

**THE EFFECTS OF TRAINING OFFERED IN THE EXPANDED PUBLIC WORKS PROGRAMME FOR
YOUTH EMPLOYABILITY AT SENWAMOKGOPE TOWNSHIP GREATER LETABA MUNICIPALITY:
LIMPOPO PROVINCE**

by

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A mini-dissertation submitted in fulfillment of the requirements for the degree of

MASTERS OF EDUCATION

In the

School of Education (Community and Continuing)

FACULTY OF HUMANITIES

(School of Education)

at the

UNIVERSITY OF LIMPOPO

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June 2015

THIS MINI – DISSERTATION IS DEDICATED TO MY FAMILY, ESPECIALLY TO MY WIFE, OUR KIDS AND MY MOTHER FOR THEIR SUPPORT AND UNENDING DESIRE TO SEE EVERYTHING GOING WELL WITH ME.

DECLARATION

I, Mpho Victor Rabapane declare that this mini-dissertation hereby submitted to the University of Limpopo for the degree of Master of Education (Community and Continuing) is an original work done by myself for the fulfillment of the requirements of the degree and has never been used anywhere before and that all materials used have been acknowledged.

Mpho Victor Rabapane

Date:

ACKNOWLEDGEMENTS

My sincere thanks and gratitude to the following;

Ms. Moloko P.D for her undying approach to quality and academic excellence in supervising my work and working with me until I completed my work.

Mr. Maphutha for his willingness to assist beyond the call of duty in delivering help whenever I needed professional guidance on matters of my study.

Dr. Baloyi R. for editing my work and helping me to do the best updated research report in the 21st century and taking your time from a busy schedule to assist.

The staff at the University of Limpopo in the Community and Continuing Education for the warm reception and respect for students.

My wife Sindisiwe for her unending encouragement and standing with me throughout the journey.

The late Bishop J.H. Silepe for inspiring me to pursue the highest achievements and not beg down from challenges.

Mr. Molokomme W. for the ever available willingness to assist during the period of my study.

My appreciation and gratitude goes to all participants that I interviewed during my research.

Last but not least of all, I want to give all the credit to my creator the Lord God Almighty for guiding me through the hardships of life and being the light in my path.

Thank you Lord.

ABSTRACT

THE EFFECTS OF TRAINING OFFERED IN EXPANDED PUBLIC WORKS PROGRAMME TOWARDS YOUTH EMPLOYABILITY AT SENWAMOKGOPE TOWNSHIP IN GREATER LETABA MUNICIPALITY OF THE LIMPOPO PROVINCE

This mini-dissertation describes the research report carried out at Senwamokgope Township, Greater Letaba Municipality in Limpopo Province where a study was undertaken to investigate the effects of training offered in Expanded Public Works Programme projects on youth employability. The research is undertaken at a time in South Africa where job losses and retrenchment of employees are experienced in all sectors of government and the private sector.

The South African government took a serious stance in their approach towards job creation by introducing trainings that are supposedly aimed at creating job opportunities for all citizens across the country with special attention to women and the youths.

The aim of my study is to investigate whether the training offered during EPWP projects contribute to youth employability. As the researcher I therefore came up with the following questions;

- What are the effects of training offered in the Expanded Public Works Programme on youth employability at Senwamokgope Township?

To answer this question adequately I added sub questions. These are listed below;

- How many youths according to gender are offered training?
- What kind of training is been offered to youths in Expanded Public Works Programme?
- How is the training contributing to employability of youths?
- What are the characteristics of the youths participating in the Expanded Public Works Programme?

This study seeks to answer the questions mentioned above. It is an attempt to determine the effects that are brought about by the intervention strategies that government engages its people in order to create work opportunities and jobs. If the effectiveness of the training can be seen it will subsequently serve the purpose of encouraging youth participation in other programmes.

Data was collected through interviews. The training provider, 1 contractor, 8 youths and one official from Greater Letaba Municipality were interviewed. The data collected was then analyzed and a detailed report was drawn up with recommendations. The data was analysed using a data matrix and in conclusion the following findings were made.

