Perceptions of the Community Development Workers on Community Development Workers' training programme. The case of the Mahikeng Local Municipality, North West Province

T.G. Motlhanke

Orcid.org/0000-0001-7870-6028

Dissertation accepted in fulfilment of the requirements for the degree Master of Social Science in Development Studies at the

North West University

Supervisor : Dr. M.P. Molope

Graduation ceremony: August 2021

Student number: 23735899

Declaration

I, TUMELO GODFREY MOTLHANKE, hereby declare that this dissertation for the degree Master of Social Science in Development Studies at the North-West University has not been previously submitted by me for a degree at this university or any other university. It is my own work and all works cited in this study have been dully acknowledged in the references.

Signature :..…….

Date :…..……..

Acknowledgements

I thank the Almighty God and my family for their continuous support and encouragement.

I am extremely grateful to the following:

My supervisor, Dr. M.P. Molope for her support, professional guidance and patience throughout the course of this study.

The Faculty of Humanities and the Department of Development Studies in particular for their unwavering support.

Lastly, I thank the North West Office of the Premier for allowing me to conduct this study. I thank all those, named and unnamed, who took part in this study for providing much needed insight.

List of Acronyms and Abbreviations

ASGISA Accelerated and Shared Growth Initiative of South Africa
CDW Community Development Worker
CDWP Community Development Worker Programme
COGTA Cooperative Governance and Traditional Affairs
DPSA Department of Public Service and Administration
GBV Gender-Based Violence
GEAR Growth Employment and Redistribution
LG SETA Local Government Sector Education and Training Authority
MLM Mahikeng Local Municipality
NDP National Development Plan
NGP New Growth Path
NWU North-West University
RDP Reconstruction and Development Programme
SETA Sector Education and Training Authority

Abstract

The purpose of this study was to assess the perceptions of CDWs regarding the workers' training programme with respect to its content, effectiveness, challenges and output. Data was collected through interviews among CDWs supervisor, human resources and development department official and a trainer. The CDWs participated in focus groups discussions and interviews and data was analysed thematically. Key findings suggest that workers acquired relevant skills which assist them to perform their work effectively. There are formal recruitment processes that were followed in recruiting CDWs. The CDW programme lacked infrastructure and resources. Findings of this study also indicated that the training programme has functioned fairly well. Based on the study findings, recommendations relate to the need to offer CDWs training courses that are accredited, improvement of the consultation processes between management and CDWs in the development of training programmes, augmenting management support by resolving challenges identified by CDWs and enhancing the current monitoring systems to ensure that CDWs implement what was covered during training as well as offering training courses guided by needs of the CDWs.

Table of Contents

CHAPTER ONE: ORIENTATION TO THE STUDY

1.1 Introduction

The government of South Africa promised to improve the quality of life of all its citizens (South African Government, 1996). To this end, government adopted the Reconstruction and Development Programme (RDP 1994) as a comprehensive strategy to bridge the apartheid legacy in addressing and eradicating poverty whilst at the same time promoting sustainable development (South African Government, 1994). Subsequently, to further facilitate social and economic development, the government went on to introduce the following programmes: Growth Employment and Redistribution (GEAR 1996), Accelerated and Shared Growth Initiative of South Africa (ASGISA 2004), New Growth Path (NGP 2010) and the National Development Plan, 2030 (NDP 2012).

After 27 years of democracy a lot has been achieved in delivering social and economic services to the majority of the previously marginalised population, however, more still needs to be done. Tshishonga and Mafema (2010) assert that irrespective of the multiple interventions introduced since the dawn of democracy in 1994, the socio-economic challenges still prevail. Similarly, Chikulo (2013) recognises that even though the country has made considerable progress in ensuring that local communities have access to basic social services. There is still more that needs to be achieved as there are still significant backlogs.

One of the mechanisms adopted by the South African government to reduce the backlogs was the establishment of the Community Development Workers Programme (CDWP) in 2003 to accelerate service delivery and ensure the empowerment of citizens in playing an active role in achieving in social and economic development in general (DPSA, 2007). The Department of Public Service and Administration (DPSA), (2008) as outlined in the Community Development Worker Programme Master Plan (2008-2014) highlights the point that cooperative governance can be upheld when the CDWP functions within the context of the Inter-governmental Relations Framework.

Community Development Workers (CDWs) are the crucial linkage in the facilitation of development in South Africa. They are change agents whose role is to work with communities and other stakeholders in ensuring that there is social and economic development at the level of communities. Among others, they were brought on board to ensure a holistic approach to development and enhance participatory development as this forms part of the key responsibilities assigned to this crop of public service employees.

Community Development Workers play a crucial role in development projects, especially at a local government sphere since they are closer to communities. Therefore, it is important for them to acquire sufficient training and skills in order to engage with locals on a variety of government programmes and projects. Training plays a transformative role in social development (DPSA, 2007). CDWs are expected to complete a twelve months leanership programme, during which they are expected to undergo community-based learning wherein they acquire hands-on workplace experience and skills to accomplish tasks designed to accelerate development (DPSA, 2007).

In 2012, Westoby and van Blerk conducted a study on the training of CDWS in two provinces in South Africa, namely the Free State and Western Cape. This researcher replicated the study to establish whether the results would confirm or refute the findings emerging from this initiative. This study was conducted in the North Province only with specific reference to the Mahikeng Local Municipality.

The structure, organisation and operations of CDWs differ from one province to another. This study focused on the North West Province, in particular the Mahikeng Local Municipality. In the North West Province, the CDWP is located in the Office of the Premier, under the Chief Directorate of Planning, Performance, Monitoring, Evaluation and Intervention.

1.2 Problem Statement

Since its inception in the North West Province, the CDW training programme has not been assessed despite the government having spent massive resources on it. The associated challenges and successes have so far not been investigated through an evaluation and comparative study of this nature. It is therefore pertinent for such to be highlighted especially from the perspective of the beneficiaries, who are the trainees. While challenges associated with the training of the CDW are clear to the provincial governments of the Western Cape and Free State as established by Westoby and van Blerk (2012), not much is known about the case of the North West Province, hence the need to conduct this study. Each province in the country has its own unique characteristics which suggest that the results of one province cannot be generalised to the context of the other provinces. Thus, findings of this study may only be utilised to help enhance the CDW training programme in the North West Province.

1.3 Research Objectives

- To examine the training programme that is provided to CDWs in the North West Province.
- To analyse the views of trainees with regards to the achievements of the training programme goals.
- To examine how the training programme supports CDWs in performing their functions.
- To explore the challenges associated with the training of CDWs in the North West Province.

1.4 Research Questions

- What constitutes the training programme that is provided to CDWs in the North West Province?
- What are the views of the trainees about the achievement of the training programme goals?
- How does the training programme support CDWs in performing their functions?
- What are the challenges associated with the training of CDWs in the North West Province?

1.5 Significance of the study

Studies have been conducted among CDWs; however, there is little work that has been done to investigate their training programmes with specific reference to the Mahikeng Local Municipality. For instance, a qualitative study was done on CDWs as change agents and conduits of authentic public participation in Mpumalanga by Mokoena and Moeti (2017). Another qualitative study was conducted on the effectiveness of CDWs as change agents in their pursuit of a holistic approach to development in Western Cape by Martin, Kolomitro and Lam (2014). The last was a qualitative study conducted by Mubangizi (2009) focusing on the role of CDWs in community development and service delivery in South Africa. The study by Westoby and van Blerk in 2012 assessed the training of CDWs in Free State and Western Cape provinces only. Scant research work has been done among CDWs in the Mahikeng Local Municipality. Therefore, it is important that the training that is offered be investigated to determine its successes and gaps. Findings of this study may contribute to the literature on CDWs and their impact in accelerating development. In addition, the results of this study may further contribute to the enhancement of policy review processes of the community

development workers programme, thereby contributing to the heightening of education and training of CDWs.

1.6 Definition of concepts

1.6.1 Community

According to Virginie, Lynn and Rawad (2016) a community is a group of people who relate and provide support to one another and are tied together by common experiences or characteristics. Similarly, a community is defined as a group of people from different backgrounds bound together by social ties and engage in collaborative efforts (MacQueen, McLellan, Metzger, Kegeles, Strauss, Scotti, Blanchard, & Trotter, 2001). This implies that CDWs as part of their respective communities need to work collectively with other stakeholders in pursuit of a similar course. Community Development Workers, on their part, ought to possess certain skills and knowledge that would permit them to actively facilitate such a process, which is why the training they receive is important.

1.6.2 Community development

Community development is (CD) defined as “those measures which enable people to recognise their own ability to identify their problems and use the available resources to earn and increase their income, and build a better life for themselves (United Republic of Tanzania, 2012:3). The United Nations (UN) Department of Economic and Social Affairs shares the same orientation in stating that CD is a process where people’s social, economic and cultural circumstances are enhanced through the collaborative effort of local people and government officials. Such a complex process constitutes two important elements including the involvement of people themselves whose pursuit is to improve their livelihoods through reliance on their initiatives, and the provision of technical and other services meant to boost self-help and mutual help (UN Department of Economic and Social Affairs, 1963). Furthermore, the Department of Public Service and Administration (DPSA) (2009), states that community development is a process that ensures that people are put at the centre of development process and assists them to achieve their potential. This essentially means that community members should be at the forefront of development in their respective communities. It is thus incumbent upon CDWs to facilitate such a process. In order to achieve the latter, CDWs need to be well trained. This study adopts the CD definition by the United Nations Department of Economic and Social Affairs (1963) as it is detailed and provides a sufficient background needed.

1.6.3 Community Development Workers (CDWs)

Mokoena and Moeti (2017) define CDWs as participatory change agents who work with communities to facilitate socio-economic development. Community development workers are expected to execute a comprehensive and facilitative role in community development; they are essentially executing their line of duties, although this is done through projects (De Beer, 2011). Community Development Workers are expected to assist communities to understand how they could participate in the developmental plans within their respective local municipalities. Moreover, CDWs are expected to facilitate community participation in policy-making, planning, implementation and in service delivery.

1.6.4. Community Development Workers Programme (CDWP)

According to the Department of Public Service and Administration (DPSA) (2009), the community development workers' programme is a mechanism designed to unblock service delivery and development implementation in communities, with CDWs representing all three spheres of government within a ward in a community. Through the CDW programme, CDWs are faced with a mammoth task of executing multiple duties with diligence and tact in order to bring about development in the communities they serve successfully.

1.6.5 Training

In its simplest form, training is referred to as an important way of raising employee efficiency (Richard, Devinney, Yip, & Johnson, 2009). Training can further be defined as a planned continuous process aimed at modifying skills by applying of experience and education (Milhem, Abushamsieh & Arosteigui, 2014). Within the work context, the training is intended to transform employee's ability and to meet the present and future needs of an organisation (Milhem, Abushamsieh & Arosteigui, 2014).

1.7 Delimitation of the study area

This study was conducted in the Mahikeng Local Municipality only. This local municipality is located within the North West Province and links South Africa with Botswana. It houses Mahikeng which is the capital city of the North West Province. According to the department of Cooperative Governance and Traditional Affairs, (COGTA), (2020) Mahikeng is the biggest local municipality compared to other municipalities in the Ngaka-Modiri District Municipality. Other local municipalities in this district include Ramotshere Moilwa Local Municipality, Tswaing Local Municipality, Ditsobotla Local Municipality and Ratlou Local Municipality (COGTA, 2020). Mahikeng Local Municipality comprises of wards. These wards

are mainly constituted by rural areas. The economy of this area comprises mining, agriculture and tourism. The public service is one of the main employers in this local municipality (COGTA, 2020).

1.8 Organisation of the study

The study is divided into five chapters as follows:

Chapter One

Chapter one introduces the study, sketching the background, problem statement, research objectives and questions, preliminary literature review, significance of the study, delimitations of the study and structure of the study.

Chapter Two

Chapter two provides a detailed literature review. Consequently, it consists of different sections ranging from training, theoretical framework, community development workers, methods of training, and training of community development workers.

Chapter Three

Chapter three outlines the research methodology. This comprises research design, population and sampling, ethical considerations, data collection methods and analysis.

Chapter Four

Chapter four presents, describes and analyses data which was collected in response to the research questions outlined in chapter one.

Chapter Five

Chapter five discusses the main findings, derives a conclusion and proffers recommendations emerging from the study.

1.9 Summary

This chapter focused on the study background, problem statement, research objectives and questions, preliminary literature review, significance of the study, delimitations and structure of the study. The following chapter will focus on a detailed literature review. It is divided into different sections ranging from training, theoretical framework, community development workers, methods of training, and training of community development workers.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents and interrogates the operational concepts, literature that is pertinent to the study and the theoretical precepts underpinning this study. For this study, the literature review focuses on the following aspects: training, different types of training, benefits and challenges related to training, training of CDWs and theoretical perspectives relating to community development.

2.2 IMPORTANCE OF TRAINING FOR CDWs

This section focuses on the significance of training for employees, with specific reference to community development workers.

Training plays a key role ensuring that employees perform optimally thereby enhancing productivity levels within organisations. Community development workers as employees in this context should receive sufficient training to ensure that they can effectively do their work.

Hellriegel, Slocum and Woodman (2001) argue that employee training within an organisation increases greater productivity through improved job performance, more efficient utilisation of human resources, goals and objectives are effectively achieved. Following such training, there is a reduction in costs as a result of minimal staff turnover, less errors and less absenteeism. In addition, Ongori and Nzonzo (2011) state that for an organisation to be more effective, employees need to be trained. CDWs need to be trained if the government ever hopes to be more effective than its current metrics. Similarly, Swaminathan and Gowrishankar (2011) state that training reduces accidents, eliminates wastages and heightens the worth of work. Swaminathan and Gowrishankar (2011:182) elaborate further by stating the following with regards the importance of this eminent undertaking: “training is very important for employees in doing their job and improves the performance or skills. Training strongly influences the productivity, efficiency, innovative ideas and complete knowledge about the job”.

This then suggests that if community development workers receive adequate training then they are most likely to perform their duties to their fullest potential without any hindrances. By so doing, this allows CDWs to be well capacitated and empowered to advance their respective careers moves and not be stagnant. There are different methods of training that can be provided to CDWs and the following section explains each training method in detail.

2.3 DIFFERENT TRAINING METHODS APPLICABLE TO CDWs

This section focuses on different methods of training that could be provided to CDWs. There is on-the-job and off-the-job training methods and the following section explains each method in detail.

Training is a multifaceted concept divided into different methods. These methods comprise on-the-job and off-the-job. On-the-job training consists of the following methods: coaching, job rotation, mentoring, understudy, job instructional technique and apprenticeship. Meanwhile, off-the-job training comprises lecture (presentation), simulation, case study and role-play. In the case of CDWs, both the on-the-job and off-the-job training methods apply (Bakan, 2000; Raheja, 2015; Martin, Kolomitro & Lam, 2014).

Under on-the-job training method CDWs are expected to complete twelve months learnership, of which eighteen days are reserved for mentors to engage with learners and fieldwork assignments are tasked at the end of each training block with practical experience in the field that accounts for another thirty-five days (South African Government, 2004).

For off-the-job training method, CDWs receive lectures or presentations which are made up of forty days of formal academic training distributed into five blocks over a period of twelve months. The CDW learnership leads to a National Diploma in Community Development presented after the successful completion of a course and assignments (South African Government, 2004).

2.4 CHALLENGES ASSOCIATED WITH THE TRAINING OF CDWs IN DEVELOPED COUNTRIES

This section provides an overview of the challenges associated with the training of community development workers in developed countries.

According to Henderson and Glen (2005) for the past 20 years in the United Kingdom, it has been irregular to obtain training opportunities for community development work. Taking into cognisance the policy obligation to encourage the inclusion of the community in regeneration programmes, the clearly visible training weaknesses to survey organisers made it a matter which needed to be revisited to stem the inadequacies therein (Henderson & Glen, 2005).

According to Paulo (2002), frameworks for courses and some qualifying courses have been brought forward by the National Occupational Standards for Community Development work; the standards have been established as a means of serving as benchmarks for good practice, to guide employment conditions for CDWs as well as to entrench fundamental principles for short, part-time and full-time courses (Henderson & Glen, 2005).

Craig (2014) asserts that in England, community development training came under attack. The attack was caused by the lack of community development standing alone as a qualification; instead it has always been put together with other courses. For instance, it was often amalgamated with wider courses like youth work training or social work training courses. Furthermore, Craig (2014) states that there are some gaps identified in a study that was conducted in the 1990s which perceived gaps in rural training; lack of provision for community activists or volunteers, the provision of short courses and degree courses but not much in between, lack of accreditation for short courses, lack of funding or priority for government and other funding agencies and lack of coherent approaches to rural community development (RCD) training. Henderson and Glen (2005) are of the similar view with regards funding opportunities that are limited for CDWs.

This study made reference to van Rooyen's (2007) examination of the fundamental lessons from an international perspective on community worker programmes. The lessons are outlined herein: Lesson 1: Government's involvement in the community-based worker system is essential. Lesson 2: Appropriate and continued training of community-based workers is pivotal to the success of the approach. Lesson 3: The significance of community participation and Lesson 4: The importance of support, supervision and accountability. From the four lessons, this study focused only on two which are relevant and continued training for workers and continued support and supervision.

Relevant training for CDWs

Firstly, training courses should be community orientated, meaning that the courses provided should be developed by including ideas from specific communities and areas where the actual work takes place (Bhattacharyya, Leban, Winch & Tien, 2001). Local communities are knowledgeable about their respective local cultures, traditions, contexts and lifestyles and should thus form an integral part in the formulation of the course content that is provided to CDWs. By so doing, that would also assist CDWs to be acclimatised with the manner in which local community members do things. Sharing similar sentiments is van Rooyen (2007) who states that facilitating agents which can be referred to as CDWs should intentionally ensure that training focuses on cultural and social factors, while taking advantage of the rich knowledge of the locals. In addition to the relevant training that needs to be provided to CDWs, it is imperative that they are also equipped with relevant training tools that could assist them in performing their functions adequately. Morgan (2000) reiterates the latter point by asserting that instruments such as training tools, manuals and practice opportunities need to be developed.

Continued training for CDWs

It is important to highlight the fact that continued training is vital for CDWs, because they work in a very volatile and dynamic environment that is forever changing and thus requires one to constantly equip themselves with relevant and contemporary insights on how to address issues they may encounter in their line of work. It is against this background that there is need to do follow-up or refresher courses as they are essential in reinforcing and updating CDWs knowledge (Steinitz, n.d.). Similarly, United Nations International Children's Emergency Fund (UNICEF) (2012) states that refresher training should be done periodically and supervisors need to regularly supervise community workers. It has become clear that there is lack of support received from supervisors and managers (Henderson & Glen, 2005). This is because many CDWs have stated that there is a lack of knowledge and awareness regarding training at their disposal. In addition, almost half of CDWs have not attended any courses in the past year in the United Kingdom (Henderson & Glen, 2005).

Continuing education

With respect to continuing education, Steinitz (n.d.) alludes to the fact that in some instances one may find that some governments have limited resources, therefore, are not in a position to provide adequate material support that enhances the training of CDWs, especially for sustainability purposes. As a result of this shortcoming, CDWs find themselves in a state of frustration or even burnout. Adding to the above, Henderson and Glen (2005) maintain that in order to avoid burnout, there is a need for adequate support amongst peers and supervisors, with the intention of accelerating the urgent need for training of CDWs.

Continuous support for CDWs

Bhattacharyya et al, (2001) state that CDWs need all the support they can get in order for them to effectively do their work. Management support can go a long way in showing CDWs that their contribution to the success of the programme is invaluable and as such the work that they do is appreciated (Blinkhoff, Bukanga, Swamalevwe & Williams, 2001).

Supervision of CDWs

Bhattacharyya et al, (2001) state that there are various ways through which support can be provided through supervisor sitting down to discuss problems and exchange information with them. Visits conducted by supervisors may probably have to take place frequently as this may show consistency and seriousness. Therefore, this goes on to infer that CDWs need to be supervised frequently so as to ensure that their level of productivity is high and can in this way achieve training programme objectives.

