term ‘sampling’, as explained by Khan (2008: 75) is the “selection of a part of group or an entirety with the sole aim of collecting complete information. This entirety or totality of all members is known as ‘population’. The selected or chosen part, which is used to determine the feature of the entire population, is known as a sample”.

Du Plooy (2002: 100) remarks that “Sampling involves following a rigorous procedure when selecting units of analysis from a larger population” and claims that it not only refers to people, “but can also be defined as any group or aggregate of individuals, groups, organisations, social artefacts or objects, or social interaction or events”. Poopa (2012: 32) and NOMPI (2013: 49) discuss the same issue. In this study the total number of respondents was 276 (a sampling frame). 20% of 106 employees at top management level= 21 employees; 30% of 185 employees middle management level= 55 employees; and 10% of 2006 employees=200 employees at the lower management level. The respondents were approached through a stratified sampling method in order to incorporate employees at the top, middle and lower management level.

4.2.3 Data collection: area of study

The area of study was Gauteng Department of Education. The employees in top management, middle management and lower management levels were selected for the study.

4.3 RESEARCH METHODOLOGY

According to Goddard and Melville (2001: 1), “research is not just a process of gathering information, as is sometimes suggested. Rather, it is about answering unanswered questions or creating that which does not currently exist. In many ways, research can be seen as a process of expanding the boundaries of our ignorance”. Research methodology is a way of solving a research problem in a systematic manner, or put another way, it is the science of studying how research is carried out scientifically (Nompi, 2013: 2; <http://www.newagepublishers.com>).

According to Fox and Bayat (2007: 2) “successful research will depend on the identification and formulation of a research problem, and then developing and following a definite plan and the application of research methodology suited to the specific research”. Placing the importance of research methodology in a broader picture, Kothari (2004: 8) states that “research methodology is a way to ... solve the research problem. It may be understood as a science of studying how research is done scientifically”. It is necessary for the researcher to know not only the research methods and techniques but also the methodology (Kothari, 2004: 8). The methodology employed in this study is one of mixed methods covering both qualitative and quantitative approaches, as discussed below.

4.3.1 Quantitative approach

According to Ballies (2008: 84) (as confirmed by Flick, 1998: 2) “a quantitative research methodology aims to determine the relationship between a cause and its effect or the relationship between two variables through selecting random samples of populations in order to ensure representativeness”. According to Maree (2007: 145), “quantitative research is a process that is systematic and objective in its way of using numerical data from only a selected subgroup of the universe (or population) to generalise the findings to the universe that is being studied”. Fox and Bayat (2007: 7) moreover indicate that “quantitative research concerns things that can be counted. One of its most common

disciplines is the use of statistics to process and explain data and to summarise findings. In general, quantitative research is concerned with systematic measurement and statistical analysis". On this also refer to Brynard and Hanekom (1997: 29-30) and Lichtman (2006: 7-8).

4.3.2 Qualitative approach

According to Fox and Bayat (2007: 7), "qualitative research methods are designed to scientifically explain events, people and matters associated with them and does not depend on numerical data, although it may make use of quantitative methods and techniques". See also the explanation by Lewis *et al.* (2005: 275). Some of the usual topics in a qualitative research approach are case studies, grounded theory, building theory from the ground up and ethnography (the scientific description of the different human races). Flick (2007: 2) explains the term qualitative research by remarking that it "was for long time used in a distinctive way to describe an alternative to 'quantitative' research and was coined against the background of a critique of the latter and especially the development it had taken in the 1960s and 1970s". Adding to this knowledge, Maree (2007: 51) stated that "quantitative research as a research methodology is concerned with understanding the process and the social and cultural context which underlie various behavioural patterns and is mostly concerned with exploring the 'why' questions of research". Qualitative research is therefore seen by many as almost the complete opposite of quantitative research. It usually involves in depth investigation of knowledge.

It can therefore be deduced from all these sources that qualitative research is distinguished by its aims, and is concerned with understanding some facet of social life. Generally, its methods "generate words, rather than numbers, as data for analysis" (Patton and Cochran, 2002: 1). On this, also refer to Nieuwenhuis (2010: 51). "A quantitative approach is one in which the investigator primarily uses postpositive claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistics data" (Creswell, undated: 21).

Due to the advantageous characteristics of both quantitative and qualitative methods, this particular study makes use of the mixed method approach. Lewin (2006: 274)

explains that “using methods that gather and represent human phenomena with numbers (such as standardised questionnaires and structured observation protocols), along with methods that gather and represent human phenomena with words (such as open-ended interview and unstructured observations), are classic instances of mixing data gathering and analysis techniques”. Other scholars who have discussed a methodology that makes use of both quantitative and qualitative approaches include Welman *et al.* (2005: 8); Cloete (2007: 513); and Tsuari (2010: 74).

4.3.3 Data collection

Employees, in their respective positions on different levels of the GDoE were selected as the site of data collection because this was appropriate. Employees in their respective position and levels at the Gauteng Department of Education, and top management, middle management and lower management were given questionnaires and personal interviews were also conducted as form of data collection.

4.4 RESEARCH TECHNIQUES

According to Mohapi (2011: 87) “research techniques can be defined as the specific and concrete means that the researcher uses to execute specific tasks related to specific stages in the research process”. Refer also to Mouton (1996: 36). The following research techniques were utilised in this study of the GDoE.

4.4.1 Literature Review

According to Mohapi (2011: 88) “successful researchers depend on a well-planned review of the available literature. A review of the literature is the way information about what is already known and not known is learned. It is important for the researcher to organize the search of literature around the key concept to be studied”. On literature reviews see also McNeil (1989: 89); May (1997: 4); Brynard and Hanekom (1997: 31-32); Adams *et al* (2007: 125); Ballies (2008: 45); and Mpupalana (2010: 79). The literature review is a “critical look at the existing research that is significant to the work that [you are] carrying out” (<http://agcj.tamu.edu/pdf/litreviews.pdf>). “It is also vital to evaluate this work, show the relationships between different works, and show how it relates to [your specific] work” (<http://agcj.tamu.edu/pdf/litreviews.pdf>).

In this study the theoretical approaches, conceptual framework and contextual information related to capacity-building, skills development, training and development was gleaned from books, the relevant legislation, journal articles, research reports, and official reports issued by the Gauteng Department of Education. Information on previous research undertaken in this and allied fields was accessed in the library of the North-West University and other South African tertiary institutions. The internet sources (Gauteng Department of Education website and others, see the bibliography) were also utilised to find information regarding capacity-building programmes at the head office of the GDoE.

4.4.2 Interviews

According to Goddard and Melville (2001: 149) “an interview involves a one-on-one verbal interaction between the researcher and a respondent ... An interview should have a plan. The researcher must not direct the respondent’s answers by the way he/she phrases a question”. According to Seidman (2006: 2-4) “interviewing provides access to the context of people behaviour and thereby provides a way for researchers to understand the meaning of that behaviour”. On interviewing techniques see also Sefuli (2012: 43); and Brynard and Hanekom (1997: 32). Ballies (2008: 46) adds that “when interviews are used to collect data, caution should be exercised when gathering statistical and fiscal data”.

A semi-structured interview (a set of pre-established questions for qualitative information) was utilised in this particular research project. An internet source goes to some length to explain that a semi-structured interview “typically refers to a context in which the interviewer has a series of questions that are in the general form of an interview schedule but is nevertheless able to vary the sequence of questions. The questions are frequently somewhat more general in their frame of reference from those typically found in a structured interview schedule. In addition, the interviewer usually has a fair degree of latitude to ask further questions in response to what are seen as significant replies” (http://www.unil.ch/webdav/site/issrc/shared/Interview_qual_I_08.pdf; www.soton.ac.uk).

As explained above, semi-structured interviews were conducted with the directors of all the relevant departments in the GDoE, namely Human Resource Development; Finance; Human Resource Organisation; Human Resource Administration; Corporate

Support Service; and the deputy directors of the Office Staff Training Development; and Human Resource Development. These strategic office bearers were interviewed to provide an understanding of the capacity-building challenges hampering the skills development of employees from a strategic perspective.

4.4.3 Questionnaires

According to Goddard and Melville (2001: 47) “a questionnaire is a printed list of questions that respondents are asked to answer”. A questionnaire is a self-report data collection instrument that is filled out by research participants. Questionnaires are usually paper-and-pencil instruments, but they can also be placed on the web for participants to go to and “fill out” (Peil, 1982: 111). On questionnaires see also Ballies (2008: 47) and Brynard and Hanekom (1997: 38-39). A structured questionnaire (a set of pre-selected questions) with closed and open-ended questions was distributed to employees. The aim of the questionnaire was to receive the quantitative information (through closed-ended questions) and qualitative information (through open-ended questions) related to capacity building challenges for skills development at Gauteng Department of Education.

There are 2 297 employees working at the Head Office of the GDoE (the population). Of these 106 are in the top management category; 185 are employed in middle management; and there are 2 006 employees in lower management (Gauteng Department of Education: Human Resource Development Department Report, 2012: 2). Through stratified sampling, employees from each stratum (top, middle and lower management levels) the total number of respondents was 276. The composition of this sampling frame was [20% of 106 employees = 21 employees; 30% of 185 employees = 55 employees; and 10% of 2006 employees = 200 employees] respectively.

This sample provided the researcher with insight into the implementation of the skills development plan at the top, middle and lower management levels of the Gauteng Department of Education.

4.5 DATA ANALYSIS

BusinessDictionary.com. (2013: 1) describes the process of data analysis as one of “evaluating data using analytical and logical reasoning to examine each component of the data provided”. This form of analysis is only one of a number of steps that must be

taken when conducting research. “Data from various sources is gathered, reviewed, and then analysed” before conclusions can be drawn and appropriate recommendations made. For more on the evaluation of data see also Terreblanche et al. (2009: 52).