2.5 CHALLENGES ASSOCIATED WITH THE TRAINING OF CDWs IN DEVELOPING COUNTRIES

Thorburn (2000) states that there is a lack of standardisation and accreditation in the training provided to CDWs. The framework need to outline the purpose of the training and possible gap that may it may close. This therefore means that the training of community workers needs to be informed to a great extent by the work they are doing. All such training need to go through quality check process for it to be accredited.

According to Thorburn (2000) in Asia, particularly Bangladesh, pre-service training for community workers varies from two weeks long to several months. The content of the training normally depends on the scope and coverage of the programme. For instance, which disability groups will be served, which age group and the philosophy as well as the emphasis of the programme. Meanwhile, some programmes' emphasis is on participation and mobilisation of communities while others may be on daily living, social challenges, language, mobility of developmental skills (Thorburn, 2000).

2.6 CHALLENGES ASSOCIATED WITH TRAINING CDWs IN SOUTH AFRICA

According to the National Department of Social Development (2011) one of the impediments relating to the development and training of workers has been the challenge of the non-availability of standardised community development qualifications in the country. This may suggest that training providers determined their own programme without any quality assurance process.

The National Department of Social Development (2011) further maintains that one facet of training and development in the community development field is the significance of networking opportunities it provides. Community development workers got the opportunity to establish relations with fellow colleagues and used such to learn from each other.

In addition to the already identified challenges, Gray and Lombard (2008) maintain that there has been less training programmes opportunities at various locations at different levels of training for community development workers. One such example is the University of Kwa Zulu Natal wherein a programme was developed for training of CDWs through the Community Service Training Programme (CSTP). This then goes on to further indicate that there is a dearth of training opportunities available to CDWs with specific reference to the community development in the South African context.

2.6.1 TRAINING OF CDWs

With respect to the training of CDWs, the Departments of Public Service and Administration, Labour, and the Public Administration Leadership and Management Academy were tasked with the development of job descriptions and the training sessions of CDWs (DPSA, 2010). Meanwhile, at a local level, municipalities have been tasked with the responsibility of capacitating CDWs. To this end, Mokoena and Moeti (2017) state that in order for CDWs to function effectively, municipalities should continuously provide appropriate capacity-building or training programmes.

The CDWP is made up of forty days of formal academic training which is distributed into five blocks over a period of twelve months, eighteen days is set aside for mentors to engage with learners and fieldwork assignments are given at the end of each training block with practical experience in the field which amounts to another thirty-five days. The CDW learnership leads to a National Diploma in Community Development after successful completion of a course and assignments (South African Government, 2004).

In order to focus on tailored-training for CDWs, Batten (1962) argues that those in charge of planning and administering of community development have seen a need for developing this new kind of worker, who ought to get well with the ordinary people, one who is aware of their lifestyle, one who is in tune with their anticipations and wishes and generally keen to assist such communities.

Batten (1962) further argues that such workers need to possess the following attributes: enthusiasm, good intentions, like and respect local people as well as have proper skills and knowledge. They also have to stimulate, educate, inform and convince those people who may be cynical. Furthermore, they are expected to be adequately equipped with skills in order to work with groups and communities in general. Lastly, they need to be able to win the confidence of local leaders, while reconciling any tensions and encourage cooperation among people who are working together in a particular project or programme.

This is further advanced by Westoby and van Blerk (2012) who argue that community development training should consist of case studies, role playing and direct supervision of work. Westoby and van Blerk (2012) further highlight that as with most development work, community development is intended directly to affect the lives of a lot of ordinary people, however, it is unique because its work relies on the success of the will of the people as well as their active cooperation.

2.6.2 ROLES OF CDWS IN THE CDWP

De Beer and Swanepoel (1998), assert that the role of a community worker is to be a guide, enabler, expert and a therapist amongst other things. In addition to the above roles, Tshisonga and Mafema (2008) perceive the roles of CDWs as including being a change agent, foot soldier or development facilitator, activist, mediator and a researcher. The CDWs Handbook states that the roles of CDWs include communicating government and any other information to communities in such a manner that communities gain easy access to networks and channels while supporting and fostering the increased exchange of information between government and communities and improving government-community networks (DPSA, 2007). Tshisonga and Mafema (2008) suggest that CDWs are expected to publicise information from communities to appropriate government departments while at the same time connecting communities with other government structures, thus, reducing the gap between communities and government. Mubangizi (2014) expands further by maintaining that CDWs roles include providing information to community members and assisting in empowering individuals within communities; for instance, it is expected of them to guide and support community members working in projects based within their respective communities. These could be business development projects, projects meant to generate income or even public works programmes that develop resources locally.

The CDWs Handbook elaborates further by stating that the roles of CDWs include helping communities to have a say in the integrated development plans, monitoring, evaluating and reporting on the impact of development projects, assisting in the smooth delivery of services by identifying and removing obstacles, strengthening the social contract between government and communities, linking communities with government services, passing on community concerns and problems to government structures (DPSA, 2007). The CDWs Handbook elaborates by stating that CDWs are supposed to facilitate the participation of communities in areas such as policy-making and implementation and service delivery (DPSA, 2007). Tshisonga and Mafema (2008) also point out the following with regards to the roles of CDWs; they should promote social transformation by conscientising people, changing mind-sets' of communities, interact with other stakeholders so as to bring about development, mobilise communities through do door to door campaigns in order to advance inclusive and participatory development, observe and evaluate the provision of service delivery, as well as identifying community needs, problems, challenges and solutions.

2.7 THEORETICAL FRAMEWORK OF THE STUDY

This section focuses on the theoretical framework which guided this study.

This study used the appreciative inquiry theoretical framework to analyse the training of community development workers (CDWs) within the Mahikeng Local Municipality.

Appreciative Inquiry Framework (AI)

According to Cooperrider and Whitney (2003:3), appreciative inquiry (AI) is a joint effort to "…search for the best in people, their organisations and [their] world. It involves the discovery of what gives 'life' to a living system when it is most effective, alive and constructively capable in economic, ecological and human terms". Cooperrider and Whitney (2001) further state that AI is a theoretical perspective that represents the art and practice of probing positive questions that may potentially reinforce the capacity of the organisation to name, envisage and increase its positive potential. Additionally, Kessler (2013) maintains that AI is a technique meant for learning and altering social systems (groups, organisations and communities) that support and advance a mutual request for what is in order to imagine what could be, then united design of a sought after future state that is convincing and as such, does not need the utilisation of incentives, coercion and coaxing for a prearranged vision to take place. Judy and Hammond (2006) reiterate the foregoing statements and highlight that AI is different from other participatory development strategies because the focus is on local strengths and accomplishments, unlike deficits and difficulties. Judy and Hammond (2006) further argue that deficit-based approaches leave people with a view that their respective communities are full of difficulties and needs, and as such, this may require an external expert to assist in addressing such problems. As a result, this is most likely to lead to a top-down approach to development rather than the bottom-up approach which may benefit local communities with regards participation at all levels (planning to implementation and evaluation).

The relationship between CDWs and the training provided to them is important, for instance, if ever training provided to CDWs is insufficient or irrelevant then there is highly likelihood that they may not effectively do their work whereas if the training provided is relevant and sufficient then they are most likely do their work effectively. The application of the appreciate inquiry as a theoretical framework in this study is meant to enhance the relationship between CDWs and the training provided to them which could lead to certain desired outcomes such

as enhanced corporate governance and sustainable provision of basic services to communities thereby bridging the gap between local communities and government.

Through the appreciative inquiry, CDWs should, instead of focusing on the downside of the training provided to them, focus on the strengths of their knowledge and channel their attention to finding innovative ways through which they can bridge the gap between local communities and government. Similarly, Cooperrider and Whitney (2001) state that within the appreciative inquiry, instead of focusing on negativity and criticism, it is advisable to imagine positively and be innovative. To this end, the study encouraged research participantparticipants to tell stories that are most likely to identify that which is good and positive within their working environment, thus, paving a platform to progressively move forward to much more positive encounters and experiences.

To sustain the training provided to CDWs, focus should be on identifying the strengths of training mechanisms provided. To achieve this, Cooperrider (2000) proposed a 4-D cycle of discovery, dream, design and destiny.

(a) The Discovery Phase

In this case the study identified a theme. The theme of this study is training for CDWs. In order for CDWs to effectively and efficiently do their work, sufficient training is important. The intention was also to identify best practises in the training of CDWs and add on them to bridge the gap between communities and government (Cooperrider & Srivastva, 1987).

(b) The Dream Phase

In this stage, CDWs had to collectively assess dreams versus the achievements in their line of work, life, ambitions and their relationship to the organisation or community. Furthermore, in this stage, people are positive and eager to see results, re-orientation of training programmes as well as checking their performance in relation to the training provided. New training programmes were introduced for CDWs (Cooperrider & Srivastva, 1987).

(c) The Design Phase

During this stage, ideas and designs were proposed on how to implement the suggested changes. The designs included interventions or training sessions to be undertaken by CDWs. Priorities of CDWs, communities and organisation were noted because they should serve as guidance for the study. Lastly, attention was given to what the positive contribution the action is going to make once they are implemented (Cooperrider & Srivastva, 1987).

(d) The Destiny Phase

This is the last stage, where working groups were developed and assigned tasks accordingly. Tasks were assigned according to the expertise, within this study, CDWs, CDWs supervisor, Human Resources and development manager and a trainer were working as a collective in implementing the changes (Cooperrider & Srivastva, 1987).

Relation to the study

The appreciative inquiry promotes a collective responsibility of the process and the end-result. This implies that CDWs, CDWs supervisor, trainers and Human resource need to work collectively to achieve a common goal. In this case, the facilitator is the trainer who is responsible for imparting knowledge and skills to CDWs. However, the entire training experience is as a result of collective efforts ranging from training needs identification to the developing appropriate training programmes.

- AI honours diversity and opens the way for a group to benefit from its diversity. An AI process, by definition, gives a role and a voice to everyone, from student to school board chairman, from cafeteria worker to CEO, from mayor to ordinary citizen. Genuine respect for diversity leads to richer solutions, better informed group members, and a willingness to work toward mutually beneficially goals.

For this study, diversity was achieved through involving many stakeholders who work closely with CDWs including trainers, HR personnel and supervisors. Each stakeholder had an opportunity to have their say in the training programme of CDWs. Views of each and every stakeholder provide a comprehensive view of the training programme as experienced by CDWs.

- AI leads to immediate change, even in complex situations at the moment that they begin to investigate something, we also begin to change it. The Appreciative Inquiry process begins by asking careful crated questions. Asking people to tell stories about their group succeeds and how it functions at its best sets in motion creative, productive energy-the very same energy that is suppressed when a group is asked. “What is wrong here?”

Through data collection questions posed were crafted in such a manner to gain insight into the experience of the training programme experienced by CDWs. CDWs were asked well-crafted questions both individually and as part of a group. The questions were mainly focused on what is currently working with the training programme and how best it can be improved.

- AI is sustainable. The appreciative process itself generates the positive energy that is needed to carry out changes. Because the changes proposed are based in the group's experience, and are developed by the stakeholders themselves, the group members have a significant investment in the outcome. The AI process is also cyclical. It is not a liner process that is carried out and completed. At its best, an AI process yields an "appreciative organisation" or an "appreciative community" where many members are skilled at designing a future that carries forward the best of the past.

Because this is a collective effort, each stakeholder is invested in the outcome of the process. Therefore, such an investment can most likely lead to each stakeholder taking responsibility, thus, ensuring that outcomes are sustainable.

- AI generates solutions that are generated in reality. Plans that are put forward by outside experts may not fit a community appropriately. The AI process is designed to build a future that honours and carries forward the best of the community's past, and that makes optimal use of its present resources. The solutions that a community designs through an AI process are not based on abstract principles, but rather are "grown" from their collective experience.

Because CDWs themselves are the centre of the training programme, their best practices with regards to their training programme will be the ones to be carried forward. This will be as a result of a collection effort which would have been based on their realities.

While the advantages of AI have been discussed, it is also significant that its disadvantages are discussed as well. For instance, Reason (2000) points out that it is important not to ignore the shadow. Pratt (2002) argues that it is of essence to highlight that there is a need to acknowledge the manifold and full realities of human experiences within organisations. Simultaneously, Patton (2003) asserts that one of the criticisms of AI is that it is simple bait and switch tactic is normally put to practice by researchers as a way of doing away with anxiety and tension often linked to evaluation of a programme. Additionally, Cooperrider, Whitney and Stavros (2003) are of the view that the AI framework has been condemned that it is an appointed strategy for appealing to those participants who otherwise would not partake in an evaluation by means of stressing the positive, appreciative nature of the strategy without making sure that the principles of the strategy are implemented during the implementation phase. Grant and Humphries (2006) further articulate that proponents of AI mostly regard it as a means of evaluation and recognise that it is better suited for certain instances the CDWP. In this study, the programme at hand is the community development workers programme (CDWP) which is implemented, among others by CDWs. Bushe (2010)

expands the above argument by stating that AI is seen as a change technique that pays no attention to difficulties, however, research proposes that no transformational change will occur from AI until it solves difficulties which are of real concern to organisational members such as CDWs.

Appreciative Inquiry (Assumptions)

The appreciative inquiry school of thought is relatively new. It focuses on what is working rather than what is not working; it is guided by the ideal that by focusing more on the positive things that a person or group of people and organisations have achieved will assist in making sure that much more is attained. However, the theory does acknowledge that each organisation or person has their negative side too but that is not what the theory is mostly concerned about.

Hammond (1998:20) briefly provides a context of the role that assumptions play:

- Assumptions are statements that explain what a group generally believes.
- Assumptions explain the context of the group's choices and behaviours.
- Assumptions are usually not visible to or verbalised by the participants or members: rather they develop and exist.
- Assumptions must be made visible and discussed before anyone can be sure of the group beliefs.

Moreover, Hammond (1998:20) in her book titled "The Thin Book of Appreciative Inquiry" puts forward some assumptions of the theory which are highlighted below:

1. In every society, organisation or group, something works
2. What we focus on becomes our reality
3. Reality is created in the moment, and there are multiple realities
4. The act of asking questions of an organisation or a group influences the group in some way
5. People have more confidence and comfort in the journey to the future (the unknown) when they carry forward parts of the best (the known)
6. If we carry parts of the past forward, they should be what is best about the future
7. It is important to value differences
8. The language we use creates our reality

Community Development Workers are central and are in fact the mitochondrion in assisting the government to bring about socio-economic development to local communities. Their role

is pivotal as they are the link between the government and local communities; they operate at a local government sphere and are in touch with local communities on a regular basis. To ensure that CDWs effectively do their work they need to be well capacitated and developed.

Amidst everything, there should be something that is workable within an organisation or a group of people. If this is the case, then focus should be on ensuring that resources and energy are directed towards maximising that which works (Hammond, 1998). Steve (2005), elaborates further by stating that AI as an approach is less resistant to change as its focus is on internal strengths, it adds to the positive core unlike situations wherein change is enforced by outsiders or standards. Cooperrider and Whitney (2003) assert that the core strengths are obtained from appreciation which means "the act of recognising the best in people or the world around us" or "affirming past and present strengths, successes and potentials".

Assumption 1

In every society, organisation or group, something works

The theory identifies areas in societies, organisations and people that have potential to be refined as a way of maximising them to their fullest ability. Whitney and Trosten-Bloom (2003) are of the similar that the theory is about recognising and taking advantage of what is already working within a community system. The first task is to ask a question of what is working, because in every organisation, group of people there has to be something that works (Hammond, 1998). This then implies that CDWs training programme needs to be looked into and identify what is already working and build on it to ensure that CDWs are fully capacitated and well developed, in that way that can ultimately assist them to do their job optimally.

Assumption 2

What we focus on becomes our reality

Onto the second assumption, Hammond (1998) states that what we focus on becomes our reality. This suggests that an organisation or a group of people ought to shift their thinking and actions and instead focus on the strengths of their organisations. For instance, most of the work is done by simply focusing on positive possibilities as opposed to negative problems (Whitney & Cooperrider, 2001). Additionally, it is imperative to ask questions which bring forth a positive change within an organisation. This suggests that the organisation (in this case the Office of the Premier through its relevant Training and Development section) need to focus on their training programme and single out best performing areas and build on

them so as to create a training programme that caters for all the needs of CDWs thereby disseminating the necessarily skills and expertise meant to develop them further.

Assumption 3

Reality is created in the moment, and there are multiple realities

Bendroth (2014) asserts that individuals create their own understanding of reality that then forms part of their life and they subscribe to this perception. This is, in turn, caused by the absence of objective reality. Van Tiem and Rosenzweig (2006) elaborate further by affirming that indeed reality can be defined differently by different people because the universe is dynamic and ever-changing and as such each person can interpret it the way they see fit. Truth is people within the same organisation at the same time may have different realities about the organisation that they are based in, therefore, that means that although they may find themselves in the same environment their realities may not necessarily be the same.

This enables CDWs to create a positive reality that will assist them to further improve their training programme. Further, it is pivotal to highlight the fact CDWs should be involved in the enhancing of their training programme as this will assist in ensuring that training is custom-made to suit their needs; all stakeholders should be present in determining the training programme, for instance, this should include CDWs supervisors and training and development officers.

Assumption 4

The act of asking questions for an organisation or a group influences the group in some way

According to Holbeche (2005) appreciative inquiry focuses on the art and practice of inquiring of questions that reinforce a system's ability to intensify positive prospective. For Hammond (1998), just by asking a question makes a huge difference, but it is more wise to ask what is working unlike what is not working. Asking the relevant questions can lead people to start thinking about what is it that is going well in the organisation and what is it that can be done to further improve on that. For instance, when conducting in-depth interviews with employees (in this case CDWs) and the focus of the interviews is on what has been their best experience whilst working in the organisation is likely to create a positive feeling for them and through that they are most likely to find better ways through which they can further continue improving their work. The same can be said for CDWs, for instance the researcher asked questions which instilled positive thinking towards their work and

organisation and that most likely influenced them to want to achieve more as they receive the necessary recognition for their efforts.

Assumption 5

People have more confidence and comfort in journeying to the future (the unknown) when they carry forward parts of the best (the known)

In order to move forward, it is imperative to incorporate best practices from the past which will assist in ensuring that a lot is achieved. Concurring is Bendroth (2014) who puts forward that parts of the past that are carried forward should be the best about that past. Exploring it further is Van Tiem and Rosenzweig (2006) who is of the view that in order to get rid of anxiety of the unknown, people should have trust in what they know already to support them. Subsequent to the above, it is also wise to develop clear plans for the future which intend to further create a space for employees within an organisation to build on to what they have achieved already in order to reach higher targets. Community Development Workers need to be enthusiastic of the future and build on best practices from their past experience in training as a way of ensuring that they are comfortable with the training that is provided to them.

Assumption 6

If we carry parts of the past forward, they should be what is best about the future

In order for organisations to move forward, it is advisable for them to incorporate lessons learnt from the past as they prepare to achieve future targets. To a certain extent, it is important for organisations to reflect and identify their core strengths are as a guiding tool to meet its targets. Rightfully so, Hammond (1998), maintains that if an organisation is to keep doing what it has always been doing best, it has to ensure that it is working. Van Tiem and Rosenzweig (2006) asserts that if people or an organisation is to carry sections of the past into the future it should be those things that are positive and can assist people or an organisation to prosper. Employees play a crucial role in assisting organisations to achieve their mandate, therefore, CDWs training needs ought to be prioritised as they are central to the success of the Office of the Premier.

Assumption 7

It is important to value differences

According to Nongard (2014) everything that exits today was once a thought, meaning nothing can exist without having had been a thought at first. In fact, everything that is in existence today was once an idea at first and through spoken work reality came into being.

Nongard (2014) further maintains that language is an instrument that is used to give life to ideas. Branson (2004) further elaborates by asserting that the social environment and organisation reality is created through words and that reality is formed by what is seen, conversed, dreamt about and acted upon by the words that are spoken by each person. It is always important to be open-minded and value views that are different to those of yours. All opinions, approaches and perspectives matter regardless of whether they differ or not, in fact they assist in adding worth to an organisation (Hammond, 1998). It is significant to value differences, organisations are more of living organisms which are alive with possibilities, that only if people within organisations decide to see it (Van Tiem & Rosenzweig, 2006). By so saying, CDWs have a duty to acknowledge the potential that the Office of the Premier through its training and development section offers a rich and well-developed training programme this is irrespective of whether or not they agree or disagree on certain sections.

Assumption 8

The language we use creates our reality

Van Tiem and Rosenzweig (2006:3) assert that

> "The world is nothing until we describe it. And when we describe it, we create distinctions that govern our actions. To put it another way, we do not describe the world we see, but we see the world we describe."

Meanwhile, on the contrary, Branson (2004) argues that AI assumes that the concerted effort by all parties in embracing an organisation's best practice can have an enormous impact when strengths are brought together through conversations and imaginations.

One could then infer that the use of language creates a specific reality. Community Development Workers have to speak in such a manner that inspires others to appreciate their training programme and focus on areas of their training that they can build on as a way of strengthening their reality for an improved training programme.

2.8 Summary

This chapter focused on in-depth literature review. It also focused on different sections including the theoretical framework, community development workers, methods of training, and training of community development workers. The following chapter will focus on the research methodology. This comprises research design, population and sampling, ethical considerations, data collection methods and analysis.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on different aspects relating to the research methodology guiding this study. In particular, focus is on the research methodology utilised, sampling and different sampling methods, data collection methods and analysis.

Qualitative methodology is defined as a method which attempts to describe subject matters in their natural form; it focuses on social interactions, power relations and beliefs as opposed to data that is in the form of numbers only (Hennink, Hutter & Bailey, 2020). Furthermore, the method takes into consideration environments in which data is collected from which most of the time tends to be volatile and therefore strives to understand important underlying issues (Denzin & Lincoln, 2008).

The reason for selecting qualitative methodology was to allow the participants to share their in-depth knowledge and experiences on the training they undertook in the North West Province. In order to gain their in-depth knowledge and experiences, data was sourced from CDWs, trainers, CDWs supervisor and Human resources manager through the use of semi-structured in-depth interviews (Annexures E, F, G and H) and focus group discussions (Annexure D). The data collection process took place over a period of four weeks.

3.2 Study design

This study followed a cross-sectional study design using a qualitative method that entailed semi-structured in-depth interviews and focus group discussions with the purposively selected participants. Human resources manager, CDWs trainers, CDWs supervisor and CDWs described, analysed and evaluated the training programme they experienced since the commencement of the CDW Programme until today. Sedgwick (2014) asserts that one of the advantages of a cross-sectional design is that it is less costly and time-consuming; therefore, participants may be interested in participating in the study. This served as an advantage to the researcher because participants took part in the study and provided much needed insight into the training as experienced.

3.3 Population and sampling

The population of this study comprised twenty-two participants. The population categories were the CDWs, CDWs supervisor, training providers and a Human resource management responsible for training and development in the Office of the Premier.

Sampling is defined as a process of choosing a representative subset of the population that is referred to as a sample (Parveen & Showkat, 2017). In this study, purposive sampling method was adopted. Holloway and Wheeler (2009) advise that purposive sampling is a non-random sampling method that is regularly chosen when a researcher has previous information of the research entities. In this study, the participants were relevant because they had first-hand experience of the programme as trainees, Human resources manager, trainers and supervisor and they all have more than two years of experience in the CDWP.

The sample size of the study is twenty-two participants, of which nineteen are CDWs. All of them were involved in this study because all of them have experience of the training programme. Therefore, there was no need for any inclusion and exclusion criteria. All participants were selected purposively because of their experience with the training programme.

Community development workers supervisor was selected because they are directly responsible for supervision of the work done by CDWs. The other participant was a Human resources manager responsible for training and development in the Office of the Premier. This participant was selected because they are entrusted with the training and development of CDWs. Lastly there were four trainers who were selected purposively, even though only one trainer ultimately participated in the study. The trainer was selected because they are responsible for the actual training of CDWs. It is important to highlight that initially there were three service providers who provided training to CDWs, however, because one of the training sessions was not accredited; only three trainers were selected for participation in the study. The training institutions include the ETDP SETA and LG SETA. The ETDP SETA had four trainers and only two were selected purposively. This is because all the four trainers provided the same content and training material. Another reason is that the other two trainers are currently based in the Gauteng Province and it would have been costly for the researcher to travel there in order to interview them. The LG SETA had three trainers and only two trainers were selected purposively to participate in the study. This is because the training material and the training content was the same.

3.4 Data collection

Kabir (2016) submits that data collection is a process of systematically collecting and measuring information on variables of interest, in such a manner that research questions are answered, hypotheses are tested and outcomes are evaluated.

In this study, semi-structured in-depth interviews and focus group discussions methods were used to collect data on a specific training programme for CDWs in North West Province. The interviewees included community development workers, community development supervisor, a trainer and a Human resources manager responsible for training and development in the Office of the Premier. During the interviews the researcher took notes on to a Microsoft Word program and kept them in a password protected laptop.

The researcher deliberately chose to utilise semi-structured in-depth interviews because the method permitted CDWs to share their understanding and how they experience the training programme. It also gave the researcher an opportunity to ask probing questions and make follow up immediately.

According to Gerritsen (2017) a focus group discussion is a qualitative structured discussion that is utilised to gather in-depth information from a group of people who share similar experiences relating to a specific topic. In this study, the topics for the discussion were guided by the research questions and issues that emanated from the interviews sessions and focus group discussions. Each focus group discussion was made up of nine participants and each focus group discussion was an hour long. With regards the interview sessions, there were a total of twenty-two participants; each interview session lasted for twenty minutes.

The researcher reviewed the following documents: A Handbook for Community Development Workers (Ministry for Public Service and Administration, 2007a), Grassroots Innovation: A guide for community development workers (Ministry for Public Service and Administration, 2007b), Community Development Workers Policy (Department of Public Service and Administration, 2009). The aforementioned documents were reviewed because they contained relevant information that assisted in guiding this study and ensured that all aspects of the training, content and outcomes were covered. Through the analysis of the mentioned documents the researcher acquired insights in relation to the purpose, content, context and implementation of the programme.

3.5 Data analysis

Primary data was collected from the various sources including in-depth semi-structured interviews and focus group discussions and it was analysed thematically. Alhojailan (2012) states that thematic analysis is used to analyse classifications and present themes that relate to the data. Also, thematic analysis is considered the most appropriate for any qualitative study that seeks to discover new facets using interpretative lenses. As part of the data analysis, the researcher adopted a six step inductive thematic analysis by using manual

line-by-line analysis so that they could acquire a thorough understanding of the data (Braun & Clarke, 2014). The following steps were adopted in analysing data.

Data was transcribed by the researcher. This was done to gain a better understanding of the information as this could be rehearsed, played back and the annotations in the transcriptions became text data. Also, the researcher analysed the data to get an overview of it and the tone of the notions and the credibility of information as said by the participants. The researcher read each transcribed interview and focus group discussion and highlighted sentences or paragraphs and coded them according to the meanings that emerged. Categories were grouped together into a theme. During each step the researcher revisited the transcripts where it was applicable and this was done to ensure that indeed views of the participants were reflected correctly. The researcher also provided labels for themes and decided on which ones were immediately relevant and how they connected with each other. Specific sections of all the interviews and focus group discussions data that signified the themes were highlighted in a specific colour and then coded. At the end, codes which described best the meaning of each category were selected to illustrate the views of the participants. Lastly, the data was presented according to the themes that emerged from the analysis.

3.6 Ethical considerations

In order to ensure effective, transparent and ethical conduct of the study, the researcher requested permission from the NWU Ethics Committee which was granted (Annexure B). Permission was also sought from and granted by the Director General of the Premier's office in the North West Province to include CDWs, CDWs supervisor, trainers and a human resources manager in the study (Annexure I). This last office was consulted for permission because they are the custodian and accounting office for the entire Premier's office. Additionally, participants who took part in this study were informed of their right to withdraw any time if ever they felt offended, uncomfortable or any other reason and they were given a right to voluntarily participate in the study or decline. To ensure anonymity, the researcher assigned numbers to each interview and not the specific identities of participants.

The researcher approached the Director General's office within the office of the Premier who assisted with the recruitment of all the participants (Human resources manager, CDWs supervisor, trainer and CDWs) so that they could participate in the study. The researcher also set up an appointment with the Human resources manager and CDWs supervisor at the Office of the Premier premises wherein appropriate appointments were set and it was further discussed and agreed on how and when the data was to be collected. Meetings were set to

secure appointments with all the required participants. In addition, participants were asked to sign consent forms (Annexure C) before the study was conducted and that was in addition to the permission that was sought before the study could take place. The researcher obtained consent from the participants and they had two days to decide whether they would be willing to participate in the study or not.

To ensure anonymity, the researcher distributed confidentiality forms and they were completed before the collection of data and this was in addition to the consent forms. Confidentiality was also reiterated to all participants including its importance. In addition to the confidentiality forms participants were required to provide themselves with pseudonyms. Furthermore, the interviews were conducted in a closed boardroom with one interviewee at a time and the obtained data was stored in a password protected personal computer of the researcher.

Participants who took part in the study were informed of their right to withdraw anytime if ever they felt offended, persuaded; uncomfortable or any other reason and they were given a right to voluntarily participate in the study or decline

3.6.1 Credibility

Cope (2014) states that credibility is the assurance in the certainty of the information in such a manner that acceptability is strengthened. To ensure credibility in this study, the researcher ensured that the findings reflected true views of participants. Services of a supervisor were utilised to perfect the interview schedules before the main interview could take place. Additionally, the researcher used the services of a co-coder to record interviews. Lastly, the supervisor provided invaluable inputs and criticism at every stage of the study to ensure credibility.

To further ensure dependability, the data collection and analysis were done by the researcher and one coder who re-coded the results of the interviews to check consistency of data.

3.6.2 Confirmability

Confirmability refers to the extent to which findings could be proven or maintained by other researchers (Cope, 2014). In this study, confirmability was proven by the researcher by making sure that the data collected reflected true views of the participants and not those of the researcher or even their biases. In order to authenticate the data, member-checking was

done immediately after the coding and thematic categorisation of the data where participants verified the authenticity of these documents. Additionally, the co-coder was presented with field notes for audit purposes.

3.7 Summary

This chapter focused on the research methodology chosen and utilised in this study. In addition, it focused on the research design, population and sampling, data collection methods and analysis as well as ethical considerations. The following chapter will describe and analyse data which was collected in response to the research questions outlined in chapter one.

CHAPTER FOUR: FINDINGS OF THE STUDY

4.1 Introduction

This chapter focuses on data that was collected from participants. Thematic analysis method was utilised to analyse the data collected and findings were presented as they emerged.

Primary data was collected from various sources including in-depth semi-structured interviews and focus group discussions and this data was analysed thematically. Alhojailan (2012) asserts that thematic analysis is used to analyse classifications and present themes that relate to the data. Data obtained from the field was transcribed by the researcher then the codes which emerged were grouped together into themes. Each theme was labelled according to similarity in meaning. The following are the main themes that were established through the qualitative method: programme background, programme effectiveness, training needs identification and programme challenges. The final results of the study are presented in line with these themes. The vignettes of the views of the participants are presented, allowing them to speak for themselves. The participants are identified as **P1** up to **P19**.

4.2 Demographic information of participants

This section presents the demographic profile of Community Development Workers in the Mahikeng Local Municipality. The profile depicts the following characteristics: age group, gender, ethnic group and highest qualification. The demographic profile of the participants was employed to determine how such information on the CDWs could possibly contribute to the training programme as experienced by participants in the study area. The following paragraph describes the participants by age group.

4.2.1 Distribution of the participants by age

A majority 68.4% of the CDWs employed at the time of the study were within the age range 30-40 years, and 5.3% were in the age range of 18-30 years. On the other hand, 21.1% of participants were within the age range of 40-50 years, followed by 5.3% for the range 50-60 years. It is evident from the research findings that majority of CDWs are in their early 30s and 40s and this is consistent with the 2016 community survey showing that there has been an upward increase of people within that age group (Statistics South Africa, 2016).

4.2.2 Distribution of the participants by gender

A majority of the CDWs 63.2% employed at the time of the study were females, followed by males at 36.8%. This comes as a surprise since the population of females is lower at 49.1% than those of males in the Province which stood at 50.9 (Statistics South Africa, 2016).

4.2.3 Distribution of the participants by ethnic status

Most of the CDWs 94.8% employed at the time of the study were black as compared to 5.3% who were Coloured. This is in line with the 2016 community survey's findings which established that the province is predominantly inhabited by black Africans (Statistics South Africa, 2016).

4.2.4 Distribution of the participants by highest qualification

Almost half 42.1% of the CDWs employed at the time of the study had senior certificate as compared to 26.3% of the participants with college certificate. The findings further demonstrate that 21.1% were diploma holders. Meanwhile, a few of them 5.3% had obtained junior and Honours degree 5.3% respectively. This does not come as a surprise because the 2016 community survey also shows that 65, 1% of people in the province had secondary schooling (Matric and N3). Meanwhile, a smaller proportion of them 4.6 % had access to higher education (higher diploma and Bachelor's degree) (Statistics South Africa, 2016).

4.3 Perceptions on the CDWs training programme

In this study, community development workers and officials provided a comprehensive picture on the fine points that pertain to the training that they have experienced so far. Such reflections provided a holistic picture of the interactions between the CDWs supervisors, human resources personnel and trainer (herein referred to as officials) and CDWs themselves. There were a number of themes that emerged during the study including programme background, programme effectiveness, training needs identification and programme challenges associated with the training programme. All identified themes are described in detail in the following segment.

4.4 Data collected through interviews from CDWs

The researcher utilised in-depth interviews to collect data from CDWs and officials. There were a total of nineteen CDWs and all of them were interviewed individually at a time. Also, the CDW's supervisor, human resources and development manager and trainer were interviewed individually respectively.

4.4.1 Programme background

One of the themes that emerged from this study was the programme background that provided a clear rationale for this training programme. The training programme that CDWs experienced played a huge role in assisting them to do their work effectively. It was verified that the training that CDWs have experienced assisted them to be the links between government and communities.

4.4.1.1 Liaison role

When asked about the objectives of the CDW training programme, some of the participants explained that it is intended to strengthen the link between the government and communities.

One participant stated the following:

> *"We are trained so that we can play a liaison role between the government and community members. In that way we play an extension role between the people and government" (P1, 2019).*

The view, as articulated above by the participant, endorses other positive attributes of this training. In fact, one participant indicated that:

> *"One of the objectives of the programme is to ensure that community development workers inform communities about government services i.e. through community meetings" (P9, 2019).*

This is corroborated by P12 who offered this rejoinder:

> *"The objective of the training programme is to improve the lives of community members through allowing CDWs to be an extension between the government and community members" (P12, 2019).*

According to the participants, CDWs play an important role of serving as a link between the government and the citizens of the country. This role is also strongly put forward by Westoby (2014) who opines that CDWs should play a community-brokering-liaison role, wherein they negotiate community members' access to other system resources, network or information. Likewise, Van Rooyen (2007) submits that CDWs are community-based resource persons who work together with other stakeholders to assist community members acquire resources meant to meet their needs and thus can be seen as the link between people and government. These submissions tally with one of the assumptions of the appreciate inquiry theoretical framework which states that "in every society, organisation or group, something

works." In this case, CDWs indicated that they actively play a liaison role between the government and local communities and in this undertaking; they bridge the gap between the two parties (Hammond, 1998).

4.4.1.2 Skills acquisition

The sentiments expressed by participants provided a background to the programme, showing that the training they received covered aspects such as communication, ethical leadership, coordination, conflict management and project management.

According to DPSA (2007) a CDW is required to poses certain skills for them to be able to facilitate cooperation and linkage between the government and the people. To this end, some of their functions include regularly communicating with government and other information agencies in communities in an accessible way. They also provide feedback to government on community experiences in relation to service delivery and governance. Their undertakings entail providing early warnings to government on issues requiring urgent attention i.e. reduction in service standards that could lead to collapse of overall service function. By extension, they facilitate community interaction public works programmes, promote principles of Batho Pele and community participation, support local entrepreneurship, assist and care for vulnerable groups in communities and help communities to secure resources needed to address their needs.

In view of these responsibilities, this study confirmed that the programme that the CDWs in the North West Province participated in exposed them to skills such as communication, ethical leadership, coordination, conflict management and project management. CDWs indicated the following:

> *"I was taught how to effectively communicate with other stakeholders i.e. community members and local tribal authority" (P3, 2019).*

The others further expressed similar sentiments by submitting the following sentiments:

> *"I was taught how to effectively speak especially at instances such as community meetings" (P10, 2019).*

> *"I learnt ways of communicating such as voice projection, body language and non-verbal cues" (P16, 2019).*

Freire (2005) articulates that it is not sufficient for CDWs to have only technical skills but they should also possess social skills needed in order to work with people and elicit their

participation. Such social skills include trust, social bonding, conflict management and specialist knowledge (Plummer & Taylor, 2013).

Participant 10 raised an important matter within the sphere of community development which. The participant explained that they were trained on how to become effective communicators. Sebola (2017) asserts that to ensure the highest level of public participation in policy formulation and decision making processes, effective communication tools must be in place. Sebola (2017) further opines that in South Africa, local institutions such as municipalities communicate effectively with the public through local level meetings wherein they regularly convey government information to the public. This is where CDWs comes into play as they are tasked with communicating government information to community members. By virtue of CDWs focusing on the skills that they acquired during training, they turned these into reality because they utilised the acquired skills to effectively do their job. For instance, they were trained and enabled to communicate effectively with other stakeholders. This in line with the submission that "what we focus on becomes our reality" (Hammond, 1998).

4.4.1.3 Identification of community needs

Views expressed by participants suggest that the content of the training programme wherein they were capacitated offered relevant techniques that allowed them to identify needs of community members. The main obligation of CDWs is to accelerate the identification, planning and implementation of inclusive and transformative social development programmes (DPSA, 2007).

For that reason, one participant had this to say:

> *"The training exposed us to (various ways in which we can identify) community needs i.e. through community profiling" (P3, 2019).*

Another participant said the following:

> *"The training programme also covered identifying community needs through household profiling" (P7, 2019).*

The views of the participants illustrate that the training content is in line with the work that they do. Such task-based training then allows them to put into practise what they learnt during training. This is in line with one of the functions of CDWs as articulated by Tshisonga and Mafema (2008) who recognise that CDWs are expected to identify community needs, problems, challenges and solutions.

4.4.1.4 Recruitment process of the participants

Another sub-theme that emerged during the analysis is recruitment process of the participants. Various responses were recorded when CDWs were asked how they were recruited into the CDW programme. There are processes involved before a CDW can be appointed. So the objective was to determine the manner in which CDWs were recruited into the CDW programme.

From the findings of this study, it emerged that most CDWs were recruited through a formal process: they applied for the post and if successful were appointed. The following is a response from one of the participants:

> *"I applied for the post as advertised in The Mail newspaper, I got shortlisted and interviewed and was successful then got called to serve the 12 months leanership, after which I was placed on a contract for two years then eventually got permanently employed" (P2, 2019).*

However, a small percentage of the CDWs indicated that they were recruited from their respective communities due to active participation within their respective communities. One of them had this to say:

> *"I was active in my community then got identified and put into the 12 months learnership then eventually got permanently employed" (P14, 2019).*

The latter process is similar to that practiced in the Free State province wherein an elected Councillor makes a recommendation, which is followed by an interview process (Westoby & van Blerk, 2012). Likewise, Lofving (2011) and Ferretti (2010) assert that these change agents are recruited through direct interaction with communities by nominating suitable young people who will, in turn, be invited to attend an intensive training to assist them in facilitating participatory processes in their respective communities. Views of the participants indicate that formal recruitment process was followed in recruiting them and that different platforms were used to advertise the positions.