In this research project the secondary data was obtained from published literature and official documents and reports issued by the GDoE. The theoretical concepts and approaches were reviewed and analysed against existing theories and the research models such as the participatory approach elaborated by Sue (2003); the theory of social change discussed by Reeler (2006); and the relational capacity building framework outlined by Stavros (1998) in order to obtain the comprehensive conceptual framework for the study. The primary data was gathered by conducting interviews with senior staff members of the GDoE and questionnaires that were distributed to employees across the board. The data are analysed, interpreted and represented in the form of tables and pie charts.

4.6 ETHICAL CONSIDERATIONS

According to Fox and Bayat (2001: 148) “research projects are bound to raise ethical considerations”. In the course of this research project the official documents of the Gauteng Department of Education were used extensively to gain insight into the types of capacity-building programmes available at the GDoE’s Johannesburg head office. Although these documents are in the public domain and use of these sources is fully acknowledged in the text of this mini-dissertation, in accordance with ethical considerations, the researcher took the additional step of submitting a formal request to the relevant authorities at the GDoE. Permission to conduct research on the GDoE premises was duly granted.

4.7 ANALYSIS AND INTERPETATION OF RESPONSES

The researcher used questionnaires and interviews as part of the data collection technique. The careful interpretation and analysis of responses, followed before conclusions could be reached on the implementation of skills development programmes for capacity building at the Gauteng Department of Education.

The interview responses (from members of top management) and the responses to the questionnaires (which were distributed to employees at other levels) are indicated in Table 4.1.

Note that in this table the “yes” response means the respondent agrees; and the response “no” indicates that the respondent disagrees with the statement that has been put forward.

Table 4.1: Responses: management and employees

Responses from management			
Questions	Yes/ Agree	No/ Disagree	Total responses
The capacity-building initiatives are effectively established at GDoE	100%	0%	100%
Skills development plan is properly implemented at GDoE	71%	29%	100%
There are adequate funds to plan training programmes at GDoE	57%	43%	100%
There are planned financial statements for training programmes at GDoE	85%	15%	100%
Workplace skills plan is properly implemented at GDoE	71%	29%	100%
Employees receive their work-related training at GDoE	100%	0%	100%
Skills development training programmes are aligned with the operational expectations at GDoE	100%	0%	100%
Women employees are provide with equal opportunities to attend work-related training at GDoE	100%	0%	100%
There are gender-based capacity-building initiatives at GDoE	85%	15%	100%
There is a direct link between capacity-building initiatives and gender-based succession at GDoE	85%	15%	100%

Responses from employees			
Questions	Agree	Disagree	Total responses
There is appropriate training to strengthen job-related skills of employees at GDoE	10%	90%	100%
Skills development programmes are equally available to all employees at GDoE	52%	48%	100%
Skills development programmes lead to promotional benefits of employees at GDoE	0%	100%	100%
Skills development programmes for capacity-building of employees are effectively implemented at GDoE	0%	100%	100%
Skills development training may lead to improvement of capacity-building of employees at GDoE	98%	2%	100%
Workplace skills plan is effectively implemented at GDoE	6%	94%	100%
Skills development training is necessary in [their] departments within GDoE	100%	0%	100%
Women employees are provided with equal opportunities to attend work-related training at GDoE	85%	15%	100%
There are gender-based capacity-building programmes at GDoE	93%	7%	100%
There is a direct link between capacity-building initiatives and gender-based succession at GDoE	13%	87%	100%

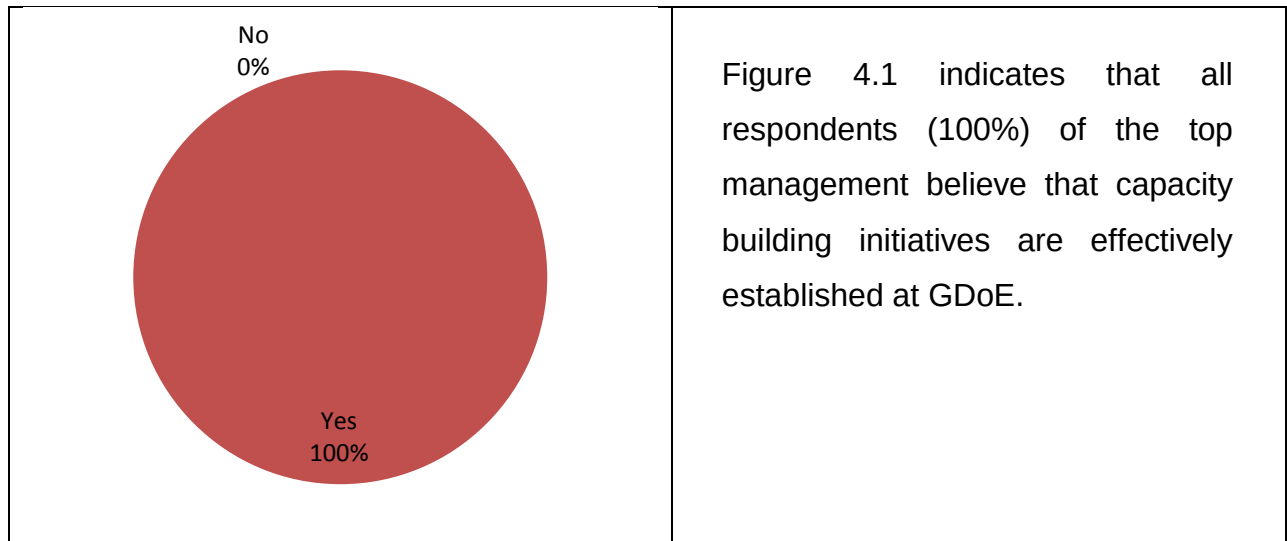
The responses shown in Table 4.1 are interpreted separately in the following sub-sections.

4.7.1 SECTION A: Questionnaire distributed to management

The following responses were received and interpreted:

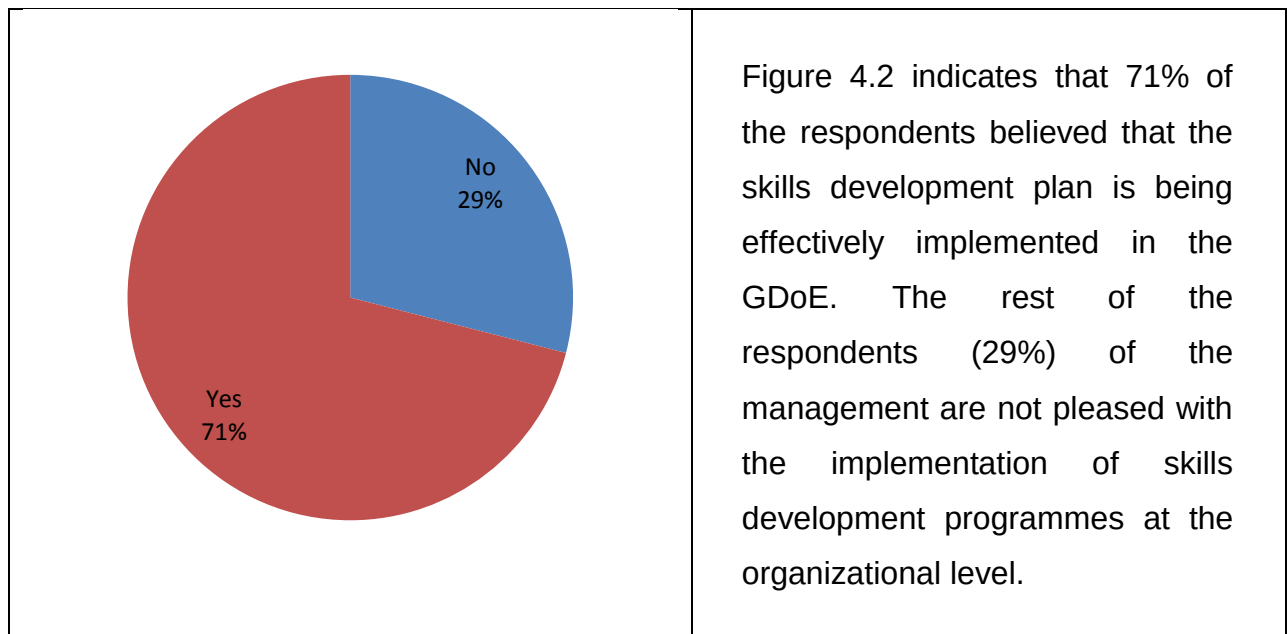
4.7.1.1 The capacity building initiatives are effectively established at GDoE

Figure 4.1: The capacity building initiatives are effectively established at GDoE



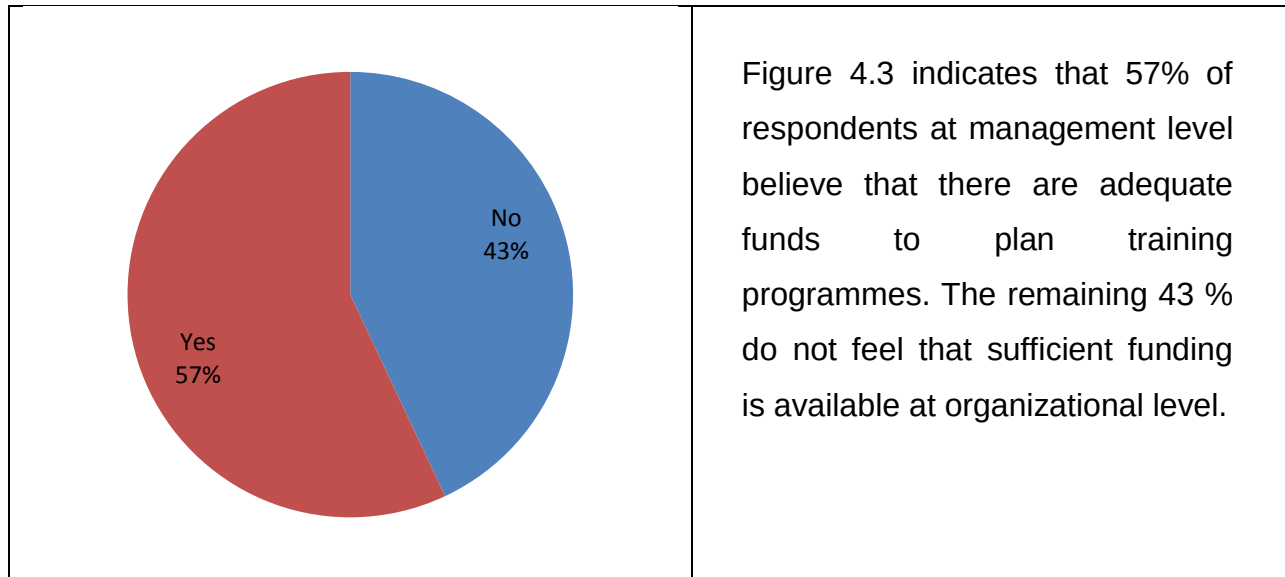
4.7.1.2 The skills development plan is properly implemented at GDoE

Figure 4.2: The skills development plan is properly implemented at the GDoE



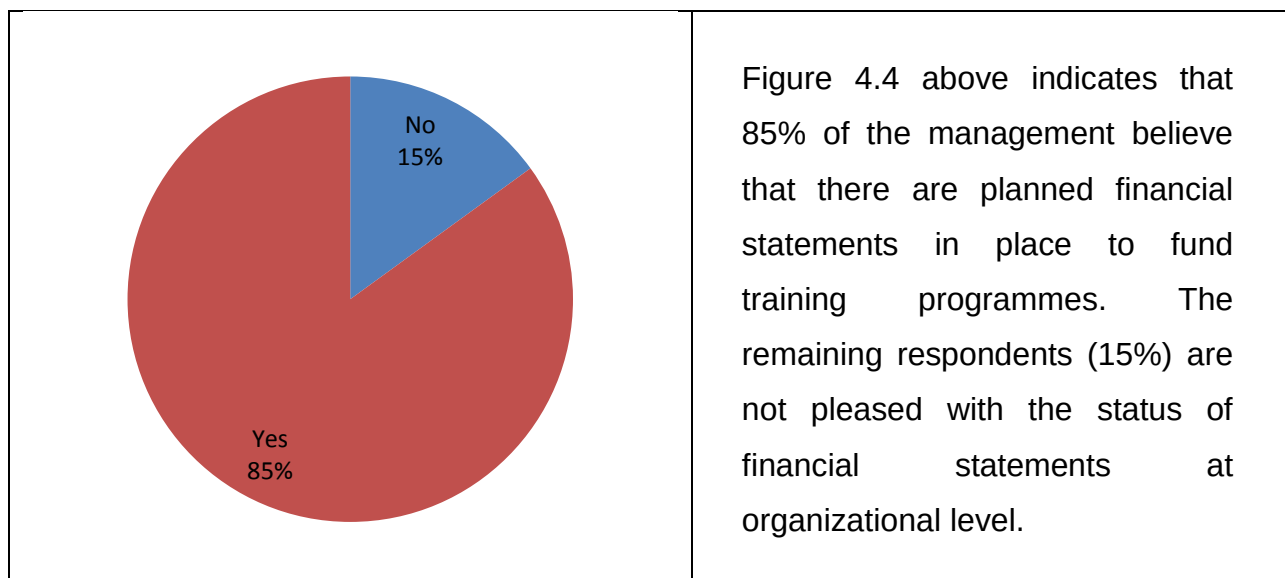
4.7.1.3 There are adequate human resource funds for training programmes at GDoE

Figure 4.3: There are adequate human resource funds for training programmes at GDoE



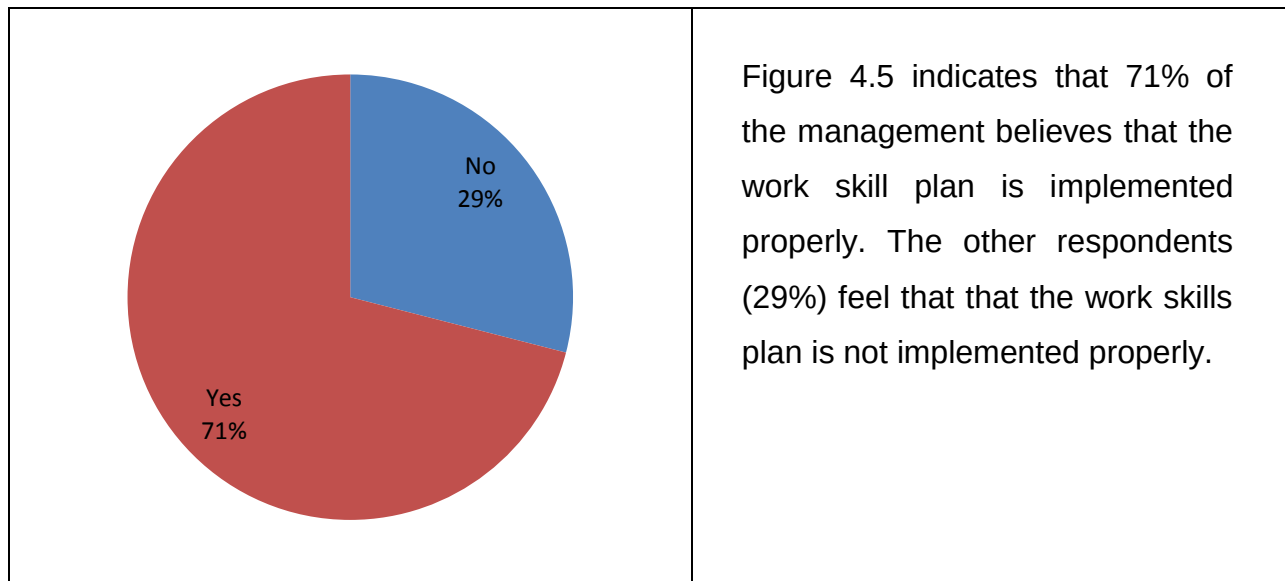
4.7.1.4 There are planned financial statements for training programmes at GDoE

Figure 4.4: There are planned financial statements for training programmes at GDoE



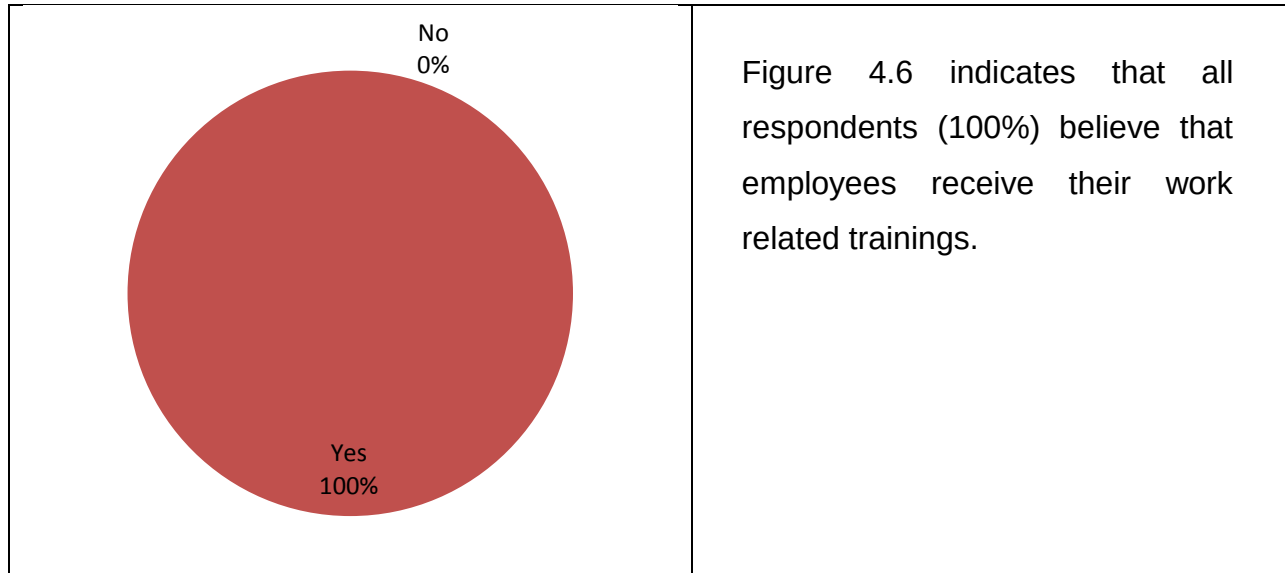
4.7.1.5 Work skill plan is properly implemented

Figure 4.5: Work skill plan is properly implemented



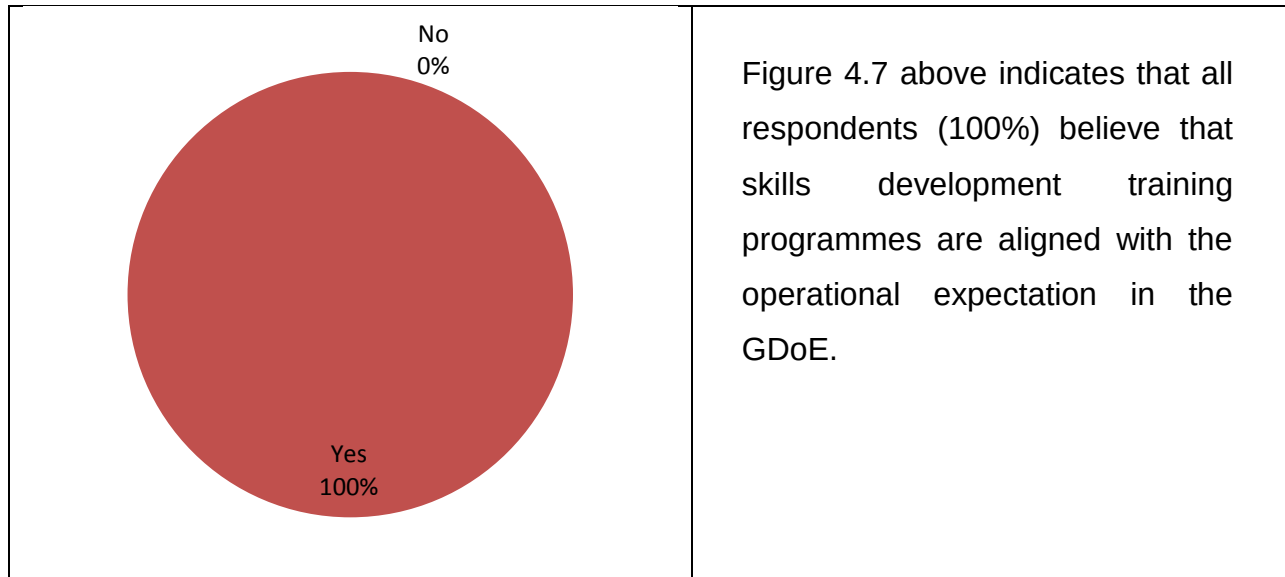
4.7.1.6 Employees receive their work-related training at the GDoE