4.4.2 Programme effectiveness

This objective sought to determine whether or not the topics that were covered by the CDWs training programme were relevant to their work. When asked about some of the topics that were covered during the training they provided a number of subject areas.

4.4.2.1 Human rights and responsibilities

One topic that was covered includes rights and responsibilities of citizens. One participant had this to say:

> *"I was taught how to assist community members to identify their rights and responsibilities including their importance because majority of them are do not know them" (P6, 2019).*

Another participant indicated that:

> *"To enlighten community members on which services it is that they are entitled to and which channels they should explore when they need assistance with regards to service provision" (P14, 2019).*

Interestingly, Mbeki (2003) clarifies that amongst other things, CDWs intensify the local governments system by heightening its awareness and capacity to address community members' needs at the local level. This coincides with one of the functions of CDWs, which is to assist in the smooth delivery of services by identifying and removing obstacles, strengthening the social contract between government and communities (DPSA, 2007). CDWs are required to link communities with government officials who must render services to them or refer them to the departments that could assist them (Van Rooyen, 2007). Therefore, if the CDWs are not familiar with what communities are entitled to and what their responsibilities are, it may not be easy for them to offer proper guidance. It is therefore pertinent that they themselves acquire proper information and training.

4.4.2.2 Ethical leadership

Another topic which the training focused on was ethical leadership. CDWs have to be guided by values such as integrity when rendering services to communities.

One participant said:

> *"I was taught how to communicate with community members, for instance, be cautions of language barriers (i.e. speak Setswana, as it is the mostly spoken local language and alert the local tribal authority before holding any meeting with community members and other stakeholders as well how public servants should interact with communities (i.e. show respect to everyone especially the elderly and disabled)" (P18, 2019).*

Another participant also pointed out the following:

> *"We were also taught on how to serve our communities with honesty, care and uphold high standard at all times. For instance, Batho Pele change management taught us to actually implement these principles at local communities we serve with courtesy, such as diligently coordinating the promotion of information sharing and dissemination on service delivery initiatives by the public service" (P9, 2019).*

Indeed, Sebola (2017) states that meaningful public participation can only happen when there is constant and consistent flow of information to communities thus promoting engagement between government and communities. UNESCO (1998) further asserts that this line of communication should be two-way, unlike a linear top-down process. Cropley and Phibbs (n.d.) further articulate that language can sometimes be a barrier to participation. Fortunately, as already stated above by *P18*, CDWs are able to speak the local language which is Setswana and they are therefore understood by the very people that constitute their audiences.

4.4.2.3 Code of conduct

The manner through which CDWs are supposed to conduct themselves is another aspect which the training programme delivered upon. One participant stated the following:

> *"Being a public servant requires one to uphold the highest morale of discipline when executing ones duties, for instance, one shouldn't swear in public spaces, practice bias against other community members for whatever reason and be impartial when facilitating the provision of services, that is what I was taught" (P2, 2019).*

Adding to the above, one participant stated that:

> *"I was taught how public servants should conduct themselves especially when they are at the field and interacting with community members" (P11, 2019).*

The third participant consolidates the point in the following vignette:

> *"Since we are public servants and represent the government, we were taught to conduct ourselves in a dignified manner at all times" (P15, 2019).*

One more participant stated that:

> *"I was taught that by virtue of being in the public service, one's life is constantly under scrutiny, as such, it is imperative that one's behaviour is accordingly befitting of such*

a role. It for that reason that I was also taught to always behave in an appropriate manner" (P7, 2019).

Westoby (2014) indicates that it is relatively easy to equip people with techniques; however, it might not be as easy with the craft and philosophy of transformative training. This is because craft and philosophy are closely related with attitudes, conscious behaviours and the complete obligation to empowerment. With that said, it can be assumed that CDWs training on personal conduct and behaviour may sufficiently capacitate them to efficiently execute their duties.

4.4.2.4 Human resources and procedures

CDWs were also taught the procedures and processes of the Human resources and development unit. This topic is particularly pertinent because most of the time CDWs are required to adhere to such processes and procedures. One participant indicated that:

"Human resource processes and procedures were taught such as how the recruitment selection is conducted, how the leave cycles work and how to apply for leave and the application process" (P9, 2019).

Another participant indicated that:

"We were taught about the processes of applying for leave, leave cycles and different types of leaves that exist in the public service including annual, sick, maternity and paternity" (P10, 2019).

As stated by the participants, the training exposed them to the basic processes and procedures which they have to follow as employees. Knowledge of these is seminal because it means that they are aware of both their rights and employer's rights and responsibilities. These are stated in the Public Service Act (1994) (DPSA, 2007). The Public Service Commission (2019) report indicates that if leave is not managed and controlled effectively, the practice could lead to major losses with regards unwarranted expenditure.

4.4.2.5 Conflict management

Additionally, CDWs were taught how to resolve conflicts encountered in the workplace. Conflict management and resolution are important in this field of work because these workers are susceptible to very volatile environments. One participant had this to say:

"I was taught how to handle conflicts, for instance, which channels to explore should a conflict arise and conflict resolution steps such as identifying all the parties involved in a conflict" (P7, 2019).

Another participant said:

"Due to volatility of our line work, we were taught ways through which one can manage conflicts. The first step to resolving a conflict is find out what the cause of the conflict, followed by establishing a common goal for all parties involved and so forth" (P10, 2019).

One other participant said:

"Conflict resolution training was the most important one because our working environment is often infested with service delivery related protests" (P12, 2019).

Interestingly, another participant indicated:

"At one point, community members in my ward almost attacked me after accusing me for being on the side of the government and not representing them fairly, however, I was able to recall and applied the conflict resolution steps I was able to reach a consensus with them and fortunately survived the attack" (P15, 2019).

According to Westoby (2014) one of the issues that CDWs encounter in their field of work is the conflict between professional and political agendas. Such conflicts are daily recurrences and therefore CDWs must be fully equipped to deal with them when they do arise, making their training a boon in conflict resolution.

Within the community development practice, conflict resolution strategies have become popular. These strategies are used to prevent homelessness, facilitate community involvement and reduce discrimination. As *Participant 7, 12 and 15* highlighted, it is important that they learnt about the methods and strategies deployed in conflict resolution (Palma, 2018).

In support of the latter statement is Westoby (2014) who reiterates that due to the complexities of the work that CDWs do, capacity building should be on-going and be heightened so that they can navigate such complexities.

4.4.2.6 Project management

Part of the work of CDWs is to assist communities in managing their projects. As such, it is important that CDWs receive training in project management. Indeed, one of the topics that

were covered during training was on project management and one participant had this to say:

> *"I was taught how to manage a project, including being able to organise meetings and facilitate dialogues, provide guidance on business plan writing, doing project costing…" (P17, 2019).*

In addition to the above, one participant offered the following observation:

> *"I was taught about different steps to manage projects including initiating, planning, implementing and monitoring and evaluating projects meant to empower communities" (P13, 2019).*

Sanjeewanie (2013) explains that one way communities can be involved in community development is through projects. Therefore, it is not surprising that the training of CDWs included learning about the project management cycle.

Project management is one of the valued skills in the field of community development and it is for that reason that it is important for CDWs to be exposed to such training (DPSA, 2007 & Westoby & van Blerk, 2012). As mentioned by *Participant 13*, the learning areas included initiating, planning, implementing and monitoring and evaluating projects. Hua and Chuah (2010) highlight the fact that it is imperative to include all the stakeholders in all the stages of initiating, planning, implementing and monitoring of the project while at the same ensuring that project outcomes are met. So it is important for CDWs to learn such a skill.

4.4.2.7 Community participation

Within the field of community development, or development in general, community participation is very important. It is for that reason that it was only befitting that such a topic was a focal one during the training. One participant had this to say regarding it:

> *"We were taught ways through which community members can meaningfully participate in their communities such as through the Integrated Development Plans (IDPs) and lekgotlas" (P14, 2019).*

Another participant highlighted the following:

> *"I was taught that involving communities is very important as the field of community development prioritises grassroots participation" (P17, 2019).*

One other participant outstandingly indicated the following:

> *"The cornerstone of any development meant to uplift communities is their active participation in every step of the way. This was the most relevant topic amongst all since we were taught to involve them always, for instance, during IDP consultations" (P18, 2019).*

The DPSA (2007) clearly states that CDWs are expected to facilitate community participation in policy making and implementation, community projects and service delivery. The training of the CDWs, as confirmed by *Participant 17, 14 and 18*, included ways in which they could enhance participation as it is an integral part of the process of improving their lives. Mokoena and Moeti (2017) are also of the view that CDWs are expected to facilitate participation by community members in the plans for development in their communities. In the study conducted by Matebesi and Botes (2011) in Khutsong, in spite of the determination by local communities to participate in the democratic structures, their opinions were often disregarded; meanwhile opinions of outsiders were privileged as more important.

4.4.2.8 Usefulness of the CDW training programme

From the findings of this study, most CDWs find the training programme to be useful. The following is a response from one of the participants:

> *"The training was fruitful, as it helped me to deal with cases brought forward by community members" (P1, 2019).*

Another participant had this to say:

> *"The training has taught me how to identify and address community-related concerns through identifying community needs we gain a deeper understanding and the identified cases are referred to relevant departments depending on the concerns raised by community members" (P15, 2019).*

One other participant submitted the following vignette:

> *"The training was useful because through the skills such as communication and project management I am able to effectively communicate with all stakeholders and initiate and facilitate community development projects" (P17, 2019).*

Another participant indicated:

> *"The training was able to equip with enough knowledge because now I can translate what I have learnt to community members such as drafting of a business plan and doing project costing" (P18, 2019).*

This is consistent with functions of CDWs; and according to the DPSA (2007), CDWs are expected to pass on community concerns and problems to government structures. Despite the powerful role of identifying needs and referring them to relevant departments that *Participant 1 and 15* spoke about, Westoby (2014) indicates that tensions still prevail in the South African CDW Programme, this is because there is a disjuncture between community needs that have been identified and national priorities; wherein national priorities tends to supersede the community needs.

However, guided by *Participant 17 and 18,* Westoby (2014) affirms that the role of the CDWs is to ensure that all the stakeholders, especially local ward committees and local government fora, can participate or be consulted during the development of IDPs.

4.4.2.9 Government operations

Well-informed and capacitated CDWs can play a major role in imparting messages or pertinent information from the government to community members. Most CDWs indicated that the training was useful to the extent that they were able to translate what they learnt to community members, more especially on issues that pertain to the functioning of the government. One participant had this to say:

> *"I was taught how the government operates, including all its structures and how communities can access its services" (P3, 2019).*

In addition to the latter, one participant indicated that the training:

> *"…assisted me to know more about legislations that govern the public sector and its employees" (P4, 2019).*

Another participant also indicated:

> *"The training was important and came at an important time because the public service is heavily regulated and for one maneuver it is when they are acclimatised with almost all its legislations and policies" (P10, 2019).*

According to *Participant 4 and 10*, the training exposed them to government policies and legislation. This is a critical component of their work. Knowledge of these pivotal policies and

legislation assists them to offer informed advice especially with respect to where and how community members could access services. A typical example is illustrated by Westoby and van Blerk (2012) who clarified that CDWs need to be trained on government legislations and policies because there were Memoranda of Understanding (MOUs) that were established in order to regulate the relationship between themselves and local municipalities, especially on matters such as logistics and other municipal resources. In addition, Westoby (2014), states that part of CDWs job descriptions is to link people into legislatively recognised structures found at a local government sphere such as the ward committees.

4.4.2.10 Skills acquisition

There are a number of relevant skills that were acquired by CDWs as a result of the training they attended. CDWs found these skills to be useful since they assisted them in executing their work. One participant had this to say:

> *"The training has assisted me with imparting relevant skills such as how to coordinate meetings" (P17, 2019).*

In addition, another participant had this to say:

> *"The training was very useful because it helped me to make my work easier by capacitating me with skills like how to communicate during meetings and coordinate them" (P2, 2019).*

Furthermore, one participant indicated the following:

> *"It assisted me to deal with conflicts that arise especially at community level" (P3, 2019).*

The skills which participants acquired through the training include communication, conflict resolution, coordination and project management. De Beer and Swanepoel (2012) also found out that CDWs need a similar set of skills to play an empowerment role in the communities they work. They can pass on information and knowledge thereby equipping community members with skills to assume power. As a result, there is a complementary relationship between community members and CDWs (De Beer & Swanepoel, 2012).

Goldstein and Ford (2002), assert that the acquisition of skills can assist one to improve their performance. This supports views held by participants *17, 2 and 3.*

Despite the fact that most CDWs found training to be useful, some did not agree. One participant had this to say:

> *"The training was not useful at all, in fact, the training we have received is not relevant to the work that I do. For instance, advanced excel training, even though some of us work in remote areas where there is no network coverage so we cannot use the tablets to report remotely" (P12, 2019).*

Confirming this is another participant who said:

> *"It is not useful because the trainings we have attended are not the ones which we requested in our Personal Development Plans" (P14, 2019).*

Even though the majority of CDWs found the training to be useful, unfortunately, for some it is not, as indicated by *participant 12 and 14.* Therefore, it is important to consider views of all CDWs before any training programme can take place.

The latter two statements confirm what Westoby and van Blerk (2012) stated that irrelevant training is provided to CDWs wherein the training provided to them is not tailor-made so that it can assist them in their everyday job.

When asked if the trainer facilitated in such a manner that they were able to achieve the outcomes of the CDW training programme, some participants indicated:

> *"They are professionals and they are willing to help us where needed" (P10, 2019).*

Further, one participant had this to say:

> *"Absolutely…the trainer is knowledgeable and was able to adequately address the topics covered during training" (P5, 2019).*

It seems that most CDWs were satisfied by the manner in which trainers conducted training while achieving its outcomes. In fact, CDWs also indicated that trainers went an extra mile to ensure that they understood better.

Even the CDWs handbook stipulates that CDWs are expected to deal with real-life experiences; as such they should acquire practice in the workplace. Therefore, it is not surprising that trainers were knowledgeable enough to incorporate into the training community needs (DPSA, 2007). *Participants 10 and 5* were happy because the trainer was knowledgeable about the subject matter and covered the subject content areas well. Westoby (2014) indicates that a good trainer-trainee relationship can represent a good example of community development practice. This seems to be evident based on the views of *participants 5 and 10* respectively. Westoby (2014) also goes further to touch on an important aspect which is Train-the-Trainer. This essentially means that CDWs are trained

so that they can act as animators while enabling critical consciousness, group learning and organisation development and all this process results in action-input-reflection.

4.4.2.11 Participatory training programme

To ensure that the training outcomes are achieved there are measures in place that trainers may employ. One such measure is to check the manner or extent to which CDWs actively partake during training. Below are participants' responses:

> *"Trainers encourage active participation by giving us both individual and group activities" (P4, 2019).*

One participant elaborated by indicating that ways of ensuring active participation:

> *"One way we were encouraged to actively participate was through tests, role-plays, assignments and examinations as well as having a question and answer session" (P8, 2019).*

In addition to the above points, one participant revealed that:

> *"During breakaway sessions, we are required to ask clarity seeking questions on the topics covered" (P13, 2019).*

According to the participants the training environment was CDW centered. This is because *Participant 4 and 13* indicated that active participation is encouraged through various means such as assigning of individual and group work as well as the opportunity to ask clarity seeking questions. In the same breath, *participant 8* adds that a method such as role-play was used to encourage them to play out what they have seen or anticipate in communities. Westoby (2014) opines that that best training programme is made up of role playing. Schukoske (2001) concurs and states that role play involves planning with community groups and their technical advisers can be useful.

Van Rooyen (2007) and Steinitz, (n.d.) support such initiatives because training material should be made up of problems and situations that CDW are likely to come across at the field. This is because such an exposure may likely allow them to practice and apply problem solving and conflict resolution which they learnt.

One participant who stated:

> *"The trainer encourages us to be free and ask any questions and comment" (P16, 2019).*

Also, one participant said:

> *"Normally, at the beginning of training there are "ice breaker" questions which stimulate active participation" (P17, 2019).*

Further, another participant also confirmed the following:

> *"They encourage outdoor learning, wherein we learn in a different setting" (P18, 2019).*

From the participants' views, there a number of ways through which trainers make the training environment conducive because they are given an opportunity to experience outdoor learning. This is especially important because their work requires them to be foot soldiers, active in their communities and not always office bound. In addition, the trainer encouraged them to ask questions and employ "ice breakers" to encourage active participation.

The study by van Rooyen (2007) also verified that the leanership allows CDWs to also gain practical experience wherein they "learn by doing". Such an exercise allows CDWs time and space and exposure to different settings wherein they can acquire additional practical skills and experience.

Participants were also asked how their prior knowledge was integrated into the training programme. Below are their responses:

> *"We are encouraged to share own knowledge and experiences before training, this includes informing other colleagues what we know and what is that we would like to achieve post training" (P14, 2019).*

Another participant said:

> *"A questionnaire is circulated prior to the commencement of training, this is done to identify and be aware of CDWs prior knowledge" (P3, 2019).*

One other participant confirmed that:

> *"Trainers receive information from our employer about us and our training programme; therefore, their training is designed in such a manner that our prior knowledge is considered" (P11, 2019).*

Participants confirmed that there are different ways through which their prior knowledge was included into the training programme. For instance, *participants 14 and 3* indicated that firstly, it was through allowing participants to share their knowledge before training.

Secondly, through a questionnaire that was circulated before training. Meanwhile, *Participant 11* indicated that this was done through collecting of information from the employer about their programme.

Training provided by trainers must be guided by the needs and knowledge of participants (DPSA, 2007). Bhattacharyya *et al.,* (2001) further agree that training courses should be developed in such a manner that ideas from communities where work takes place are incorporated. When CDWs were asked about how the trainers assist them to address their training needs, they presented various responses:

> *"They have individualised interactions with us so that they can identify our training gaps and suggest possible solutions" (P5, 2019).*

Another participant said:

> *"They give us assessments at the end of each day so that we can do homework's' and submit the following day. Through that they are able to identify and address our training needs" (P14, 2019).*

Another participant also reported:

> *"By assigning tasks to us so that they can be able to determine where we lack" (P15, 2019).*

According the participants there were ways through which trainers assisted them to identify their own training needs. One way was through assigning tasks for them to complete, another way is through homework submission. Lastly, it was through having individual interactions with them so as to identify training gaps and suggest possible solutions.

McKenna and Beach (1995) opine that training is important as it is concerned with improving skills and enhancing the capacity of employees to manage work environment demands. In his study, Westoby (2014) brings a fresh perspective by indicating that CDWs are subject to quarterly performance reviews wherein they are afforded an opportunity to indicate their training needs from a prearranged list of options.

When asked about how the training they received assisted them to perform their functions, participants indicated the following.

> *"It capacitates me to solve problems at communities, such as resolving conflicts" (P6, 2019).*

Further to that, another participant had this to say:

> *"It has assisted me because now I can advise my community on certain aspects like which departments they should approach when they need certain services" (P9, 2019).*

Another participant had this to say:

> *"The training has been useful so far, this is because I have been able to assist community members to initiate community projects and provide guidance on which departments to approach for instance when in need of funding, training or even infrastructure" (P17, 2019).*

Participants indicated that there are numerous ways in which the training assisted them to perform their functions. *Participant 6* indicated that it enabled them to resolve conflicts in communities, meanwhile *Participant 9 and 17* indicated that the training assisted them advice community members on which departments to approach if they needed help.

This is in line with Swaminathan and Gowrishankar (2011) views that training is important because it assists in improving employees' performance or skills. Conflict resolution is an important skill for CDWs in assisting communities especially at this point in time in wherein the country is faced with the Gender-Based Violence (GBV) scourge. This discussion is in line with the assumption that "the act of asking questions of an organisation or a group influences the group in some way". By asking questions such as how the training programme assists CDWs to perform, that in itself created a platform through which CDWs were influenced them to state how the training programme helps them to execute their functions (Hammond, 1998).