Figure 4.6: Employees receive their work-related training at the GDoE



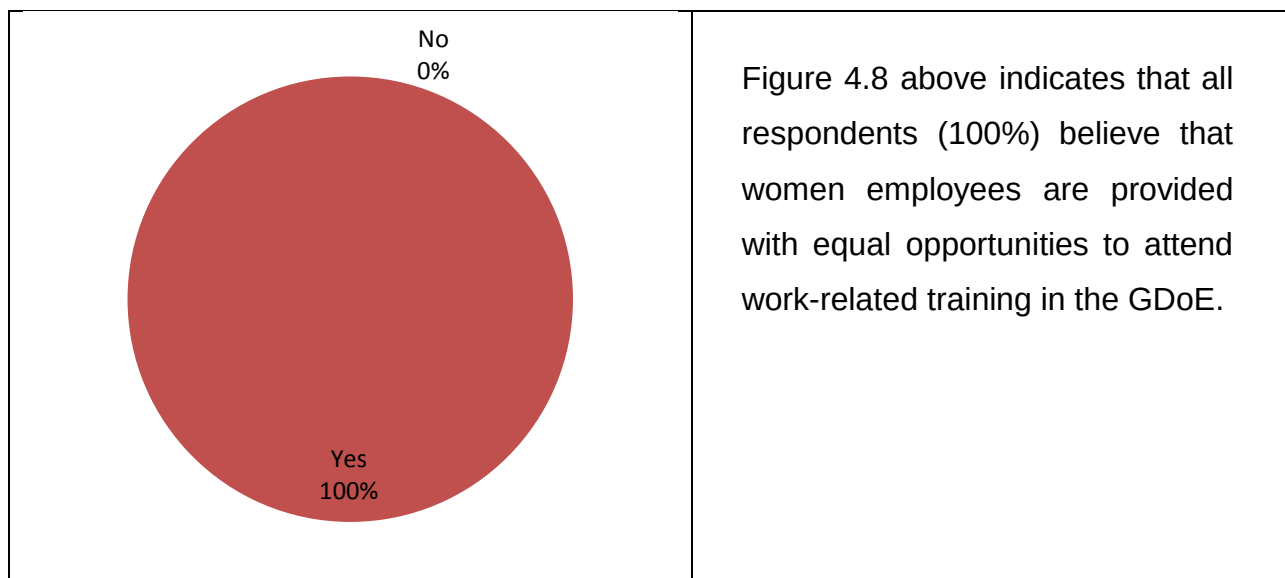
4.7.1.7 Skills development training programmes are aligned with the operational expectations in the GDoE

Figure 4.7: Skills development training programmes are aligned with the operational expectations in the GDoE



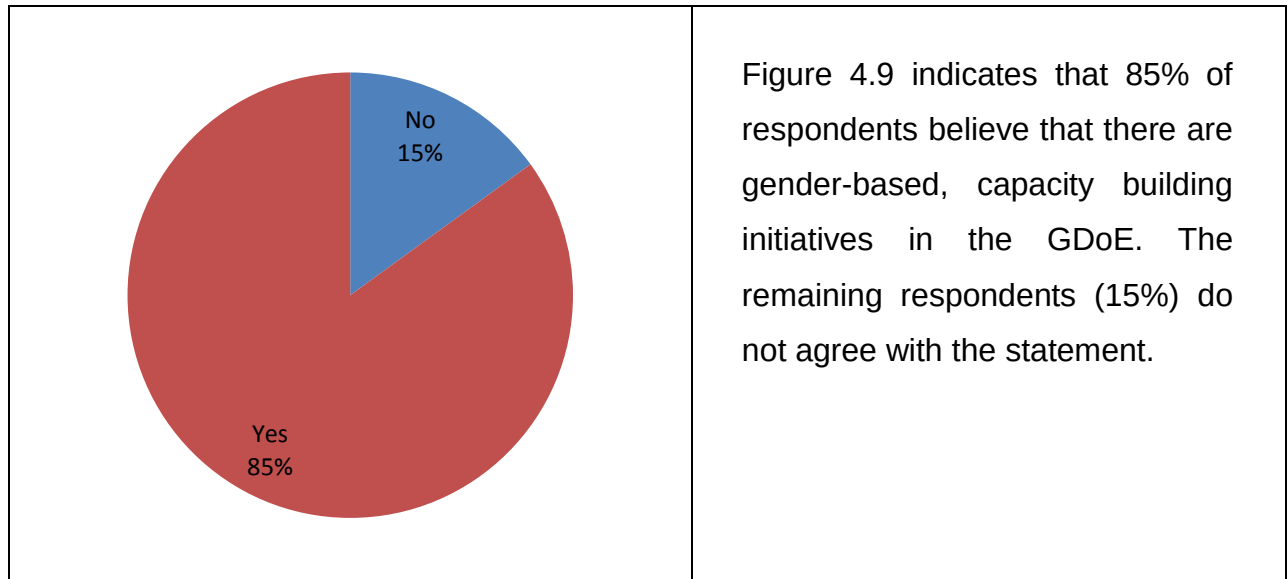
4.7.1.8 Women employees are provided with equal opportunities to attend work related training in the GDoE

Figure 4.8: Women employees are provided with equal opportunities to attend work related training in the GDoE



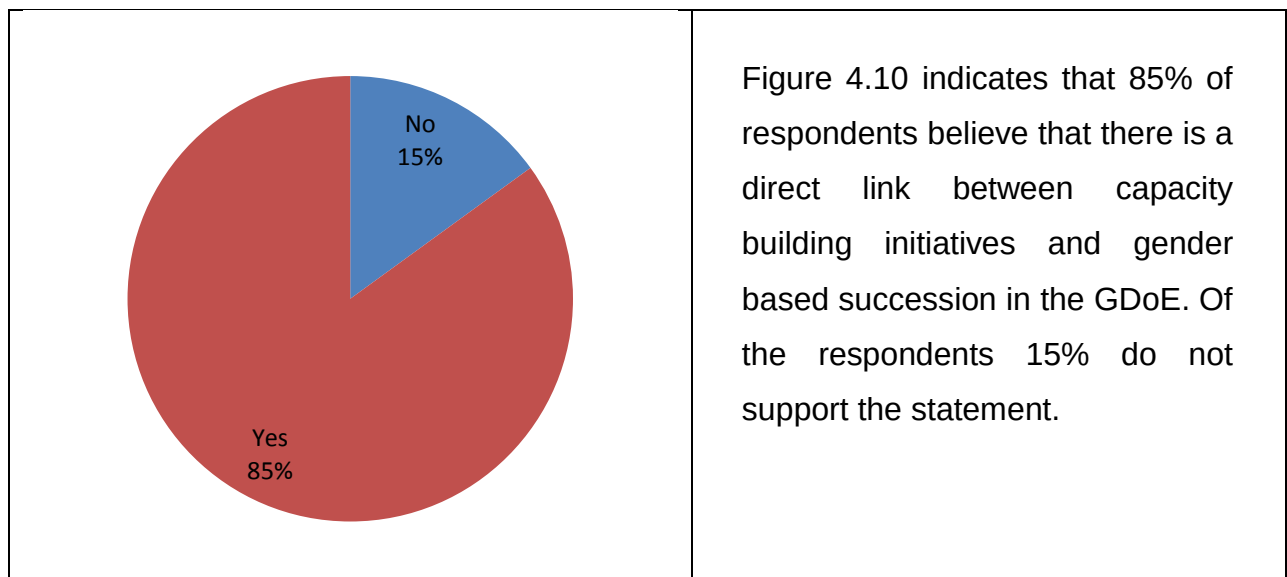
4.7.1.9 There are gender-based capacity building initiatives in the GDoE

Figure 4.9: There are gender-based capacity building initiatives in the GDoE



4.7.1.10 There is a direct link between capacity building initiatives and gender based succession in the GDoE

Figure 4.10: There is a direct link between capacity building initiatives and gender based succession in the GDoE



4.7.1.11 What are the challenges hampering effective implementation of the capacity- building framework in the GDoE?

This was an open-ended question.

All the respondents (100%) indicated that the challenges hampering the effective implementation of capacity building framework at GDoE is limited financial resources and budget constraints. Some of these respondents mentioned that the training budget is irrelevantly used at GDoE. It was also highlighted that on occasion training policies are not approved and that development plans are sometimes not adequately addressed.

4.7.1.12 What are the suggestions for the effective implementation of skills development programmes to capacitate employees in the GDoE?

This was an open-ended question.

Half the respondents (50%) indicated that the workplace skills plan should be made available to all employees in top management. Many (40%) of the respondents indicated that communication should be improved. Only (10%) of respondents suggested that the succession planning should be transparent.

4.7.1.13 What challenges restricting implementation of gender-based capacity building initiatives at GDoE?

This was an open-ended question.

Of the respondents 40% indicated that one of the challenges restricting implementation of gender-based capacity building initiatives in the GDoE is poor training co-ordination. Only 20% of the respondents indicated that there is no succession planning. Of the respondents 40% indicated that equity policies should be reviewed regularly.

4.7.1.14 In your opinion, what can be done to promote gender-based succession in the GDoE?

This was an open-ended question.

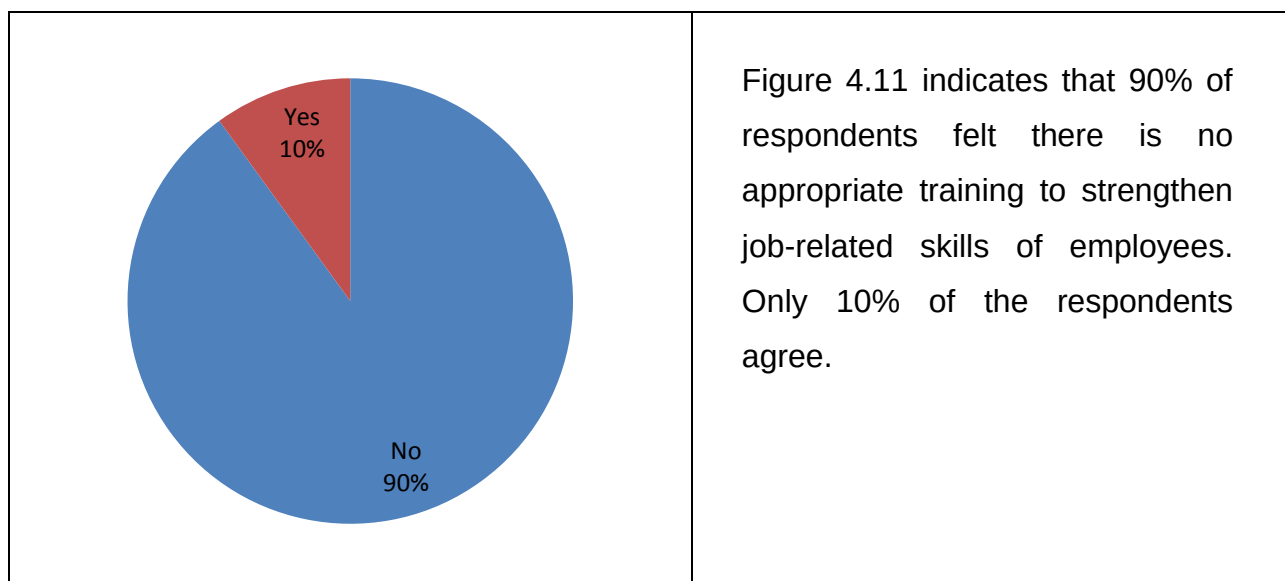
Of the respondents 40% suggested that promotional posts should be internally advertised, while 40% of the respondents indicated that human resource administration should have a proper succession plan in place with a fully approved implementation plan. Of the respondents 20% indicated that suitably qualified employees should be allowed to act in certain positions.

4.8 SECTION B: QUESTIONNAIRE DISTRIBUTED TO EMPLOYEES IN THE GDOE

The following responses were received and analysed:

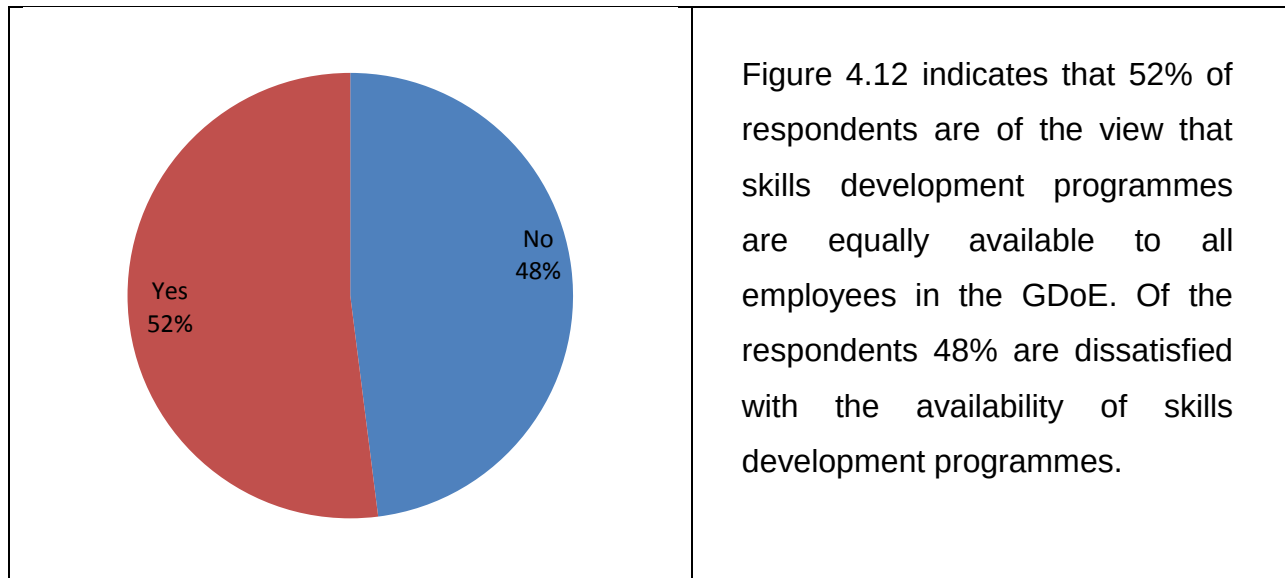
4.8.1.1 There is appropriate training to strengthen job-related skills of employees

Figure 4.11: There is appropriate training to strengthen job- related skills of employees



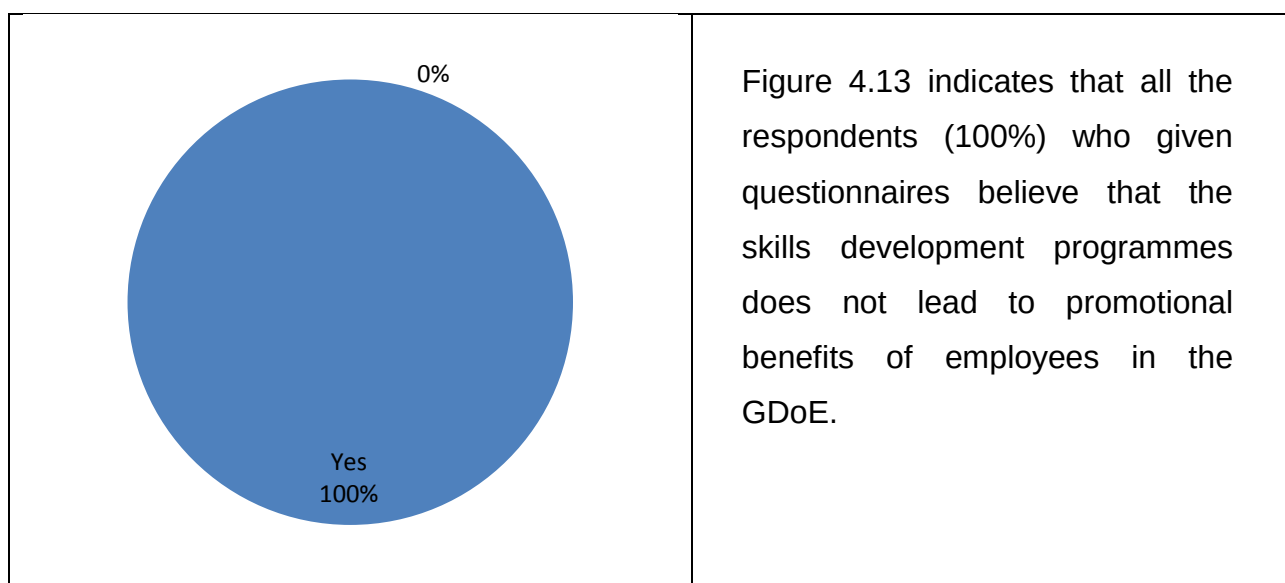
4.8.1.2 Skills development programmes are equally available to all employees

Figure 4.12: Skills development programmes are equally available to all employees



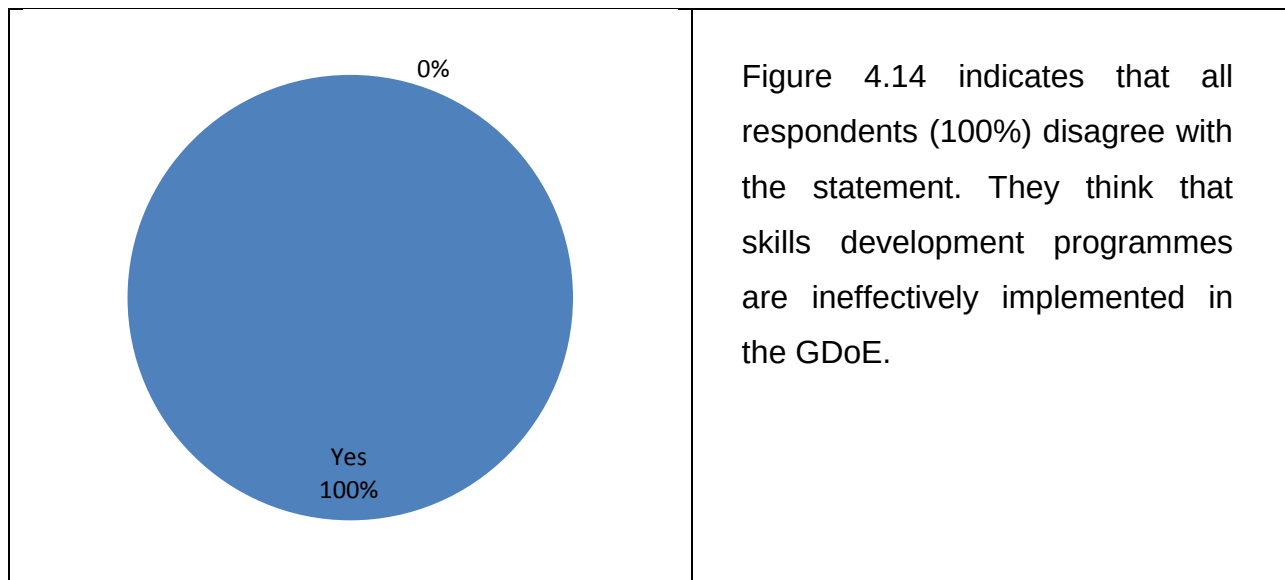
4.8.1.3 The skills development programmes lead to promotional benefits of employees in the GDoE