4.4.3 Programme challenges

CDWs were asked to share the challenges associated with the training programme.

As it can be anticipated, each CDW would have had expectations about the CDW training programme. It is for that reason that this question intends to identify their expectations and determine whether or not they have been met. The following were their responses:

> *"I wanted to become a change agent in my community, but, it is frustrating because seniors do not support us in executing our functions such as long turn-around time to respond to community issues. So my expectations were not met" (P6, 2019).*

Another participant had this to say:

> *"My expectation was to be more visible in my community and make a huge impact in improving the lives of community members. However, this has not been the case because our seniors are failing to provide sufficient resources to do that, so my expectations were not met" (P10, 2019).*

Both *participant 6 and 10* had expectations about the training programme; however, lack of support from seniors seems to be a recurring challenge that inhibits them from achieving their respective expectations.

Based on the views expressed by *participants 6 and 10* their expectations seems to have not been met. This is despite the fact that DPLG (2005) stipulates that dialogue and engagement are of paramount importance in making sure that both the national and provincial government support the local government in its quest to achieve a transformative local development mandate meant to uplift the livelihoods of local people. Thus, there seems to be consistent failure on the part of management or seniors, this is also expressed by Westoby and van Blerk (2012) who asserted that there is sentiment that management does not really respond to the needs of CDWs.

The CDWs were requested to share ideas regarding how they resolve the challenges. The following are their responses:

> *"We raise them during our district meetings so that they can be escalated to senior management, although, this is a lengthy process" (P2, 2019).*

One of the participants deliberated by stating that:

> *"We refer them to management, but, this has proven to be a futile exercise since management does nothing to resolve them, for instance, we have been complaining since 2007 until today about almost the same things like lack of adequate office space and accredited training opportunities amongst other things" (P13, 2019).*

Another participant had this to say:

> *"Our challenges are hardly resolved, for example, we have been complaining about the lengthy bureaucratic process required just to acquire government transport so that one can access secluded areas in order to do our job effectively" (P14, 2019).*

Participants 2, 13 and 14 have indicated that their concerns are hardly addressed. This is despite them exploring different avenues to try and resolve the challenges. One of the avenues explored was escalating challenges to senior management but without any luck.

Consistent with the findings of Westoby and van Blerk (2012), there is a general outcry from CDWs regarding lack of support from the senior management with regards to solving their challenges.

4.4.4 Training needs identification

CDWs were asked how they contribute towards the development of the CDW training programme and the following are responses from the participants:

> *"The Human Resources department is the one in charge of developing the training programme; we do not get a chance to contribute towards the development of the training programme" (P10, 2019).*

Correspondingly, another participant stated that they:

> *"I have never contributed because we were never consulted during the development of the training programme" (P11, 2019).*

Similarly, another participant indicated that:

> *"I am never consulted; I just get told to attend trainings at a certain time and day" (P17, 2019).*

All the three participants seem to share strong sentiments by indicating that they are hardly consulted nor contribute towards the development of their training programme.

Albeit the latter participants' response, Thomas (2013), strongly believes that one of the fundamental principles of participation is full consultation. Mohammed, Huda and Khan (2012) argue that in order to improve training programme efficiency organisations should allow participants to participate in designing training methods and modules as this motivates the workforce to learn objectively. Likewise, Mubyazi, Mushi, Kamugisha, Massaga, Mdira, Segeja and Njunwa (2017) are of the view that a government tends to utilise consultation as a way of maintaining control of the participation process. This is in contradiction to the views expressed by Hofmeyr (1987) cited in Jinabhai (2005) who assert that training needs should be identified by the manager in conjunction with the subordinate.

CDWs were asked to indicate the extent to which the training programme assists them to address their training needs. Below are participants' views:

"To a minimal extent, this is because I needed training on disaster management, but have not received it thus far" (P1, 2019).

One other participant had this to say:

"To a very minimal extent, not all the training we attend is what we requested in our personal develop plans, the trainings we attend are mostly generic and do not assist us to address our training" (P11, 2019).

One participant outlined one way through which they identify their own training needs and try to address them, their response was that:

"To a very limited extent, in fact, nowadays, during our cluster meetings we identify each other's training needs and try to share best practices in tackling issues that we encounter at the field" (P15, 2019).

From the views raised by participants, it is clear that the training programme has a number of shortfalls and thus cannot assist them to address their training needs, as *participants 1 and 11* indicate that they had not attended the disaster management they had wished to and that training they attend was mostly generic. Meanwhile*, participant 15* goes further to point out that they instead resorted to sharing best practices during their cluster meetings.

Westoby and van Blerk (2012) CDWs have formed reciprocal groups wherein they share their work experiences and exchange ideas on how best to tackle problems encountered at the field during their meetings. Also, in line with theoretical framework is the following assumption "people have more confidence and comfort in the journey to the future (the unknown) when they carry forward parts of the best (the known)". This assumption is relevant to this case because CDWs have confidence in the future as such they carry forward what is the best practices they share during their meetings on how to tackle matters they encounter at the field (Hammond, 1998).

CDWs were also requested to indicate the relevance of the training programme. The following are their responses:

"It is irrelevant, this is because most of training we attend is not related to our line of work" (P5, 2019).

Another participant had this to say:

"In as much as we appreciate the training offered, unfortunately, majority of them are not relevant to our work" (P7, 2019).

This is further reiterated by one participant who is of the view that:

> *"It is irrelevant because most training we attend we are mixed with other departments and subsequently our needs as CDWs are not identified" (P14, 2019).*

The general view as expressed by the participants is that the training they received thus far is irrelevant because it does not assist them to identify their training needs. In addition, most of the training they attended, they are mixed with employees from other departments and this complicates the training as it ceases to be specific towards their exact training needs.

Correspondingly, Westoby and van Blerk (2012) highlighted that there is no Community Development specific training for CDWs; hence, it is not surprising that their training is not specific to them. Notwithstanding the latter views expressed, Van Rooyen (2007) asserts that training should be guided by and be responsive community concerns.

4.5 Data collected from CDWs through focus group discussions

The researcher utilised focus group discussions to collect data from all nineteen CDWs. Since the total number of CDWs is nineteen they were divided into two groups with one consisting of nine and the other of ten members. Each focus group discussion was held separately on consecutive days.

4.5.1 Programme background

CDWs were requested to indicate what the training programme involves, including its aims, objectives and activities. The following are their responses:

> *"The aim was to develop and capacitate CDWs with skills such as how to effectively communicate with communities and how to resolve conflicts as well as to also meet the objectives of the training itself" (FG #1, 2019).*

Another participant further elaborated by indicating:

> *"We were taught a variety of skills including how to write a report, how to do presentations and how to write a business plan" (FG #2, 2019).*

Participants' responses indicate that there are a number of skills that they acquired including report writing, effective communication and business plan writing.

This is in line with views conveyed by Goldstein and Ford (2002), who assert that the acquisition of skills assists one to improve one's performance. Batten (1962) also argues that such workers need to possess the following attributes: enthusiasm, good intentions and respect for local people as well as have proper skills and knowledge.

4.5.2 Programme challenges

CDWs were asked to identify the challenges which they faced with regards the CDW training programme. They indicated that through training received they had hoped that the community development career path would be smooth. Below are participants' responses:

The first challenge that participants face is the lack of accreditation of training programmes. Participants had this to say:

> *"One other challenge is the lack of accreditation, because some of the trainings we have attended in the past were not accredited. Accredited trainings will allow us to obtain recognisable certificate(s) that will assist to develop us both professionally and personally" (FG #2, 2019).*

One other participant had this to say:

> *"Due to fact that some training sessions provided were not accredited, they are useless because there is no point in having a bunch of certificates which do not hold any value because trainings were not accredited" (FG #1, 2019).*

Participants are particularly concerned about the challenge regarding the lack of accreditation training as it this has the potential to have far-reaching consequences.

This is supported by Khumalo (2019) who states that one of the training sessions which CDWs attended was not accredited and it was thus disqualified. This is further supported by Craig (2013) and Thorburn (2000) who state that some of the challenges with training include a lack of standardisation and accreditation of short training courses.

CDWs were asked to outline ways through which the identified challenges are resolved. They had this to say:

> *"To this day, nothing has been done to address the challenges that we have identified" (FG #1, 2019).*

Another participant from FG #1 had this to say:

> *"It is no longer useful to raise the challenges that we face because they are hardly resolved anyway!" (FG #1, 2019).*

One other participant intimated:

> *"Some challenges are escalated to the supervisor but some may be beyond their scope of work or powers" (FG #2, 2019).*

Participants' responses seem to suggest that their challenges are seldom resolve. For instance, FG #1 pointed out that some challenges may be beyond the scope of their immediate supervisor.

Despite the above participants' responses, Jinabhai (2005) opines that some issues may not be solved through training only; this is because in some instances the organisation's environment may be influenced by other factors such as people's behaviour or management's stereotyped mindsets. Meanwhile, Westoby and van Blerk (2012) indicate that from their research findings CDWs complain about their seniors who hardly resolve their challenges.

CDWs were asked how the CDW training programme assisted them to perform their functions. They had this to say:

> *"Most of the training provided to us is not familiar to the job that we do, so it does not assist us to perform our functions, for instance management training" (FG #2, 2019).*

One other participant strongly pointed out:

> *"It is not useful because the training we receive is not informed by our training needs" (FG #1, 2019).*

Participants' views on the usefulness of the training programme in relation to the execution of their functions seem to generally be similar. For example, both FG # 1 and FG # 2 hold the view that the training is futile because it is not guided by their needs and it is not particularly relevant to the job that they do.

This comes as a surprise because DPSA (2007) stipulates that they are supposed to undergo community-based learning in the workplace from whence they would gain practical experience. Having undergone community-based learning one would assume that they

would have acquired sufficient skills to assist them to perform their work. Westoby and van Blerk (2012) concur with the views of the participants from their study where they confirmed a lack of community development specific training.

CDWs were requested to point out how management supported them with regards the training programme and the implementation of what they had learnt. Below are their responses:

> *"Support we received from management included transportation, accommodation and meals. However, the implementation of the [training received] is not effected in the workplace and there are no measures or monitoring systems in place to check that" (FG #1, 2019).*

Another participant had a similar view:

> *"The support we receive is in terms of accommodation, transport, and training venue. But, in terms of implementation of what we have learnt is a different story, this is because the training is not aligned to our training needs, therefore, it is impossible to put into practice what we have learnt" (FG #2, 2019).*

Participants indicated that although management does support them, much more could still be done. FG # 2 also indicated one important matter which pertains to the implementation of what they have learnt. According to their views, it would seem that management does not ensure that they implement what they were trained to do in into their everyday work.

There seems to be a serious challenge regarding a lack of management support with regards implementing of training objectives (Westoby and van Blerk, 2012). Henderson and Glen (2005), conclude by maintaining that there is lack of support received from supervisors and managers in the United Kingdom, especially in terms of creating awareness on the availability of training courses offered.

4.6 Data collected from officials through interviews

4.6.1 Demographic information of officials

This section presents the demographic profile of officials in the Mahikeng Local Municipality. It is based on the following characteristics: age group, gender, ethnic group and highest qualification. This section of the interview schedules was done to determine the demographic profile of officials and how such information could possibly contribute to the training

programme as experienced by CDWs in the study area. The following paragraph presents an outline of participants by age group.

4.6.2 Distribution of the officials by age

Majority 75% of the officials employed at the time of the study were within the age range of 50-60 years and 25% were between the age ranges of 30-40 years. It is evident from the research findings that majority of officials are in their late 50s and 60s and this is not consistent with the 2016 community survey wherein there has been a decrease of people within that age group and an increase of people within the age group of 30-40 years (Statistics South Africa, 2016).

4.6.3 Distribution of the officials by gender

Majority of the officials' 75% employed at the time of the study were males, followed by females at 25%. This does not come as a surprise since the population of males in the Province stood higher at 50.9% while that females stood lower at 49.1% according to the community survey conducted in 2016 (Statistics South Africa, 2016).

4.6.4 Distribution of the officials by ethnic status

All the officials employed at the time of the study were black. This is in line with the 2016 community survey's findings which show that the province is predominantly inhabited by black Africans (Statistics South Africa, 2016). However, in terms of equity of employment and other factors, a total non-representation of other profiles is an unusual pattern.

4.6.5 Distribution of the officials by highest qualification

From the total number of officials, 33.3% of them employed at the time of the study had a Master's degree while 33.3% had an Honours degree and the remaining 33.3% had a junior degree. According to Statistics South Africa (2016), only a small portion 7.3% of those aged between 20 years and older had access to higher education (higher diploma and Bachelor's degree). This confirms the 2016 community survey showing that majority of the people 67, 7% had secondary schooling (Matric and N3). Meanwhile 10.0% of them had access to primary school while the remaining 16.0% have not had access to school at all (Statistics South Africa, 2016).

4.7 Programme background

One of the themes that emerged from this study was the programme background. The theme provided a clear rationale for the training programme. The training programme that CDWs underwent played a huge role in assisting them to effectively do their work. It was established that the training that CDWs experienced assisted them to be the link between government and communities.

When asked about the objectives of the CDW training programme some of the officials explained that it strengthened the link between the government and communities.

One official asserted that:

> *"The programme is designed to empower CDWs them to be able to register for a Community Development degree with institutions such as UNISA or NWU degree after completing the Recognition of Prior Learning (RPL) training" (O1, 2019).*

The other official had this to say:

> *"So far, CDWs have attended a couple of training sessions such as citizen-centered service delivery and compulsory induction programme and each training had its own objectives including capacitating those who work within the public sector on matters such awareness of the rights of communities, teaching CDWs on how to be impartial when providing services to communities, teaching CDWs how to link government services to community members, providing an overview of the mandate of the public sector, finding suitable ways of working in the public service while adhering to the service delivery system and being in a position to manage them, for instance, project management, teach public servants about how they should conduct themselves and how to adhere to the ethics of care and value when interacting with communities they serve" (O2, 2019).*

From officials' responses, there are detailed and varied accounts on the objectives of the training programme. Nonetheless, some objectives are aligned to those expressed by CDWs, yet *official 2* articulates that one of the objective was to teach them on how to be the link between the government and community members. In the same contradictory vein, *official 1* indicated that the objective of the training programme was to empower them with relevant skills and qualifications so that they could eventually get an opportunity to gain entry to institutions of higher learning and possibly acquire qualifications such as community development.

Such a liaison role is supported by Westoby (2014) who contends that CDWs should play a community-brokering-liaison role, wherein they negotiate community members' access to other system resources, network or information. Van Rooyen (2007) holds a similar view in highlighting that CDWs are community-based resource persons who work together with other stakeholders to assist community members to acquire resources meant to meet their needs and thus can be seen as the link between people and government. Response by *official 2* is in line with the CDWs handbook which stipulates that once a CDW has completed the learnership, they can continue studying to obtain a university degree (undergraduate or postgraduate) in Development Studies or a similar discipline (DPSA, 2007).

4.8 Programme effectiveness

This objective sought to determine whether the topics that were covered by the training programme were relevant to the work that CDWs do or not. When asked about some of the topics, officials offered interesting observations, captured hereunder:

> *"CDWs were taught how to conduct themselves at all times i.e. show respect to all stakeholders especially local community members. They were also taught which channels they should use to refer local community members complaints or any other matters that may arise, for instance, which departments to approach for assistance with business funding. In addition, they were also taught more on the policies and legislations that guide the public service" (O1, 2019).*

Another official had this to say:

> *"A number of topics were covered during the CDWs training these include how they can improve their communication skills, such as voice projection, eye contact, use of body language as well as how make presentations. Further, they were also taught how to manage projects i.e. vegetable garden and poultry projects by following all the project management steps including planning until implementation. Lastly, they were also taught to more one human rights including which services local people are entitled to" (O2, 2019).*

There are a number significant topic that were covered during training that are important to the work that CDWs do, and this is perfectly articulated by the responses from the officials above. These topics include communication, project management, human rights and code of conduct.

Sebola (2017) contends that there needs to be consistent flow of information to communities, such efforts would ensure that there is proper engagement between government and communities. CDWs are well-positioned to assume this role; therefore this topic on communication came in handy for them. CDWs themselves had already alluded to the fact that communication is one of the topics that they were taught. Project management is also one of the topics that were adjudged important for the work that CDWs do and it is only befitting that CDWs possess it (DPSA, 2007 & Westoby & van Blerk, 2012). Therefore, there is synergy between what CDWs said and what officials submitted in the discussions. Collectively, the aforementioned topics apparently assist CDWs in their work and we could conclude that this essentially makes the training programme an effective offering.

Officials were asked to indicate the usefulness of the training programme to CDWs and some remarks are worth reproducing in order to capture their essence:

> *"It is useful because the CIP [compulsory induction programme] training deals with work that is being done in the public sector. Furthermore, there is workplace assignment, wherein the activities they do are related to their field of work. In addition, the citizen-centred training is useful as it seeks to address community related concerns through the adoption of various strategies such as referrals" (O1, 2019).*

Another official had this to say:

> *"It has been beneficial for them to this today; this is because it has amongst other things served as a basis to improve their skills such as communication, public speaking and project management. Moreover, it had served as a basis to prepare them for events such as campaigns, door to door visits, preparing meeting agendas and engage relevant stakeholders and outline their respective roles. Lastly, it has reiterated the importance of their work that they do in particular at a local government sphere" (O2, 2019).*

One other official indicated that the following in the full vignette:

> *"The training assists employees to close the skills gap that was identified by their supervisors during performance assessment. It also helps to improve employees' performance and confidence (O3, 2019).*

Officials indicated that the training programme was useful to CDWs in a number of ways including assisting in closing the skills gap and improving performance as well as confidence as articulated by *official 3*. Additionally, *official 2* also stated that the training programme

assisted CDWs in honing their skills like public speaking and project management, while *official 1* highlighted that the training has assisted CDWs to be well equipped with how government works including how best to address community related concerns.

Freire (2005) adds by articulating that it is not sufficient for CDWs to have only technical skills but they should also possess social skills that allow them to work with the grassroots citizens and elicit their participation. Such social skills include trust, social bonding, conflict management and specialist knowledge (Plummer & Taylor, 2013).

Officials were asked to highlight how they ensure active participation by CDWs during training and this is what they said:

> *"This is done through various means, such as presentations, discussions within groups and case studies whereby CDWs would deal with practical cases they encounter through their line of work" (O1, 2019).*

There are numerous ways through which officials ensure active participation by CDWs during training and these include presentations, discussions within groups, role play and case studies. Westoby and van Blerk (2012) concur that community development training should consist of case studies, role playing and direct supervision of work.

4.9 Programme challenges

Officials were requested to outline ways through which they support CDWs in achieving the training programme objectives. Some of their opinions are captured below.

> *"We provide support by ensuring that the training environment is conducive, such as ensuring that all the resources, like training material, transport and accommodation and catering during training are taken care of" (O1, 2019).*

Another official indicated:

> *"Support provided to them comes in various means like providing proper guidance with respect to the contents of the training programme before-hand. Support is also provided in terms of provision of transport services to ensure that they reach their training destination well on time without experiencing any challenges. Also, we normally check-in on daily basis during the course of the training to check whether there are any problems that needs to be resolved or not" (O2, 2019).*

Officials indicated that they provide support to CDWs in different ways such as provision of transport, accommodation, training material, catering as well checking in on a daily basis that everything runs smoothly. CDWs also indicated that they do receive support from management in terms provision of transport, accommodation, catering and training material.

CDWs need to access all forms of support they can get as this ensures that they can do their work diligently (Bhattacharyya et al, 2001). Blinkhoff, Bukanga, Swamalevwe and Williams (2001), share a similar view by contending that management support is sufficient recognition of the work that CDWs do, consolidating the fact that their contribution to the success of the CDW programme is invaluable and the work that they do is appreciated.