Figure 4.13: The skills development programmes lead to promotional benefits of employees in the GDoE



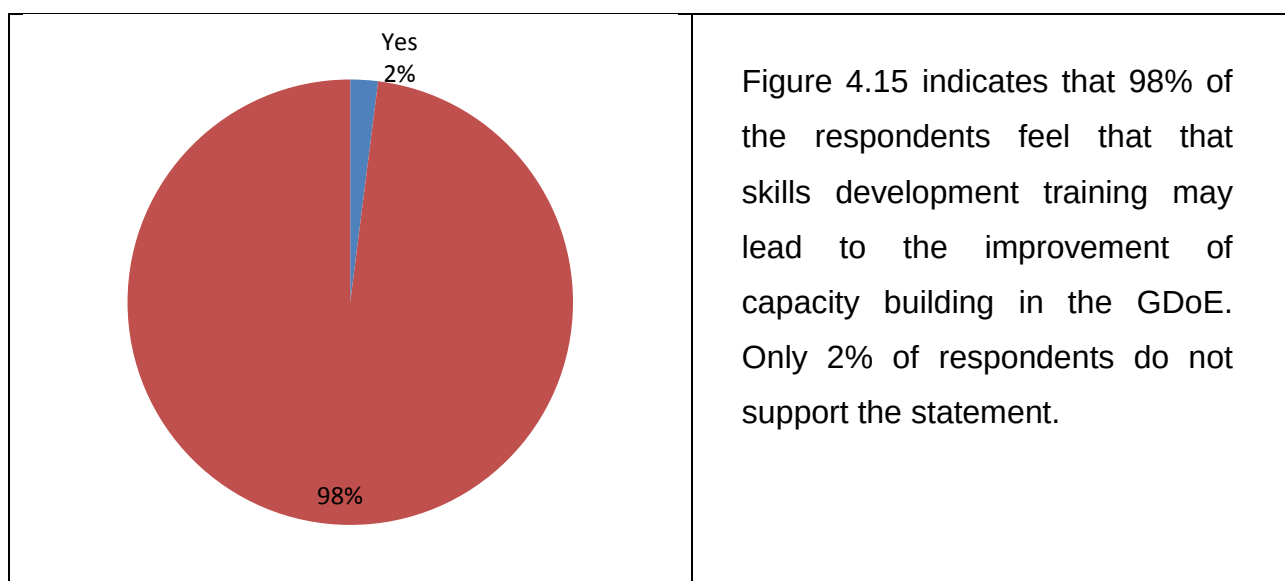
4.8.1.4 Skills development programmes for capacity building of employees are effectively implemented in the GDoE

Figure 4.14: Skills development programmes for capacity building of employees are effectively implemented in the GDoE



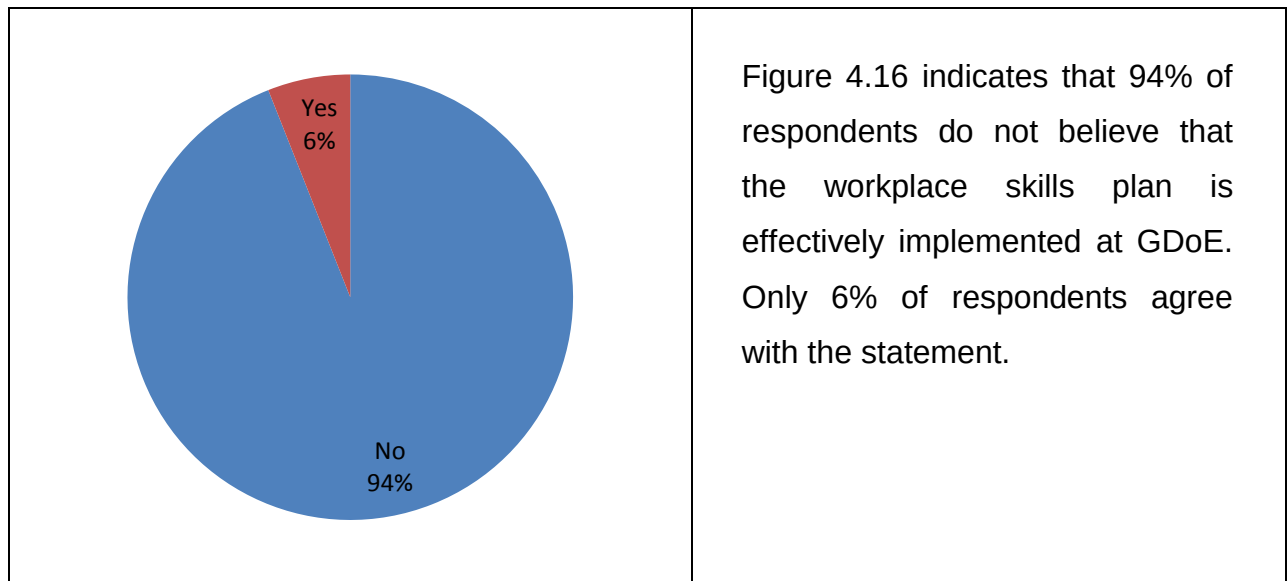
4.8.1.5 Skills development training may lead to the improvement of capacity building

Figure 4.15: Skills development training may lead to the improvement of capacity building in the GDoE



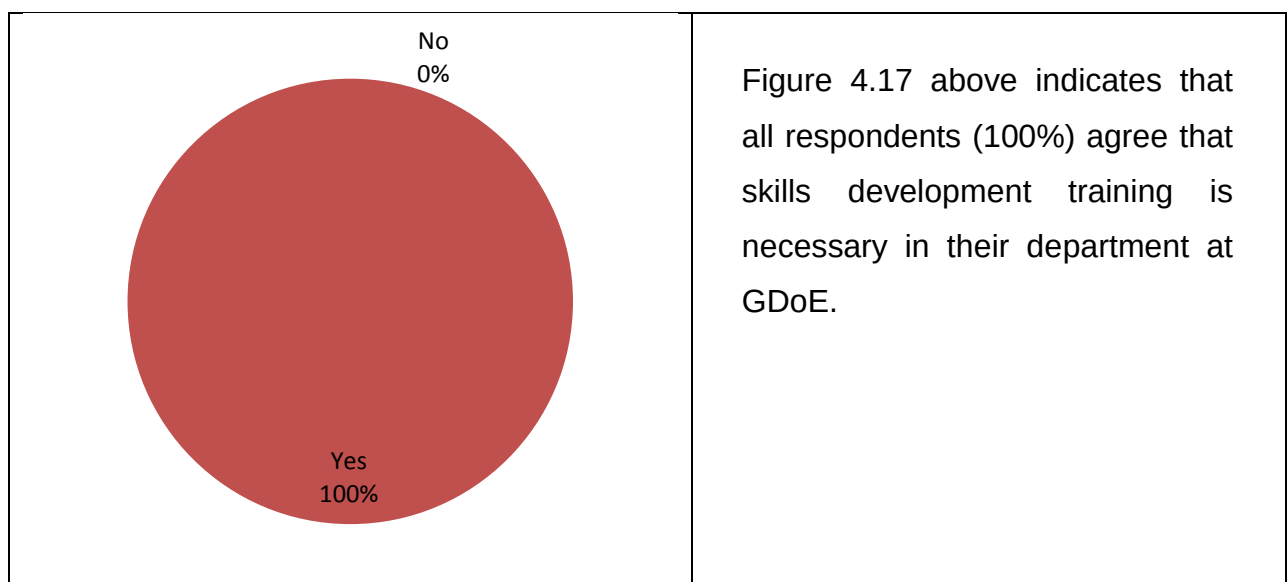
4.8.1.6 Work place skills plan is effectively implemented in the GDoE

Figure 4.16: Work place skills plan is effectively implemented in the GDoE



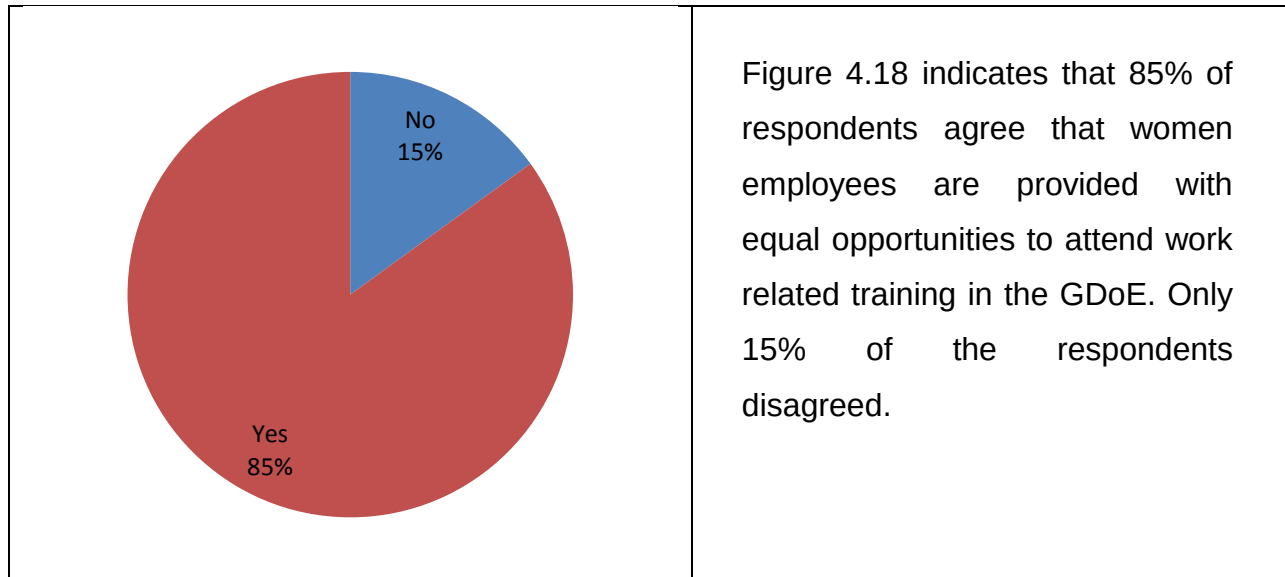
4.8.1.7 Skills development training is necessary in your department in the GDoE