Officials were requested to outline how they resolve challenges associated with the CDW training programme and the following vignettes capture some of these hurdles:

> *"The first step is to engage with the CDWs supervisor to deliberate on the challenges experienced by CDWs and the supervisor would have to address the challenges by referring them to the relevant senior managers. Also, there is a management meeting that usually takes place on a quarterly basis where all senior managers meet and deliberate on various issues, so it is during such instances that all senior managers are expected to devise ways of addressing challenges experienced by public servants, in such meetings challenges experienced by CDWs are usually the ones which need urgent attention. On issues related to resources, the CDW supervisor should address them" (O1, 2019).*

Another official had this to say:

> *"The first step is to sit down with the concerned CDW(s) and try to address the identified challenge(s) verbally; however, if the matter cannot be resolved verbally then it is escalated to the Human Resources department for intervention" (O2, 2019).*

One other official had this to say:

> *"Most of the time when CDWs are unable to attend certain training courses such as monitoring and evaluation due to various challenges such as lack of funds (budget), SCM [supply chain management] challenges and work related issues; in such instances, the training is normally rescheduled to another time" (O3, 2019).*

Officials identified various methods that are employed to resolve challenges associated with the CDW training programme and the most prominent were rescheduling of training to another time as stated by *official 3*. Also, official 2 indicated that one way of resolving

challenges is through sitting down and engaging the concerned CDW(s) to find an amicable solution. If none is reached then such may be referred to the HR department for intervention and resolution. Meanwhile, *official 1* indicated that such challenges are referred to the CDW supervisor to address while another way suggests that the supervisor refer such challenges to senior managers for intervention. Although CDWs point out that their challenges are hardly resolved, they acknowledge that there are mechanisms in place to escalate challenges they face, specifically referring them to higher offices such as the supervisor or senior management for engagement and resolution.

In the same breadth, officials indicated that ways of resolving challenges include referring them to senior management and human resources personnel for intervention. Indeed McDowall and Saunders (2010) assert that for employees to believe that they are valued by their employer there have to be tangible signs of management's commitment to both their career and training needs. However, Westoby and van Blerk (2012) indicate that from their research findings CDWs complain about their seniors who hardly resolve their challenges.

4.10 Training needs identification

Officials were also asked to indicate how they include CDWs prior knowledge into the training programme and this is what they said:

> *"A questionnaire is circulated prior to the commencement of training, this is done to identify and be aware of CDWs prior knowledge. Then through those questionnaires a way forward is determined whereby the identified training gaps are prioritised and infused into the training" (O1, 2019).*

Another official had this to say:

> *"Trainers are furnished with information that contains the training needs of CDWs which were identified in their performance development plans" (O2, 2019).*

CDWs prior knowledge is included into the training programme is various ways such as through information sharing and a circulation of a questionnaire before the commencement of training. Indeed, CDWs have indicated that a questionnaire is circulated prior the commencement of training and information about their training needs is sent to trainers' prior training this is done to identify their training needs and infuse them into the training programme.

The assessment and inclusion of participants' prior knowledge (informal and non-formal) is a key instrument within the context of lifelong training. This is because it enables the

participation in formal education and training as well as creating employability and social participation and active citizenship (Papadakis, Kyridis, & Pandis, 2012). Zha, Adams, Roach and Stringham (2017) contend that inclusion of prior knowledge into the training programme improves transformative learning.

Officials were also requested to point out how they ensure that the training programme is aligned to the training needs of CDWs, they had this to say:

> "*By ensuring that their Performance Development Plans (PDPs) which were submitted to the [Human Resources Development] HRD office are implemented. Therefore, the implementation thereof will be guided by CDWs training needs because it will be what they had indicated as lacking in their PDPs" (O1, 2019).*

Another official had this to say:

> *"Through the Performance Development Plans, CDWs identify their own training needs on an annual basis and include them. In addition, the supervisor also identifies the training needs of CDWs based on their annual assessments" (02, 2019).*

Officials indicated that they use performance development plans (PDPs) as drawn between CDWs and their supervisors to ensure that they develop training programme that is aligned to the training needs of CDWs as identified. Notwithstanding what officials submitted verbatim, from the interviews conducted with CDWs it emerged that the training programme developed is not aligned to their training needs.

Asfaw, Argaw and Bayissa (2015) verified that training needs assessment or skills identification is an infrequently performed activity in their study conducted in Ethiopia. They assert that this could be due to civil service reform being a result of a high level decision. Meanwhile, Nazli, Sipon and Radzi (2014) postulate that training programme goals can only be achieved if individual (CDWs) training needs are fulfilled. In concluding, Mohammed, Cheng and Zurina (2016) contend that strides must be taken to improve employee productivity through training by the employer that privileges the continuous acquisition of skill and knowledge by the employees.

Officials were also asked to indicate ways through which they monitor the effectiveness of the training programme and whether or not CDWs implement what they were taught during training, this is what they had to say:

"There are monitoring and evaluation systems in place. For instance, CDWs are monitored through the reports that they submit on a monthly and quarterly basis to their supervisors and subsequently to the Provincial School of Governance. However, due to capacity constraints faced by the Provincial School of Governance, trainers rely on managers or supervisors to gauge the effectiveness of the training CDWs receive. However, there is a new strategy in place where now trainers go to the work place of CDWs to determine whether or not the training they have received is effective" (O1, 2019).

Another official had this to say:

"They are requested to fill in the evaluation forms once training has been conducted. We use these forms to evaluate whether the training was a success" (O3, 2019).

Officials have indicated that there are various ways through which they determine if training objectives have been met or not. This includes requesting CDWs to fill out evaluation forms to the submission of monthly and quarterly reports. However, CDWs had indicated that there are no systems in place to gauge whether or not they implement what they have learnt in place at the workplace. In response to the above concern raised by CDWs, officials indicated that there is a new strategy in place where now trainers go to the CDWs work place to check whether or not the training they have received assists them to perform optimally.

Like any other training programme, they should be subjected to a process consisting of constant monitoring, control, evaluation and, if need be, relevant modifications. The evaluation of the training programme would focus on various facets like its contents, aims, objectives, training resources, methods, effects and impact and more emphasis should be on answering questions about its efficiency and impact on the participants (Wang, Wei, Xiang, Xu, Han, Mkangara & Nie, 2008). Mohammed, Huda and Khan (2012) further point out that in order to ensure effectiveness of participative training programmes, post training evaluation assists as an uncompromising tool used to design, correct and improve existing and future training needs and methods.

4.11 Discussion of research findings

Findings of this study indicate that the CDW training programme as experienced by CDWs has generally been beneficial for them in a number of ways i.e. capacitates them with relevant skills needed in their field of work such as project management, communication, and service delivery amongst others. On the side of officials, research findings indicate that they continue to work hard to ensure that the training programme is improved. As it is the

case with some training programmes, the CDW training programme is also plagued with a number of challenges consisting of long turnaround time in resolving training related challenges, lack of community development specific training, lack of infrastructure and resources as well as the lack of accredited training courses. Notwithstanding, this study was conducted in the North West Province in particular Mahikeng Local Municipality and the findings are similar in a number of ways to the study that was conducted by Westoby and van Blerk whose focus was on the Western Cape and Free State Province only. Study findings demonstrate that it is of essence that organisations ensure that identified training courses be accredited. This may assist to curb a lot of challenges surrounding the CDW training programme at large. Any failure to consider the above-mentioned proposal may potentially render these change agents less effective in realising a developmental local government. It is prudent to mention that the sample size of this study focused only on a single local municipality within the Ngaka Modiri District municipality. Therefore, this implies that findings of this study may not necessarily be applicable to other local or district municipalities or even other provinces in the country. Perhaps future studies should be made at a provincial level to assist getting an overall picture of the state of the CDW training programme in the North West Province.

4.12 Comparison of studies

The intention of this study was determine whether or not the findings of the study conducted in 2012 by Westoby and van Blerk would be different from the current study. From the findings, the following are the themes identified which are similar to the study conducted by Westoby and van Blerk.

4.12.1 Programme background

There are two recruitment processes that were followed in recruiting CDWs in the North West Province respectively specifically in the Mahikeng Local Municipality. The first one being a formal approach wherein some CDWs were recruited through a newspaper advert and interview panel being selected to administer the interview process. The second being a process where some CDWs were recruited when an elected ward Councillor makes a recommendation of a CDW based on their activism in their respective communities, which will be followed by an interview process.

Westoby and van Blerk indicated that each Province (Free State and Western Cape) followed its own recruitment process. In the Free State Province, CDWS are recruited through a process where an elected ward Councillor makes a recommendation, followed by

an interview process. Meanwhile, in the Western Cape Province CDWs are recruited through a formal approach where adverts are placed in a newspaper, an interview panel is appointed to administer the interview process.

There were some similarities in terms of topics that were part of training content such as human rights, ethical leadership, service delivery provision, code of conduct, human resource processes and procedures, communication, conflict management and project management. Additionally, community participation, community profiling, financial management, change management, monitoring and evaluation, support and mentoring and coaching.

With regards to the content, objectives and aims of the training of CDWs Westoby and van Blerk also highlighted that the following topics were focused on facilitation, project management, meeting procedure, how to draft a business plan, communication, computer skills and how government works.

4.12.2 Programme challenges

The research findings of this study have indicated that most participants view support from senior management to be insufficient. This was evidenced when some participants indicated that senior management does not adequately resolve challenges that they encounter. This is also another issue which inhibits CDWs from being able to implement what they have been trained on when they are at work. As a result, they were not in a position to determine if training objectives were indeed met or not.

It was also highlighted the training provided to CDWs is said to be occasional with no pre-set schedule nor guided by surveyed needs. Most participants also pointed out that the training that they have received thus far is somewhat irregular and is often not related to community development. They said that it is mostly not guided by their specific needs which they would pointed out in the Performance Development Plans (PDPs) which are drawn at the beginning of each financial year.

Westoby and van Blerk identified the following challenges regarding the training of CDWs. The training provided is mainly workshop or classroom focused with a lack of support when doing their job. In addition, CDWs also indicated that the challenges they experience are seldom addressed. Westoby and van Blerk further assert that one of the challenges include training that is not focused specifically on community development knowledge and skills.

4.12.3 Training needs identification

The other issue which kept recurring was the matter pertaining to CDWs learning and receiving support from one another in small groups during their cluster meetings. CDWs pointed out that during their cluster meetings they are able to voice out their needs and sought assistance and guidance from their fellow colleagues and through that they actually share best practices. This method within the CD field has proven over time to be effective and so it is not surprising that CDWs have resorted to it in addition to their current training programme. Not surprisingly, Westoby and van Blerk stated that in some cases learning occurs informally wherein CDWs meet on a regular basis in small groups to share stories and best practices, struggles, lessons and how to navigate certain situations.

4.13 Summary

This chapter presented the training provided to CDWs in the Mahikeng Local Municipality. The study findings show that, to a large extent, the CDW training programme has had a positive impact in the work of CDWs. For instance, formal recruitment processes were followed in engaging them. The study demonstrates that the CDW training programme equipped CDWs with pertinent skills required in their field of work; these skills include communication, project management and conflict resolution. In addition, the study illustrates that the training programme allows CDWs to better perform their functions in a diligent manner than they did before the inception of training. However, the training programme faces a number of challenges such as lack of infrastructure and resources, lack of accredited training courses and lack of management support. The next chapter of this study proffers a summary of the findings, conclusions and recommendations.

CHAPTER FIVE: SUMMARY OF STUDY FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the findings of this study and outlines how the research questions were answered. It further provides a conclusion and proffers recommendations on the role of the training programme for community development workers.

5.2 Summary of the research findings

5.2.1 Programme background

The CDWs participated in a training programme that required them to complete a twelve months learnership. From the twelve months, eighteen days is set aside for mentors to engage with learners and during that time field assignments are given at the end of each training block while practical field experience amounts to another thirty-five days. Furthermore, CDWs receive lectures or presentations which are made up of forty days of formal academic training distributed into five blocks over a period of twelve months. The CDW learnership leads to a National Diploma in Community Development after successful completion of the course and assignments.

The study findings show that this training programme assisted CDWs to become an effective linkage between the communities and the government thus closing the gap between these. This was done through informing communities on how to access government services.

Research findings also show that the recruitment process that was followed was formal. Most CDWs were recruited through the normal recruitment process wherein they identified the job vacancy, applied for it, were shortlisted, interviewed and passed the interview. This recruitment process is similar to that practised in the Western Cape Province as expressed by Westoby and van Blerk (2012). Another method involves an elected ward Councillor making a recommendation, which is subsequently followed by an interview process. Westoby and van Blerk (2012) verify that a similar process is the formal route in making selection and training schedules for the CDWs.

From the findings of this study, it became clear that topics covered during their training programme were relevant and suitable to their line of work. For instance, effective communication skills assist them to facilitate engagements with government officials and communities. The coverage of conflict management skills helps CDWs resolve conflicts

which arise in communities. In addition, project management was another skill which allows them to assist community members to successfully manage projects in their communities. One other skill is leadership which allowed them to effectively provide leadership at a community level and lastly, report writing skills which assist them to compile their reports on community development.

5.2.2 Programme effectiveness

The findings aligned to programme effectiveness show that the level of knowledge among the trainers was high. As a result, that enabled them to provide comprehensive and competent training to CDWs who in turn were able to impart such knowledge and skills to community members. For instance, community members could now easily access government services as they knew which government department offers specific services.

Further to that, CDWs were able to draft business and budget plans together with community members. The trainers as well due to their high level of knowledge were able to assist CDWs to easily comprehend and achieve the objectives of the training programme as well understanding their importance.

The research findings also established that the training programme was trainee centred. The trainees were actively involved during training. The methods that were employed to realise such active participation included, allowing CDWs to do presentations that demonstrate understanding and application, solving case studies by indicating how to tackle problems in their communities, outdoor learning which encouraged them to simulate real life experiences of their work, question and answer session to allow them to ask competent questions that clarified practices and get a better understanding as well as role-playing which encouraged them to dramatise work experiences and devise innovative ways of addressing them

Study findings also confirmed that participants' prior knowledge was incorporated into the training programme. The trainers solicited such knowledge through a questionnaire. Participants were required to write what they knew about a particular subject matter, their experiences and where they needed assistance. It should be noted that earlier on it was stated that trainers are knowledgeable and competent, so this does not come as a surprise.

5.2.3 Training needs identification

The study findings confirmed that indeed CDWs contribute less towards the development of their training programme. For instance, the majority of the training courses they attended were predetermined and they did not get a chance to make inputs. It also appears that most

of the training course content was decided at a higher level and CDWs are hardly consulted. This is despite officials' responses which indicated that CDWs at the start of each financial year are requested to indicate their training needs in their performance development plans.

It was also highlighted that the current training programme hardly assists CDWs to address their training needs as it is intended in the planning phase. For instance, most of the training courses they attended did not consider their performance development plans. Many of the training courses tend to be generic and CDWs are mixed with public servants from other departments, thus they participate in a programme which is not specifically needs-based. CDWs have instead resorted to sharing best practices during their cluster meetings as part of identifying each other's training needs and devising possible solutions rather than rely on the recycled content of generic programmes.

5.2.4 Programme challenges

This study has established that although the employer provides support to CDWs during training, it is not enough and a lot still needs to be done upon completion of the programme. For instance, the training, the employer does not monitor the implementation of what they have learnt during training. This lack of monitoring may potentially have dire consequences, such as no value for money for the employer.

It was also highlighted that challenges which CDWs encounter are hardly resolved. In most cases it takes a long time for their challenges to be looked into, while others are never even given the attention they deserve. This makes them to develop an indifferent attitude as they sometimes do not see the need to raise the challenges which they encounter because these challenges have simply not been addressed.

Prior to the commencement of the training programme, participants already had expectations that they had anticipated would be met during training. For instance, there was a lack of support from senior managers in terms of implementing monitoring systems to determine if training objectives were met.

5.2.5 Programme improvement

It was also expressed that there needs to be certain improvements in the training programme. Improvements such as more budget being allocated towards their training programme would strengthen the programme offering. This is because it emerged that there is a budget shortage for training. For example, CDWs were not able to attend the monitoring and evaluation training due to budget constraints. While the learnership which some CDWs

participated in and completed was credit bearing, there was another training session which did not have any credits and it was thus subsequently discontinued. Lastly, there is a need for an extensive consultation process between the employer and employee (CDWs) in the development of the CDW training programme.

5.3 Conclusion

The CDW programme was introduced in 2003 and its mandate was to bring government closer to the people. CDWs were recruited to fast track this mandate. This study sought the perceptions of CDWs in relation to the training programme they have experienced thus far. As guided by the research questions, findings of this study indicated that a formal recruitment process was followed to get CDWs to participate in the CDW programme. The first was a process wherein a CDW is recruited through a newspaper advertisement followed by an interview panel constituted to administer the interview process. The second recruitment method involves a process wherein some CDWs are recruited by an elected ward councillor making a recommendation followed by an interview process. The recommendation from a ward councillor is based on their activism in their communities. The candidates also go through an interview process. The same recruitment process is practised in the Free State and Western Cape provinces only (Westoby & van Blerk, 2012). On matters pertaining to training programme content, objectives and aims there was a similarity on the topics covered during training for both this study and the one which was conducted by Westoby and van Blerk. These common topics included communication, meeting procedures, human resource processes and procedures in conflict and project management.

In some cases CDWs engage in informal learning wherein they meet on a regular basis to share best practices and stories and lessons and how best to navigate their daily work. Findings of this study also show that the training programme allows CDWs to perform their functions better than before the course offering. For instance, it was indicated that due to good facilitation skills and knowledge of the trainer, CDWs acquired a number of skills such as communication, presentation, project management and business plan writing. Furthermore, trainers encouraged inclusive participation through employing methods such as role play, outdoor learning and case studies. Moreover, CDWs' prior knowledge was included in the training programme through circulation of a questionnaire. The cumulative efforts have allowed supported CDWs to better perform their functions. The views above are also similar to the findings of the study conducted by Westoby and van Blerk. There are, however, a number of challenges that were identified relating to the training programme. These included lack of support from senior management, especially with regards to solving

the challenges that CDWs encounter, a long turn-around time to resolve challenges faced, training that is irregular and not linked to community development needs, training courses which are not accredited and a lack of resources and infrastructure. While a lot has been achieved through the training programme there are certain aspects that still need attention to ensure that CDWs can be more capacitated and thus improve their work. While this study was conducted in the North West Province, in the Mahikeng Local Municipality, it can be concluded that the findings are similar to those of the study conducted in the Western Cape and Free State provinces despite the varying socio-economic context (Westoby & van Blerk, 2012). To this end, recommendations are proffered in the hope that they are implemented in order to resolve some of the identified challenges.

5.4 Recommendations

5.4.1 Accreditation of training courses

The study verified that some training courses that were offered to CDWs were not accredited. As a result, the study recommends that the human resources and development unit should do thorough research and identify accredited training courses and verify the status with the South African Qualifications Authority. In addition, the study recommends that there should be an alignment between the training courses offered and the key performance areas of the CDWs. This essentially means that courses offered by the employer through the human resources and development unit should be guided by the key performance areas of the CDWs. Once such verification has been done to the satisfaction of the employer and employee, the courses can be mounted into a training programme.

5.4.2 Improving consultation processes

The study established that there are minimal consultations that take place between the employer represented by human resources and development unit, the management and CDWs with regards the development of the CDW training programme. Therefore, this study recommends that in the future there needs to be extensive consultative process which involve a binding written commitment between the employer and employees which would propel the employer to engage CDWs when developing the CDW training programme. There needs to be a platform for involving CDWs in decision-making processes regarding the content, approach, delivery and outcomes regarding the programme. One way of achieving this is through a negotiated and signed personal development plans for CDWs. This must also reflect in the implementation plan of the training programme.

5.4.3 Improving management support

Lack of support from senior management, especially in terms of resolving challenges experienced by CDWs, emerged from this study. It is recommended that senior management should enhance communication between themselves and CDWs. This can be done through an open door policy wherein CDWs can adequately express their challenges. For instance, the employer should design a complaints box at offices so that CDWs write down and drop the complaints so that management can receive them timeously and respond promptly without having to wait for a meeting to be convened first. Furthermore, resolutions taken during quarterly meetings to address challenges experienced by CDWs should have deadlines. There needs to be agreed upon processes to manage the inability to meet the deadlines.

5.4.4 Enhancing monitoring systems

The monitoring system is a crucial step toward implementation of what they have learnt during training in the real work environment. Therefore, the study recommends that supervisors in particular should heighten the current monitoring systems by relying on weekly and quarterly reports submitted by CDWs. Supervisors should also consider supervising CDWs when they perform their duties especially at communities. Moreover, supervisors can, together with CDWs, set targets that should be achieved once they are at the field. For instance, one target can be how many community members cases has a CDW referred to relevant departments each month. This should be done after CDWs have attended training.

5.4.5 Needs from the survey that inform the training programme

The study found out that, to some degree, the training provided to CDWs was not guided by the needs that emerged from the survey. Therefore, the study recommends that the actual needs of the CDWs be used to guide and design content for the programme. This can be achieved by sourcing these through the CDWs' personal development plans. In order to achieve this, an official questionnaire should be developed and circulated by supervisors to CDWs wherein they identify and write down their real needs prior the personal development plans discussions. Such a questionnaire would guide and ensure that CDWs real needs are included in their personal development plans. Moreover, the personal development plan

agreed upon and developed between the supervisor and CDWs should be binding and signed by both the supervisor and CDWs.

References

South African Government. 1994. *The Reconstruction and Development Programme: A Policy Framework*. Johannesburg: Umanyano.

Asfaw, A., Argaw, M. & Bayissa, L. 2015. The impact of training and development on employee performance and effectiveness: A case study of District Five administration office, Bole Sub City, Addis Ababa, Ethiopia. *Journal of Human Resource and Sustainability Studies*, 3: 188-202.

Bakan, I. 2000. *The Importance of Formal Employee Education in the world of growing uncertainty.* Turkey: Kahramanmaraş Sütçüimam University.

Batten, T.R. 1962. Training for Community Development: A Critical Study of Methods. Oxford: Oxford University Press.

Bhattacharyya, K., Leban, K., Winch & Tien, M. 2001. Community Health Worker incentives and disincentives: How they affect motivation, retention and sustainability. Virginia: Basics II, United States Agency for International Development.

Bendroth, N.B. 2015. *Transitional Ministry Today: Successful Strategies for Churches and Pastors*. New York: Rowman & Littlefield.

Blinkhoff, P., Bukanga, E., Swamalevwe, B. & Williams, G. 2001. *Under the Mupundu Tree: Volunteers in home care for people with HIV and AIDS and TB in Zambia's Copper belt*. London: ACTIONAID.

Branson, M. L. 2004. *Memories, hopes and conversations: Appreciative inquiry and congregational change.* Virginia: Alban Institute.

Braun, V. & Clarke, V. 2014. What can "thematic analysis" offer health and wellbeing researchers? *International Journal of Qualitative Studies on Health and Well-being,* 9: 1748-2631.

Bushe, G.R. 2010. *A Comparative Case Study of Appreciative Inquiries in One Organisation: Implications for Practice*. *Review of Research and Social Intervention*, (Special Issue on Appreciative Inquiry) 29: 7-24.

Chikulo, B.C. 2013. Developmental Local Governance and Service Delivery in South Africa: progress, achievements and challenges. *Journal of Social Development in Africa*, 28 (1): 35-64.

Combat Poverty Agency. 2007. Policy Submission: Community development programme 2007-2013. Ireland: Combat Poverty Agency.

Cooperrider, D.L. & Srivastva, D. 1987. Appreciative inquiry in organisation life*. Research in Organisational Development*, 1: 129-69. Greenwich: JAI Press.

Cooperrider, D.L. & Whitney, D. 2000. Appreciative inquiry - Rethinking human organisation toward a positive theory of change. *Team performance management,* 6 (7-8): 140-140.

Cooperrider, D.L. & Whitney, D. 2001. A positive revolution in change: Appreciative inquiry. *Public Administration and Public Policy,* 87: 611-630.

Cooperrider, D.L., Whitney, D & Stavros, J.M. 2003. *Appreciative Inquiry Handbook.* Ohio: Lakeshore Publishers.

Cope, D.G. 2014. Methods and Meanings: Credibility and trustworthiness of qualitative research. *Oncology Nursing Forum*, 41 (1):89-91.

Craig, G. 2014. Community development in England: A short history. Rural communities: Development and organising state of play in 2014. A paper presented at the Retford Rural Services Conference, 8 January 2014. https://www.birmingham.ac.uk/generic/tsrc/documents/tsrc/presentations/community-dev-a-short-history.pdf Date of access: 23 Jul 2019.

Cropley, T & Phibbs, P. (nd). Public participation in planning barriers, opportunities and ideas. University of Sydney: Henry Halloran Trust.

De Beer, F & Swanepoel, H. 1998. *Community development and beyond: Issues, structures and procedures.* Hatfield: Van Schaik.

De Beer, F. 2011. Romance and the challenges to professionalization of community development in South Africa: a viewpoint. *The Social Work Practitioner-Researcher, 23* (3):400-415.

De Beer, F & Swanepoel, H. 2012. A postscript as an introduction: Do we know where to go with the professionalization of community development in South Africa? *Africanus: Journal for Development Studies.* 42 (2): 3-13.

Denzin, N.K. & Lincoln, Y.S. 2008. Introduction: The discipline and practice of qualitative research, in Denzin, N.K. & Lincoln, Y.S (eds), *The landscape of Qualitative Research.* (3rd revised edn). Thousand Oaks: SAGE publications.

Department of Cooperative Governance and Traditional Affairs (South Africa). 2020. *Ngaka Modiri Molema Profile and Analysis: District Development Model*. https://www.cogta.gov.za/ddm/wp-content/uploads/2020/07/PROFILE_Ngaka-Modiri-Molema-SG-ed-25-June-2020.pdf Date of access: 02 Jun. 2021.

Department of Local Government. 2005. *Draft National Policy Framework for Public Participation: Public participation and empowerment.* Pretoria: Government Printer.

Department of Provincial and Local government (South Africa). 2005. *Intergovernmental Relations Framework Act 13.* Pretoria: Government Printer.

Department of Public Service and Administration (South Africa). 2008-2014. *Community Development Workers: Master Plan*. Pretoria: DPSA.

Department of Public Service and Administration (South Africa). 2007. *A handbook for community development workers*. Pretoria: DPSA.

Department of Public Service and Administration (South Africa). 2009. *Community Development Handbook*. Pretoria: DPSA.

Department of Public Service and Administration (South Africa). 2010. *The Community Worker Programme: Progress Report 2003-2010.* Pretoria: DPSA.

Department of Social Development (South Africa). 2011. *Inaugural Summit for the Professionalisation of Community Development: Building sustainable, equitable and vibrant communities.* http://cdpsc.co.za/downloads/Oct%202011%20Summit/Inaugural%20Summit%20Report%20for%20Professionalising%20Community%20Development Date of access: 25 Jul. 2018.

Ferretti, S. 2010. *Fellows and Civil Society.* Yangon: Action Aid Myanmar.

Freire, P. 2005. *Handbook for Community Youth Workers: Training for community self-reliance and sustainable peace*. Durban: Umtapo Centre.

Gerritsen, A. 2017. *Focus group discussions: A step-by-step guide*. https://www.slideshare.net/AnnetteGerritsen/fgd-manual-14-april-2011 Date of access: 15 Nov. 2017.

Goldstein, I.L. & Ford, J.K. 2002. *Training in Organisations.* 4th ed. Belmont: Wadsworth.

South African Government. 1996. *The Constitution of the Republic of South Africa.* http://www.gov.za/DOCUMENTS/CONSTITUTION/constitution-republic-south-africa-1996-1 Date of access: 7 May. 2019.

South African Government. 2004. Community Development Worker: Course Manual, Book 1, Department of Provincial and Local Government SETA, Education and training unit. Pretoria: LGSETA.

Grace, P.J. 2014. *Nursing Ethics and Professional Responsibility in Advanced Practice.* 2nd ed. Burlington: Jones & Bartlett Learning.

Grant, S. & Humphries, M. 2006. Critical evaluation of appreciative inquiry: Bridging an apparent paradox. *Action Research*, 4(4): 401-418.

Gray, M. & Lombard, A. 2008. The Post-1994 Transformation of Social Work in South Africa. *International Journal of Social Welfare*, 17 (132):132-145.

Hammond, S. A. 1998. *The Thin Book of Appreciative Inquiry.* 2nd ed. Texas: Thin Book Publishing Corporation

Hellriegel, D., Slocum, Jr, J.W.W & Woodman, R.W. 2001. *Organisational Behaviour.* 9th ed. Ohio: South-Western College Publishing.

Henderson, P. & Glen, A. 2005. From Recognition to Support: Community Development Workers in the United Kingdom. *Community Development Journal,* 41 (3): 277-292.

Hennink, M., Hutter, I. & Bailey, A. 2020. *Qualitative Research Methods*. 2nd ed. Britain: Sage

Hofmeyr, K. 1987. Black advancement uder the spotlight. Paper presented at the Multicultural Management Workshop, Johannesburg, 24-25 March, 1-10.

Holbeche, L. 2005. *The High Performance Organization*. London: Routledge.

Holloway, I & Wheeler, S. 2009. *Qualitative Research in Nursing*. 2nd ed. Oxford: Blackwell Science.

Hua, K.H & Chuah, T.J. 2010. *Project management of a community development project within a high-end retail district in Singapore.* Paper presented at PMI Global Congress. Victoria: Project Management Institute.

Jinabhai, D. C. 2005. New Challenges for South African Development and Training: linkages to empirical research. *Public Personnel Management Journal,* 3 (1): 85-101.

Judy, S. & Hammond, S. 2006. *Introduction to Appreciative Inquiry.* Canada: Silva Forest Foundation.

Kabir, S.M.S. 2016. Basic Guidelines for Research: An Introductory Approach for All Disciplines. Bangladesh: Book Zone Publication.

Kessler, E.H. 2013. *Encyclopaedia of Management Theory.* California: Sage Publications.

Khumalo, N. 2019. The training of Community Development Workers in the Mahikeng Local Municipality, North West Office of the Premier [Personal Interview]. 15 Apr. Mahikeng.

Lofving, A. 2011. *The Force for Change: Achievements of the Fellowship Programme in Myanmar.* Yangon: Action Aid Myanmar.

Matebesi, S & Botes, L. 2011. Khutsong cross-boundary protests: The triumph and failure of participatory governance? *Politeia*, 30 (1): 4-20.

Martin, B.O., Kolomitro, K & Lam, T.C.M. 2014. Training Methods: A review and analysis. *Human Resource Development Review,* 13 (1): 11-35.

Mbeki, T. 2008. Address by President of South Africa during the Community Development Workers Indaba, Gallagher Estate, Midrand. http://www.gcis.gov.za/ Date of access: 01Jun. 2019.

MacQueen, K.M., McLellan, E., Metzger, D.S., Kegeles, S., Strauss, R.P., Scotti, R., Blanchard, L. & Trotter, R.T. 2001. What is community? An evidence-based definition for participatory public health. 2nd ed. *American Journal of Public Health,* 91(12): 1929-1938.

McKenna, E. & Beach, N. 1995. *The Essence of Human Resource Management.* London: Prentice Hall.

McDowall, A. & Saunders, M.N.K. 2010. UK managers' conceptions of training and development. *Journal of European Industrial Training*, 34 (7): 609-630.

Milhem, W., Abushamsieh, K & Arosteigui, M.N.P. 2014. Training Strategies, Theories and Types. *Journal of Accounting, Business & Management*, 2 (1): 12-26.

Alhojailan, M. 2012. *Thematic Analysis: A critical review of its process and evaluation*. http://westeastinstitute.comcontent/uploads/2012/10/ZG12-191-Mohamed-Ibrahim-Alhojailan-Full-Paper.pdf Date of access: 15 Nov. 2018

Mohammed, I., Cheng, H & Zurina, A. 2016. Training aligned with business strategies: Aiming at the 'Strategic fit'. *Journal of Scientific Research and Development,* 3 (4): 150-156.

Mohammed, R.J., Huda, K. & Khan, R.S. 2012. Significance of training evaluation for employee effectiveness: An empirical study on Sainsbury's Supermarket Ltd, UK. *International Journal of Business and Management*, 7 (18): 141-148.

Mokoena, S.K & Moeti, K.B. 2017. Community development workers as agents of change and conduit of authentic public participation: The case of Mpumalanga Province in South Africa. *The Journal for Transdisciplinary Research in Southern Africa,* 13 (1): 1-9.

Morgan, S. 2000. *Clinical Risk Management: A Clinical Tool and Practitioner Manual.* London: Sainsbury Centre for Mental Health.

Mubangizi, B.C. 2009. Community development and service delivery in South Africa: Work, workers and challenges. *Journal of Public Administration*, 44 (3): 435-450.

Mubangizi, B.C. 2014. Drawing on the local environment as a locus for solving development problems: Introduction. *African Journal of Governance and Development,* 3 (1): 3-4.

Mubyazi, G.M., Mushi, A., Kamugisha, M., Massaga, J., Mdira, K.Y., Segejana, M & Njunwa, K. 2017. Community views of health sector reform and their participation in health priority setting: Case of Lushoto and Muheza districts, Tanzania. *Journal of Public Health,* 29 (2): 147-156.

Nazli, N.N., Sipon, S., & Radzi, H.M. 2014. Analysis of training needs in disaster preparedness. *Procedia-Social and Behavioural Sciences*, 140: 576-580.

Nongard, R. 2014. *Contextual Psychology: Integrating Mindfulness-Based Approaches into Effective Therapy*. Yale: Peachtree Professional Education, Incorporated.

Ongori, H. & Nzonzo, J.C. 2011. Training and Development Practices in an Organisation: An intervention to enhance organisational effectiveness. *International Journal of Engineering and Management Sciences*, 2 (4): 187-198.

Palma, C. A. 2018. Conflict resolution in community development: Are the benefits worth the costs? *Critical Social Policy.* https://doi.org/10.1177/0261018318780162

Papadakis, N., Kyridis, A. & Pandis, P. 2012. Best practices in Training of employees: A framework for training the personnel of social partners and NGO. *International Journal of Education,* 4 (2): 146-160.

Parveen, H. & Showkat, N. 2017. *Non-Probability and Probability Sampling*. https://www.researchgate.net/publication/319066480_Non-Probability_and_Probability_Sampling Date of access: 22 Feb 2019.

Patton, M.Q. 2003. *Inquiry into Appreciative Evaluation: New directions for evaluation*. https://onlinelibrary.wiley.com/doi/abs/10.1002/ev.96 Date of access: 31 Jul. 2018.

Paulo, K. 2002. *Community Development Work National Occupational Standards.* Grantham: Van Schaik.

Plummer, J & Taylor, J.G. 2013. *Community Participation in China: Issues and processes for capacity building.* London: Routledge

Pratt, C. 2002. Creating Unity from Competing Integrities: A Case Study in Appreciative Inquiry Methodology. In: Fry, F., Barret, F., Seiling, J &. Whitney, D. *Appreciative Inquiry and Organisational Transformation. Reports from the Field (99-120*). Westport, Connecticut: Quorum Books.

Public Service Commission (PSC). 2019. *Public service commission report on the management of leave in the public service.* www.psc.gov.za/documents/leave.asp# Date of access: 13 Jul. 2020.

Raheja, K. 2015. Methods of Training and Development. *Innovative Journal of Business and Management*, 4 (2): 35-41.

Reason, P. 2000. *Action Research as Spiritual Practice*. https://www.bath.ac.uk/~mnspwr/Thoughtpieces/ARspritualpractice.html Date of Access: 31 Jul. 2018.

Richard, P.J., Devinney, T.M., Yip, G.S. & Johnson, G. 2009. Measuring organisation performance: Towards methodological best practice. *Journal of Management*, 35 (3):718-804.

Sanjeewanie, K.I.H. 2013. Participation towards building sustainability in delivering services for the urban poor in Sri Lanka. In. Thomas, P. 2013. *Challenges for participatory development in contemporary development practice.* Canberra: Australian National University.

Schukoske, J. 2001. Inviting visions: Role plays about community economic development. *Human Rights and Development Journal*:189-195. https://dx.doi.org/10.2139/ssrn.1430502

Sedgwick, P. 2014. Cross sectional studies: Advantages and disadvantages. *British Medical Journal*, 348: 1-2.

Sebola, M.P. 2017. Communication in the South African Public Participation Process: The effectiveness of communication tools. *African Journal of Public Affairs.* 9 (6): 25-35.

Statistics South Africa (Stats SA). 2016. *Community Survey: September 2016.* Date of access: 5 Nov. 2018.

Steve, P. 2005. Appreciative Inquiry: what it is and how it works. *Training Journal,* 30:30.

Swaminathan, J. & Gowri Shankar, U. 2011. Perceived Effectiveness of Training and Development: A case study in STC Technologies Pvt. Ltd., Chennai. *International Journal of Current Research*, 23 (6):181-184.

Steinitz, L.Y. n.d. *When spider webs unite: The work of volunteers in providing home-based care in Namibia, Windhoek: Catholic AIDS Action in Namibia.* http://www.caa.org.na/Volunteers%20Work/When%20Spider%20Webs%20Unite%20Jan03.doc Date of Access: 28 May. 2019.

The Reconstruction and Development Programme (South Africa). 1994: *A Policy Framework.* Pretoria: Government Printers.

Thorburn, M.J. 2000. Training of CBR Personnel: current Issues-future trends. *Asia Pacific Disability Rehabilitation,* 11 (1).

http://www.dinf.ne.jp/doc/english/asia/resource/apdrj/z13jo0500/z13jo0505.html Date of access: 14 Aug. 2018.

Tshishonga, N. & Mafema, E.D. 2010. Policy development for service delivery through community development workers programme in South Africa: Exploring the implications of placing a cart before the horse. *Journal of Public Administration*, 45 (4): 561-583.

Tshisonga, N & Mafema, E.D. 2008. Towards endangering developmental local government: An imperative for multi-skilled, conscientised and empowered development workers. *Journal of Public Administration*, 43 (3): 360-370.

United Nations Department of Economic and Social Affairs (UNDESA). 1963. *Community Development and national development.* New York: Ad Hoc Group of experts on Community Development.

United Nations Educational, Scientific and Cultural organisation (UNESCO). 1998. *Cultural Policy for development* - Evaluation of the Stockholm Action plan. University of Linkping.

United Nations International Children's Emergency Fund (UNICEF). 2012. *Care for Child Development: A Framework for Monitoring and Evaluating the WHO/UNICEF Intervention.* GENEVA: World Health Organization.

United Republic of Tanzania. 2012. *Ministry of community development, gender and children.* http://www.tzonline.org/pdf/communitydevelopmentpolicy.pdf Date of access: 25 May. 2021.

Van Rooyen, D. 2007. Community development workers: Four lessons from international experience of community-based workers. *Journal for Social Work,* 43 (3): 209-23.

Van Tiem, D. & Rosenzweig, J. 2006. *Appreciative Inquiry: Organisation development.* Virginia: ASTD Press.

Virginie, C., Lynn, M & Rawad, M. 2016. Understanding Community. *Canadian Journal of Disability Studies*, 5 (4): 181-203.

Wang, C., Wei, S., Xiang, H., Xu, Y., Han, S., Mkangara, O.M. & Nie, S. 2008. Evaluating the effectiveness of an emergency preparedness training programme for public health staff in China. *Public Health*, 122 (5): 471-477.

Westoby, P. & van Blerk, R. 2012. An investigation into the training of community development workers within South Africa. *Development in Practice*, 22 (8): 1082-1096.

Westoby, P. 2014. *Theorising the Practice of Community Development: A South African perspective.* Farnham: Ashgate Publishing.

Whitney, D. & Trosten-Bloom, A. 2003. *The power of appreciative inquiry: A practical guide to positive change*. California: Berrett-Koehler Publishers, Incorporated.