Figure 4.17: Skills development training is necessary in your department



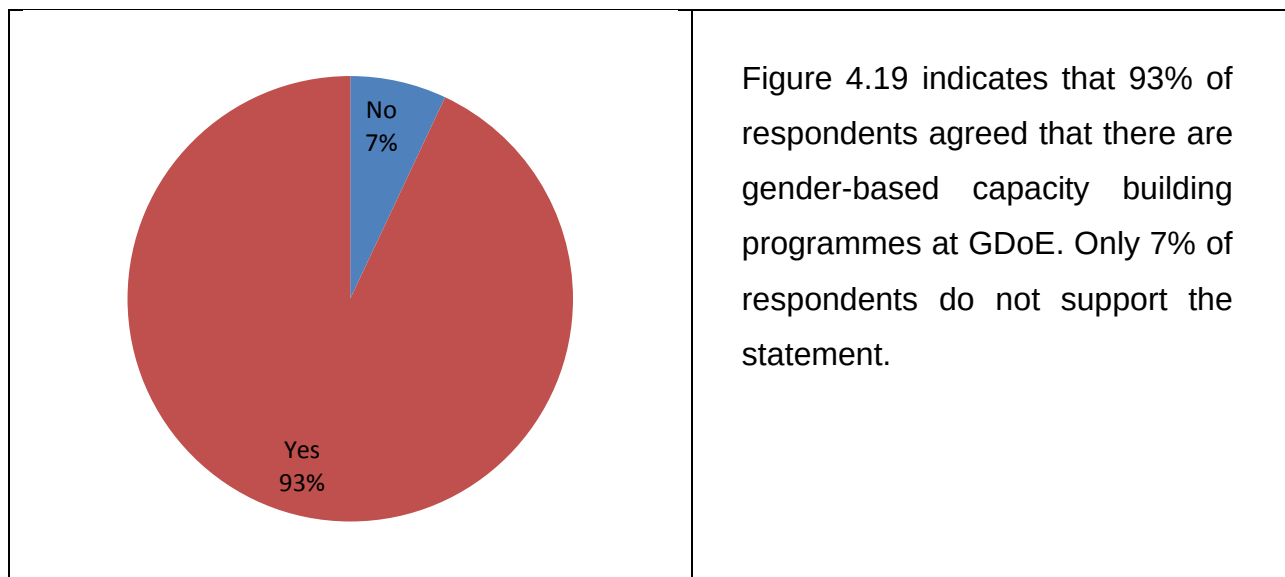
4.8.1.8 Women employees have equal opportunities to attend work-related training

Figure 4.18: Women employees have equal opportunities to attend work related training



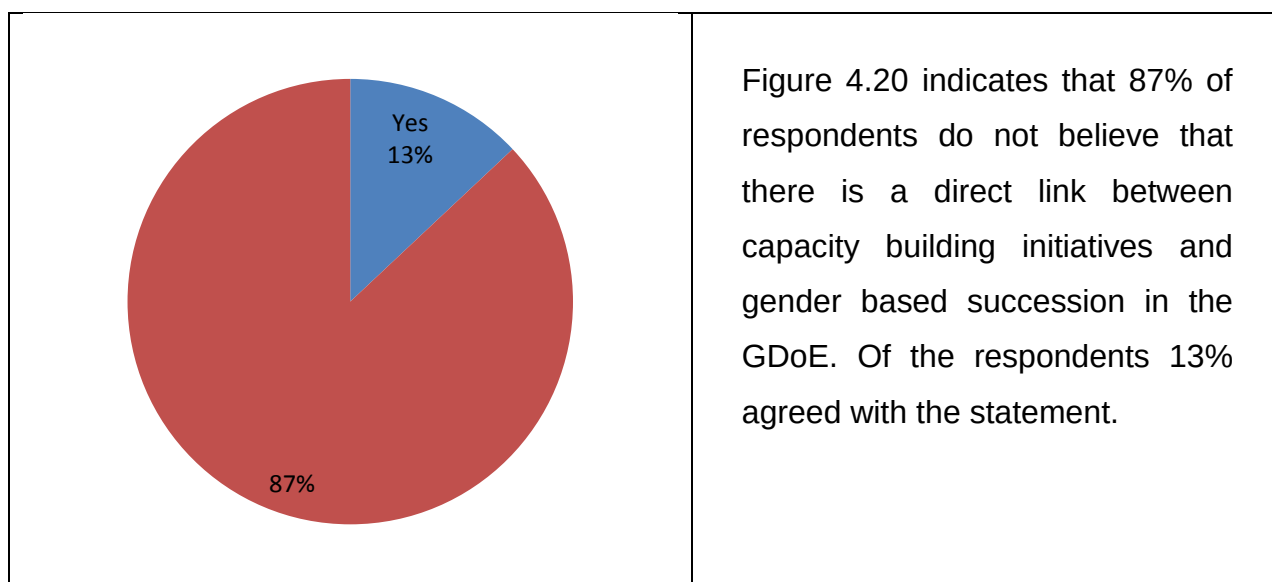
4.8.1.9 There are gender-based capacity building programmes at GDoE

Figure 4.19: There are gender-based capacity building programmes at GDoE



4.8.1.10 **There is a direct link between capacity building initiatives and gender based succession at GDoE**

Figure 4.20: There is a direct link between capacity building initiatives and gender-based succession at GDoE



4.8.1.11 **What challenges are hampering the effective implementation of a capacity-building framework in the GDoE?**

This was an open-ended question.

Of the respondents there were 60% who indicated that the main challenge hampering effective implementation of a capacity-building framework at GDoE is the issue of financial constraints. As many as 40% of the respondents indicated that in most cases the management does not engage with the employees to determine what challenges they are facing in the execution of their work.

4.8.1.12 **What are your suggestions for the effective implementation of skills development programmes to capacitate employees in the GDoE?**

This was an open-ended question.

As many as 70% of the respondents suggested that they should also be given an opportunity to make suggestions regarding the type of capacity-building training programmes that are offered. Of the respondents, 30% indicated that there should be increased financial resources made available for skills development programmes.

4.8.1.13 What are the challenges restricting implementation of gender-based capacity initiatives at GDoE?

This was an open-ended question.

Of the respondents 60% indicated that the main challenge restricting effective implementation of gender-based capacity building initiatives at GDoE is poor training co-ordination. Of the respondents 20% indicated that there is no succession planning. Of the respondents 40% indicated that there was a lack of gender-based awareness.

4.8.1.14 In your opinion what can be done to promote gender-based succession at GDoE?

This was an open-ended question.

Of the respondents, 40% indicated that there should be effective transformation of the directorate(s). An even higher percentage of 60% of respondents indicated that there should be some form of gender forum where social issues could be discussed to clear up any misunderstandings on workplace gender issues.

4.9 CONCLUSION

This chapter has discussed the presentation and analysis of the research results. The next chapter will discuss the findings and offer relevant suggestions for improvement.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This final chapter provides a summary and presents the main findings of the research project. One of the main objectives of the study was to assess the implementation and effectiveness of the capacity building programmes for skills development available to employees in the Gauteng Department of Education. The chapter will also provide a set of recommendations for improvement and leaves scope for further research in the related field of capacity-building programmes for skills development plans in public service departments and similar organisations.

5.2 SUMMARY

Chapter 1 discusses the orientation and problem statement, exploring the capacity-building challenges that have arisen in the Gauteng Department of Education. The hypothesis is also formulated in this chapter. Research questions and research objectives are presented and appropriate research methodologies are identified to serve as guidelines in conducting the research project.

Chapter 2 presents a theoretical exposition of important concepts such as capacity building and skills development. The legislative framework in terms of training and skills development is also explored. Capacity building and skills development are regarded as the instruments to improve the organisational effectiveness by provision of the skills development programmes and capacity building development programmes such as training, workshops and internships.

Chapter 3 explores and discusses the implementation and interventions of the skills development plan in the Gauteng Department of Education. The GDoE has a skills development plan that is committed to improving skills levels. The Skills Development Plan Report on training and development in this public service department is demonstrated and reflected in the training reports and in this chapter they are scrutinised.

Chapter 4 is an empirical study of the GDoE's Skills Development Plan for enhancement of capacity-building programmes; it is crucial that skills levels are

optimised for effective service delivery by the Gauteng Department of Education. The chapter also provides an exposition of relevant research concepts. It explains what is meant by the terms research methodology and technique; sampling; and provides insight into the use of interviews and questionnaires as research tools. Data/information on the GDoE's skills development plan was obtained from interviews and questionnaires conducted by the researcher with employees on different hierarchical levels in the department. The objective of the empirical study was to determine the impact of the department's skills development plan for capacity-building programmes designed to enhance the skills of employees.

5.3 REALISATION OF THE OBJECTIVES OF THE STUDY

The first and the second objectives of the study were to provide a theoretical exposition of capacity-building programmes and skills development in the Gauteng Department of Education. In chapter two these two objectives are met with an in-depth exploration and clarification of the concepts by reviewing the relevant literature.

The third and the fourth objectives were to analyse and investigate the impact of skills development programmes for capacity building in the Gauteng Department of Education and also to offer recommendations that would add value as far as the effective implementation of skills development programmes for capacity building at Gauteng the Department of Education is concerned. These objective are duly realised in chapter three which explores whether the implementation of skills development plan(s) for employees is indeed bearing fruit at the various hierarchical levels of the GDoE. Chapter four collates and analyses the responses from the selected target group (the responses to both interviews and questionnaires) in this empirical study, to reach conclusions on whether the skills development of employees has been enhanced. It furthermore suggests efficient and effective ways of improving the implementation of capacity-building programmes for skills development in the Gauteng Department of Education.

5.4 TESTING THE HYPOTHESIS

This study was aimed at testing the central statement stipulated in chapter one, namely that:

The effective implementation of capacity building programmes may lead to a positive impact on job related skills development of employees in the Gauteng Department of Education at managerial levels.