Zha, S., Adams, A.H., Roach, J.M.C. & Stringham, D.A. 2017. An examination on the effect of prior knowledge, personal goals and incentive in an online employee training programme. *New horizons in Adult Education and Human Resources Development,* 29 (4): 35-46.

Annexure A

(CERTIFICATE OF EDITING)

Office: 0183892451

FACULTY OF EDUCATION **Cell: 0729116600**

Date: 27th October, 2020

TO WHOM IT MAY CONCERN

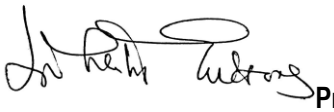
CERTIFICATE OF EDITING

I, Muchativugwa Liberty Hove, confirm and certify that I have read and edited the entire dissertation, **Perceptions of the Community Development Workers on Community Development Workers' training programme: The case of the Mahikeng Local Municipality, North West Province** by **TUMELO GODFREY MOTLHANKE, student number, 23735899,** Orcid.org/0000-0001-7870-6028, submitted in fulfilment of the requirements for the degree of **MASTER OF SOCIAL SCIENCES IN DEVELOPMENT STUDIES in the FACULTY OF HUMANITIES, NORTH-WEST UNIVERSITY, MAHIKENG CAMPUS.**

TUMELO GODFREY MOTLHANKE was supervised by **DR. M.P. MOLOPE** of the North-West University.

I hold a PhD in English Language and Literature in English and am qualified to edit such a thesis for cohesion and coherence. The views expressed herein, however, remain those of the researcher/s.

Yours sincerely



Professor M.L. Hove (PhD, MA, PGDE, PGCE, BA Honours – English)

Annexure B

(Ethics approval letter)

Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

Fax: 018 299-4910

Web: http://www.nwu.ac.za

Research Ethics Regulatory Committee

Tel: 018 299-4849

Email: nkosinathi.machine@nwu.ac.za

25 June 2019

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the Basic and Social Sciences Research Ethics Committee (BaSSREC) on 06/06/2018, the Basic and Social Sciences Research Ethics Committee hereby approves your study as indicated below. This implies that the North-West University Research Ethics Regulatory Committee (NWU- RERC) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

N	W	U	-	H	S	-	2	0	1	8	-	1	5	1

Study title: An investigation into the training of community development workers in the North West Province, Mafikeng Local Municipality.
Study Leader/Supervisor (Principal Investigator)/Researcher: Dr MP Molope
Student: T.G. Motlhanke

Ethics number:

Institution Study Number Year Status
Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Application Type:
Commencement date: 24/06/2019 **Risk:** **Low**
Expiry date: 23/06/2020
Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

Special in process conditions of the research for approval (if applicable):

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- *The study leader/supervisor (principle investigator)/researcher must report in the prescribed format to the BaSSREC:*
  - *annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and*
  - *without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.*
- *The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the BaSSREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.*
- *Annually a number of studies may be randomly selected for an external audit.*
- *The date of approval indicates the first date that the study may be started.*
- *In the interest of ethical responsibility, the NWU-RERC and BaSSREC reserves the right to:*
  - *request access to any information or data at any time during the course or after completion of the study;*
  - *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;*
  - *withdraw or postpone approval if:*

- *any unethical principles or practices of the study are revealed or suspected;*
- *it becomes apparent that any relevant information was withheld from the BaSSREC or that information has been false or misrepresented;*
- *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or*
- *new institutional rules, national legislation or international conventions deem it necessary.*
- *BaSSREC can be contacted for further information or any report templates via BaSSREC@nwu.ac.za.*

The BaSSREC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the BaSSREC or the NWU-RERC for any further enquiries or requests for assistance.

Yours sincerely

Prof C. van Eeden

Chairperson NWU Basic and Social Sciences Research Ethics Committee

Original details: (22351930) C:\Users\22351930\Desktop\ETHICS APPROVAL LETTER OF STUDY.docm
8 November 2018

File reference: 9.1.5.4.2

Annexure C

(Consent letter)

Researcher: Tumelo Motlhanke

Contact Details: 078 989 5162 - E-Mail: tomotlhanke@gmail.com

Supervisor: Dr. M.P. Molope

Contact Details: 018 389 2524 - E-Mail: Mokgadi.Molope@nwu.ac.za

CONSENT TO PARTICIPATE IN THE RESEARCH PROJECT

This form serves to clarify the purpose and procedures of this study. Furthermore, it intends to serve as a confidentiality agreement between the participant and researcher.

The topic of this research study is "Perceptions of the Community Development Workers on the Community Development Workers training programme: The case of the Mahikeng Local Municipality, North West Province."

The objectives of the study are designed to:

- Determine what constitutes the training programme that is provided to CDWs in the North West Province.
- Solicit the views of the trainees about the achievement of the training programme goals.
- Evaluate how the training programme supports CDWs in performing their functions.
- Examine the challenges associated with the training of CDWs in the North West Province.

Please note that there are no right or wrong answers. Your responses are going to be treated with utmost confidentiality**.** Additionally, participants who are to participate in this study will be informed of their right to withdraw any time if ever they feel offended, persuaded, uncomfortable or any other reason and will be given a right to voluntarily participate in the study or decline.

To ensure anonymity, the researcher will assign codes/numbers to each interview and not the names of participants. Please note that the researcher will be taking notes using Microsoft Word during the interview session. Information is going to be sought from Community Development Workers, Community Development Workers Supervisor, HR Official in charge of Training and Development of

Community Development Workers and Trainers of Community Development Workers. Kindly take note that no incentives will be provided to the participants and each interview will take approximately 30 minutes to complete.

Please sign below if you are prepared to participate in this research study. Your participation and contribution is greatly appreciated.

Participant's signature_____ Date_____

Annexure D

(Focus group discussions)

Researcher: Tumelo Motlhanke

Contact Details: 078 989 5162 - E-Mail: tomotlhanke@gmail.com

Supervisor: Dr. M.P. Molope

Contact Details: 018 389 2524 - E-Mail: Mokgadi.Molope@nwu.ac.za

Research Questions: Focus Groups Discussions

1. What does the CDW training programme involve? What are its aims, objectives and activities?
2. What challenges are you facing with regards to the CDW training programme?
3. How are such challenges resolved?
4. How does the CDW training programme assist you to perform your functions?
5. What kind of support do you receive from management with regards the CDW training programme and the implementation of what you have learnt?

Annexure E

(CDWs supervisor interview schedule)

Researcher: Tumelo Motlhanke

Contact Details: 078 989 5162 - E-Mail: tomotlhanke@gmail.com

Supervisor: Dr. M.P. Molope

Contact Details: 018 389 2524 - E-Mail: Mokgadi.Molope@nwu.ac.za

Instructions:

-Tick with an ***(x)*** in the appropriate box

- Please answer all the sections

- Please answer all the questions as truthfully as possible

SECTION A

1. DEMOGRAPHIC INFORMATION

1.1 Age

18-30 years	30-40 years	40-50 year	50-60 years	60-70 years	70 and older

1. 2 Gender

Male	Female

1.3 Ethnic group

Black	Coloured	White	Indian	Other

1.4 Highest Qualification

Senior Certificate	College Certificate	Diploma	Junior degree	Honours Degree	Master's Degree	PHD	Other

SECTION B

2.1 What are the objectives of the CDW training programme?

_____
_____

2.2 How useful is the training programme to CDWs?

_____
_____

2.3 What kind of support do you give to CDWs to ensure that training objectives are met?

_____
_____

2.4 Is there anything you would like to be improved in the CDW training programme?

_____
_____

2.5 What is the criteria that is used to appoint trainers?

_____
_____

2.6 How do you determine that trainers facilitate in such a manner that CDW training objectives are met?

_____
_____

2.7 What kind of support do you give to trainers to ensure that CDW training objectives are met?

_____
_____

2.8 How are the trainers assessed?

_____
_____

2.9 How has the CDW training programme been evaluated and what has been done with the outcomes thereof?

_____
_____

2.10 What do you do to ensure that all resources required for the CDW training are provided?

_____
_____

2.11 How do you ensure that the training provided to CDWs is aligned to their training needs?

_____
_____

2.12 How do you ensure that CDWs receive the necessary support during their training?

_____
_____

2.13 How do you resolve challenges associated with the training of CDWs?

_____
_____

Thank you very much for participating in this interview.

Annexure F

(Trainer Interview schedule)

Instructions:

- Tick with an ***(x)*** in the appropriate box

- Please answer all the sections

- Please answer all the questions as truthfully as possible

SECTION A

1. DEMOGRAPHICAL INFORMATION

1.1 Age

18-30 years	30-40 years	40-50 year	50-60 years	60-70 years	70 and older

1.2 Gender

Male	Female

1.3 Ethnic group

Black	Coloured	White	Indian	Other

1.4 Marital Status

Married	Single	Cohabiting	Widowed	Divorced

1.5 Highest Qualification

Senior Certificate	College Certificate	Diploma	Junior degree	Honours Degree	Master's Degree	PHD	Other

SECTION B:

2.1 What are the objectives of the CDW training programme?

_____

_____

2.2 Is the current CDWs training programme you provide informed by community related concerns?

_____

_____

2.3 What topics did you cover during the CDW training?

_____

_____

2.4 How useful is the training that you provide to CDWs in their line of work?

_____

_____

2.5 How do you determine the training needs of CDWs?

_____

_____

2.6 What training process do you currently have in place for CDWs?

_____

_____

_____

2.7 What do you to ensure that you are able achieve the outcomes of the CDW training programme?

_____

_____

2.8 How do you ensure active participation by CDWs during training?

_____

_____

2.9 How do you include CDWs prior knowledge into the CDW training programme?

_____

_____

2.10 Is the current training programme that you provide informed by the training needs of CDWs?

_____

_____

2.11 To what extent does the current CDW training programme assist CDWs to address their training needs?

_____

_____

2.12 Does the training you provide to CDWs assist them to perform their functions?

_____

_____

2.13 What kind of support do you receive from your employer with respect to the achievements of the CDW training programme?

_____

_____

2.14 How would you describe the cooperation of CDWs during training?

_____

_____

2.15 How do you measure the effectiveness of the training that you provide to CDWs?

_____

_____

2.16 How frequent do you provide training to CDWs?

_____

_____

2.17 How do you resolve challenges associated with the training of CDWs?

Thank you very much for participating in this interview.

Annexure G

(HR official interview schedule)

Instructions:

-Tick with an ***(x)*** in the appropriate box

- Please answer all the sections

- Please answer all the questions as truthfully as possible

SECTION A

1. DEMOGRAPHIC INFORMATION

1.1 Age

18-30 years	30-40 years	40-50 year	50-60 years	60-70 years	70 and older

1.2 Gender

Male	Female

1.3 Ethnic group

Black	Coloured	White	Indian	Other

1.4 Highest Qualification

Senior Certificate	College Certificate	Diploma	Junior degree	Honours Degree	Master's Degree	PHD	Other

SECTION B:

2.1 What are the objectives of the CDW training programme?

_____

_____

2.2 What are the topics that were covered during the CDW training?

_____

_____

2.3 How useful is the training programme to CDWs?

_____

_____

2.4 What kind of support do you give to CDWs to ensure that training objectives are met?

_____

_____

2.5 What do you do to ensure that training objectives are achieved?

_____

_____

2.6 How do you assess whether training outcomes have been achieved or not?

_____

_____

2.7 What do you do to ensure that training is trainee-centred?

_____

_____

2.8 How do ensure that you have relevant training resources to conduct training?

_____

_____

2.9 How do you ensure that the training provided to CDWs is relevant to the work that they perform?

_____

_____

2.10 What do you do to assist CDWs to turn theory into practice?

_____

_____

2.11 How do you ensure that the training you provide to CDWs is aligned to their training needs?

_____

_____

2.12 How do you resolve challenges associated with the training of CDWs?

_____

_____

Thank you very much for participating in this interview.

Annexure H

(CDW interview schedule)

Tick with an ***(x)*** in the appropriate box

- Please answer all the sections

- Please answer all the questions as truthfully as possible

SECTION A

1. DEMOGRAPHICAL INFORMATION

1.1 Age

18-30 years	30-40 years	40-50 year	50-60 years	60-70 years	70 and older

1.2 Gender

Male	Female

1.3 Ethnic group

Black	Coloured	White	Indian	Other

1.4 Marital Status

Married	Single	Cohabiting	Widowed	Divorced

1.5 Highest Qualification

Senior Certificate	College Certificate	Diploma	Junior degree	Honours Degree	Master's Degree	PHD	Other

SECTION B:

2.1 What are the objectives of the CDW training programme?

_____

_____

2.2 How were you recruited into the CDW programme?

_____

_____

2.3 What are the topics that were covered during the CDW training?

_____

_____

2.4 How useful is the CDW training programme to you?

_____

_____

2.5 What were you expectations of the CDW training programme and have they been met?

_____

_____

2.6 Is there anything that you would like to be improved in the CDW training programme?

_____

_____

2.7 Does the trainer facilitate in such a manner that you are able achieve the outcomes of the CDW training programme?

_____

_____

2.8 How do trainers ensure active participation by the participants?

_____

_____

2.9 How do trainers include your prior knowledge into the CDW training programme?

_____

_____

2.10 How do you contribute to the development of the CDW training programme?

_____

_____

2.11 To what extent does the current CDW training programme assist you to address your training needs?

_____

_____

2.12 How do trainers assist you to address you training needs?

_____

_____

2.13 How does the training you receive assist you to perform your functions?

_____

_____

2.14 What kind of support do you receive from your employer with respect to the achievements of the CDW training programme?

_____

_____

2.15 How do you resolve challenges associated with the training of CDWs?

_____

_____

Thank you very much for participating in this interview.

Annexure I

(Gatekeeper approval letter)

Office of the Premier
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

3rd Floor,
Garona Building
Private Bag X129,
MMABATHO
2735

ADMINISTRATOR

Tel: +27 (18) 388-4276
Fax: +27(18) 388- 3293
E-mail:mtselangoe@nwpg.gov.za

Enq: Mr. D. Miya
Tel: 018 388 5608

Mr. T. Motlhanke
North West University
Mafikeng Campus
Corner of Albert Luthuli and
University Drive
Mmabatho
2745

Dear Mr. T. Motlhanke

PERMISSION TO CONDUCT RESEARCH WITHIN THE NORTH WEST PROVINCIAL GOVERNMENT

Kindly be advised that your request for permission to conduct research study within the Provincial Government of North West titled: **"The training of Community Development Workers within Office of the Premier"**, has been acceded to.

It must however be noted that: Certain information in the Public Service is classified and you will not be favoured with such. Relevant officials to be interviewed will have to be consulted well in advance to negotiate interview dates/times as well as information to be required.

Further, the Provincial Government through the Office of the Premier will require a copy of your endorsed thesis or dissertation. For further assistance, please be at liberty to contact Mr. Molutsi Mothibi, Deputy-Director of Research in the Office of the Premier on the details: Tel: 018 388 3391 email: MolutsiMothibi@nwpg.gov.za

PERMISSION TO CONDUCT RESEARCH WITHIN THE NORTH WEST PROVINCIAL GOVERNMENT

On behalf of the Provincial Government, we would like to wish you all the best with your research project.

Regards,

MR. S. MPANZA
ADMINISTRATOR

DATE 23/11/2015

Annexure J

(Turnitin report)

23735899:Motlhanke_final_research_ (turnitin) _2.docx

ORIGINALITY REPORT

9%	8%	4%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	silvafor.org Internet Source	1%
2	hdl.handle.net Internet Source	1%
3	www.tandfonline.com Internet Source	1%
4	www.theseus.fi Internet Source	<1%
5	scholar.sun.ac.za Internet Source	<1%
6	mafiadoc.com Internet Source	<1%
7	dspace.nwu.ac.za Internet Source	<1%
8	Submitted to Istanbul Bilgi University Student Paper	<1%

9	Submitted to California State University, San Bernadino	<1%
10	erepository.uonbi.ac.ke Internet Source	<1%
11	www.birmingham.ac.uk Internet Source	<1%
12	Submitted to Mancosa Student Paper	<1%
13	Sipho K. Mokoena, Kabelo B. Moeti. "Community development workers as agents of change and conduit of authentic public participation: The case of Mpumalanga Province in South Africa", The Journal for Transdisciplinary Research in Southern Africa, 2017 Publication	<1%
14	Chongjian Wang, Sheng Wei, Hao Xiang, Yihua Xu, Shenghong Han, Ommari Baaliy Mkangara, Shaofa Nie. "Evaluating the effectiveness of an emergency preparedness training programme for public health staff in China", Public Health, 2008 Publication	<1%

Student Paper

15	Submitted to University of Johannesburg Student Paper	<1%
16	mfmamirror.s3.amazonaws.com Internet Source	<1%
17	Submitted to Hull College, Humberside Student Paper	<1%
18	www.combatpoverty.ie Internet Source	<1%
19	repository.nwu.ac.za Internet Source	<1%
20	www.ministrymagazine.org Internet Source	<1%
21	Submitted to Salisbury University Student Paper	<1%
22	Submitted to University of Witwatersrand Student Paper	<1%
23	Submitted to University of Cape Town Student Paper	<1%
24	www.researchgate.net Internet Source	<1%

25	www.cdra.org.za Internet Source	<1%
26	Submitted to Pacific University Student Paper	<1%
27	repository.out.ac.tz Internet Source	<1%
28	Submitted to uvt Student Paper	<1%
29	dokumen.pub Internet Source	<1%
30	Submitted to University of the Western Cape Student Paper	<1%
31	Submitted to University of Limpopo Student Paper	<1%
32	Submitted to Foundation for Professional Development Student Paper	<1%
33	bmcwomenshealth.biomedcentral.com Internet Source	<1%
34	Submitted to Nottingham Trent University Student Paper	<1%

35	Submitted to University of Waikato Student Paper	<1%
36	etd.uwc.ac.za Internet Source	<1%
37	Submitted to University of Queensland Student Paper	<1%
38	Westoby, P., and L. Botes. "'I Work with the Community, Not the Parties!' The Political and Practical Dilemmas of South Africa's State-Employed Community Development Workers", British Journal of Social Work, 2012.	<1%
39	Submitted to Midlands State University Student Paper	<1%
40	International Journal of Educational Management, Volume 20, Issue 3 (2006-09-19) Publication	<1%
41	"Handbook of Improving Performance in the Workplace: Volumes 1-3", Wiley, 2009 Publication	<1%
42	repository.upenn.edu Internet Source	<1%
43	Peter Westoby, Rubert van Blerk. "An investigation into the training of community	<1%

development workers within South Africa", Development in Practice, 2012
Publication

44	Kishore Raga, J Derek Taylor, A Gogi. "Community development workers (CDWs): a case study of the Bitlou Local Municipality", The Journal for Transdisciplinary Research in Southern Africa, 2012 Publication	<1%
45	scholarworks.lib.csusb.edu Internet Source	<1%
46	Submitted to Victoria University Student Paper	<1%
47	core.ac.uk Internet Source	<1%
48	Submitted to Aberdeen College Student Paper	<1%
49	Submitted to North West University Student Paper	<1%
50	pdfs.semanticscholar.org Internet Source	<1%
51	journalofcontemporaryministry.com Internet Source	<1%
52	www.mcit.gov.et Internet Source	<1%

53	publicadministration.un.org Internet Source	<1%
54	www.scribd.com Internet Source	<1%
55	uir.unisa.ac.za Internet Source	<1%
56	profiles.uonbi.ac.ke Internet Source	<1%
57	Submitted to University of the Free State Student Paper	<1%
58	Submitted to University of Pretoria Student Paper	<1%
59	econrsa.org Internet Source	<1%
60	www.readbag.com Internet Source	<1%
61	new.sedibengwater.co.za Internet Source	<1%

62	Steve Onyett. "Working Appreciatively to Improve Services for Children and Families", Clinical Child Psychology and Psychiatry, 2009 Publication	<1%
63	Coaching Psychology Meta-theoretical perspectives and applications in multicultural contexts, 2016. Publication	<1%
64	Submitted to Assumption University Student Paper	<1%

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		