The findings from the literature review and the empirical research do indeed support this central statement. Findings indicate that the effective implementation of capacity-building programmes for skills development is necessary and highly important and will lead to improvement in terms of employees' work-related performance.

5.5 FINDINGS AND RECOMMENDATIONS

The research project produced the following findings and is able to offer recommendations for improvement of the situation in the GDoE.

The findings explore the following:

Capacity building initiatives are effectively established that also incorporate gender-based skills development initiatives. It proves that there is a direct link between capacity-building initiatives and gender-based succession in the GDoE. This is complemented with the fact there are adequate funds to plan training programmes in the GDoE

The findings also explore some negative traits as:

Training is not accessible to employees on all levels, including top management and those on lower levels. Financial statements are drawn up but there is a lack of communication regarding the availability of finances. Management needs to communicate effectively with employees to make them more aware of the range of training programmes that are available for the enhancement of their skills.

There is no consistency in terms of training for lower levels of employees, and management does not always seem to be informed in terms of workplace training. Skills development programmes are available to all employees, but there is a distinct measure of dissatisfaction among lower-ranked employees that the management appears to be prioritised as far as training is concerned.

Skills development programmes for capacity building as far as lower ranked employees are concerned, not effectively implemented. Some employees are not receiving any

training at all. The GDoE's workplace skills plan is not effectively implemented and employees do not receive any training based on the workplace skills plan.

These findings emerged from the responses to certain "common" statements (that were posed to employees in management and employees at large) (see Table 5.1 below).

Table 5.1: Common questions (in the form of statements) presented to both management and employees

<i>Question: There are challenges hampering the effective implementation of the capacity-building framework at GDoE.</i> Responses: management and employees: 100% agree. *The reasons stated are limited financial resources; budget constraints; that the training budget is irrelevantly used; and that training policies are not approved (management). *In most cases the management does not engage with employees to determine the challenges they are facing to execute their work (employees).
<i>Question: There are challenges restricting implementation of gender-based capacity-building initiatives at GDoE.</i> Responses: management and employees: 100% agree. *The reasons stated are poor training co-ordination and that equity policies need to be reviewed regularly (management). *There is no succession plan (employees).

The findings from the literature review and empirical research undertaken in this study support the hypothesis. However, these findings indicate that there are significant challenges to overcome in the effective implementation of capacity-building programmes.

The study thus offers recommendations for meeting these challenges and making a positive impact on job-related skills development among those employed in the Gauteng Department of Education. It is shown that there is a real need for the employer to

ensure that appropriate training programmes are made available to personnel at managerial levels in order to enhance capacity-building and skills development. Adequate and timely information on all training opportunities as well as details of skills development programmes should be readily available to all employees, including those working in top, middle and lower levels of the organisation. Furthermore, skills development programmes undertaken should lead to promotional benefits for employees.

Skills development programmes for capacity building of employees should be implemented effectively. This implies that they should incorporate input from employers in terms of required training needs. Workplace skills plans should also include consultation with employees on the nature of training required in different departments. The Gauteng Department of Education must set clear performance indicators for job evaluation ensuring that the training programmes offered are rewarding. These recommendations are significant in order to realise the theoretical scaffold and the relational capacity-building framework of the organisation. They will hopefully offer “insights and guidelines that help the organisation create capacity at different levels” (Stavros, 1998: 26).

5.6 SUGGESTIONS FOR FURTHER RESEARCH

The following areas can be considered for further research:

- A close study of the impact of capacity-building programmes on enhanced organisational productivity and improved service delivery is required.
- A comparative study in selected South African government departments would offer new insights on how to address the problem of lack of skills and its impact on poor service delivery.

5.7 CONCLUSION

Capacity building has the potential to assist departments and organisations to achieve their goals and objectives for improvement and development. Furthermore, it improves the effectiveness of the organisation. Institutional capacity building does not exist in isolation. It involves a relationship between the staff, the community and individuals. In this context, capacity building can be regarded as an instrumental tool for each for all

organisations, enabling the development and fulfilment of their respective missions and visions.

Building capacity in public sector institutions is not a simple task, even in developed nations. One of the most widely witnessed challenges in public sector institutions is inadequate service delivery. This is largely due to lack of capacity, which is based not only on administrative shortfalls but also to social, political and economic circumstances.

Public sector institutions have to ensure that they provide their institutions with appropriate capacity building programmes. However, they should also ensure that equal access and gender equity is achieved in terms of access to these programmes. In sum, the public sector institution has to ensure that it provides capacity-building programmes such as skills development initiatives, internships, and leadership training to enhance the functionality of the organisation across the board.

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APPENDIX A

LETTER OF CONSENT



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

CONSENT FORM: PILOT STUDY

Request: **Dimakatjo Machika (student number 20744706)**

.....

(Student name and number) is a Master candidate in Development and Management at the North-West University. It would be appreciated if permission would be granted in order to conduct a pilot research on the matter through signing the consent form. The nature of research is purely academic.

Title of research project: Capacity Building Programme for Skills Development at Gauteng Department of Education

Telephone: 0739872803/ 0113550559

Email: dmachika955@gmail.com

PARTICIPANT INVOLVEMENT:

CONSENT: I hereby confirm the following:

*I agree to participate in this research project.

*I have read this consent form and the information it contains and had the opportunity to ask questions about them.

*I agree to my responses being used for education and research on condition my privacy is respected, subject to the following:

-I understand that my personal details may be included in the research/will be used in aggregate form only, so that I will not be personally identifiable

*I understand that I am under no obligation to take part in this project.

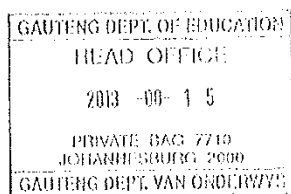
*I understand I have the right to withdraw from this project at any stage.

Name of the participant: *Ronald Ludimbi*

Designation: *Assistant Director*

Ludimbi 
Signature of researcher/person who sought consent:

Date: *15/08/2013*



INTERVIEW: MANAGEMENT

Question	Yes	No
The capacity-building initiatives are effectively established at GDoE		
The skills development plan is properly implemented at GDoE		
There are adequate human resource funds to plan training programmes at GDoE		
There are planned financial statements for training programmes at GDoE		

Approved by:  ASSISTANT DIRECTOR



QUESTIONNAIRE AND PERMISSION: PILOT STUDY

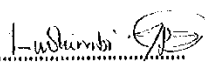
QUESTIONNAIRE: EMPLOYEES

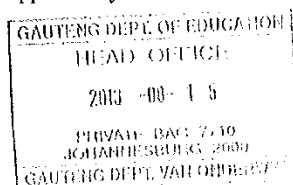
Kindly click on the appropriate box

Question	Yes	No
There is appropriate training to strengthen job-related skills of employees at GDoE		
The skills development programmes are equally available to all employees at GDoE		
The skills development programmes lead to promotional benefits of employees at GDoE		
Skills development programmes for capacity—building of employees are effectively implemented at GDoE		

What are the challenges hampering effective implementation of capacity-building framework at GDoE?

What are the suggestions for effective implementation of skills development programmes to capacitate employees at GDoE?

Approved by: 



APPENDIX C

QUESTIONNAIRE: MAIN RESEARCH

INTERVIEW QUESTIONNAIRE: MANAGEMENT

CLOSED-ENDED QUESTIONS

Kindly tick on the appropriate box

Question	Yes	No
The capacity-building initiatives are effectively established at GDoE		
Skills development plan is properly implemented at GDoE		
There are adequate funds to plan training programmes at GDoE		
There are planned financial statements for training programmes at GDoE		
Workplace skills plan is properly implemented at GDoE		
Employees receive their work-related training at GDoE		
Skills development training programmes are aligned with the operational expectations at GDoE		
Women employees are provide with equal opportunities to attend work-related training at GDoE		
There are gender-based capacity-building initiatives at GDoE		
There is a direct link between capacity-building initiatives and gender-based succession at GDoE		

OPEN-ENDED QUESTIONS

What are the challenges hampering effective implementation of the capacity- building framework in the GDoE?

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What are the suggestions for the effective implementation of skills development programmes to capacitate employees in the GDoE?

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What challenges restricting implementation of gender-based capacity building initiatives at GDoE?

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In your opinion, what can be done to promote gender-based succession in the GDoE?

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THANK YOU!

QUESTIONNAIRE: EMPLOYEES

CLOSED-ENDED QUESTIONS

Kindly tick on the appropriate box

Question	Yes	No
There is appropriate training to strengthen job-related skills of employees at GDoE		
Skills development programmes are equally available to all employees at GDoE		
Skills development programmes lead to promotional benefits of employees at GDoE		
Skills development programmes for capacity-building of employees are effectively implemented at GDoE		
Skills development training may lead to improvement of capacity-building of employees at GDoE		
Workplace skills plan is effectively implemented at GDoE		
Skills development training is necessary in [their] departments within GDoE		
Women employees are provided with equal opportunities to attend work-related training at GDoE		
There are gender-based capacity-building programmes at GDoE		
There is a direct link between capacity-building initiatives and gender-based succession at GDoE		

OPEN-ENDED QUESTIONS

What challenges are hampering the effective implementation of a capacity-building framework in the GDoE?

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What are your suggestions for the effective implementation of skills development programmes to capacitate employees in the GDoE?

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What are the challenges restricting implementation of gender-based capacity initiatives at GDoE?

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In your opinion what can be done to promote gender-based succession at GDoE?

.....

.....

.....

THANK YOU!

APPENDIX D
CERTIFICATE OF LANGUAGE EDITING

Dr Bridget Theron-Bushell

Academic Editing & Text Care

P.O. Box 101460, Moreleta Plaza, Pretoria, 0167

Email: bridget.edit@telkomsa.net

Cell: (+27) 083 6593 947

Tel: (012) 997 0947

24/04/2014

To whom it may concern:

This is to certify that I have done a full professional edit of the language in the mini-dissertation by D.M. Machika: **Capacity building programmes for the skills development of employees at the Gauteng Department of Education**

I am satisfied that from a language point of view that the article is fully acceptable.

Yours sincerely

Bridget Theron-Bushell

Pretoria