- All youths who went through the training are glad that they were trained .They have achieved skills which they did not have before the training.
- The study has revealed that the municipality spends more money in wages on youths according to the labour force.
- The effort by government through the municipality in EPWP has brought an increased number of youths in to the work environment and this has reduced the number of idle youths.
- This initiative of the government has aroused confidence in the youth and they begin to aspire for greater things.
- In the past years the Greater Letaba Municipality has been able to create jobs in Senwamokgope Township where youths benefitted in large numbers.

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

This chapter outlines the background of the research, which forms a basis for the understanding of this mini-dissertation. There will be a description of the state of youth unemployment globally and in the sub-Saharan Africa (SAA). In this chapter discussions were made on the aims and objectives of the study. The outline of the work will be shown and concluded.

1.1.1 The youth and unemployment

Studies on youth unemployment are not new. The Global Employment Trends for Youth, a study concluded in May 2012 indicates that the youth unemployment rate has remained close to its crisis peak in 2009. At 12.6% in 2011 and projected at 12.7% in 2012, the global youth unemployment rate remains at least a full percentage point above its level in 2007. Nearly 75 million youth are unemployed around the world, an increase of more than 4 million since 2007 (Global Employment Trends for Youth, 2012).

The problem of youth unemployment is a global phenomenon. According to an International Labour Office study in 2004, youth of the ages between 15 and 24 make up nearly half about 47% of the world's unemployed, 88 million out of 186 million, even though youth are only 25% of the world's working age population (World Bank, 2006).

Unemployment affects the youth globally. In 2010, the global youth unemployment rate was 12.6% against a global adult unemployment rate of 4.8% (UNDESA, 2012). Youth unemployment rates are significantly higher than adult's rates in all geographic regions, though with considerable variation (ILO, 2011). The youth labour force participation fell from 54.7% in 1998 to 50.8% in 2008 (ILO, 2010).

The unemployment rate in sub-Saharan Africa (SAA) stands at 8.2% in 2009 (Ngozo, 2010). According to the International Labour Organization (ILO, 2009), sub-Saharan Africa stands out as regions with extremely harsh labour market conditions and with highest shares of poor people. The high level of unemployment is a great concern to the majority of South Africans in particular amongst the youth. Between 2000 until 2008, South Africa's unemployment rate averaged about 26.38% reaching an historical high of 31.2% in March of 2003 and a record low of 23% in September of 2007. The unemployment rate in South Africa was last reported at 25.7% in the second quarter of 2011 (South Africa Unemployment Rate chart, 2011). The 2005 Labour Force Survey indicates that 40% of unemployed individuals have been unemployed for a duration exceeding three years whilst about 59% have never had a job at all (Kingdom & Knight, 2000).

South Africa has had a pervasive unemployment problem for the last forty years. It is a fact that the political situation in South Africa prior to the first democratic election was a catalyst to the creation of low level skills for employment in youths. The majority of young men and women left school in protest after the 1976 students uprising in Soweto when students were protesting against the use of Afrikaans as a medium of instruction in all schools and went into exile thus halting their pursuit of education (Standing, Sender & Weeks, 1996).

South Africa has nine provinces, each with its own legislature, premier and executive council – and distinctive landscape, population, economy and climate. According to Statistics South Africa (census 2011) Kwazulu Natal has 10.27 million people whilst Limpopo Province has 5.4 million people. Kwazulu Natal and Limpopo are provinces that are experiencing high numbers of youth unemployment and poverty according to the census 2011 survey on working households and youth in search of employment.

KwaZulu-Natal is the most populous province in South Africa. The province has a youthful population of approximately 56.3% (5.3 million people) of the total population in the province (9.4 million people). The KwaZulu Natal youth under the age of 25 are greater in numbers than the entire populations of the Free State (2.7 million), Limpopo (5.2 million), Mpumalanga (3.1 million), Northern Cape (822 727),

North West Province (3.6 million) and Western Cape (4.5 million) (Census 2001). The implication of the age demographics is that the province will have to identify programmes that are going to be able to address the needs of the youth in the various parts of the province (EPWP KZN Framework, 2004:4).

The Limpopo province is located in the northern most part of the country neighboring Botswana, Mozambique and Zimbabwe. The province covers a land size of 123 910 square kilometres; accounting for 10.2% of South Africa's total land area (Stats SA, 2003). Majority of the population resides in rural areas in comparison to the national average of 50%. However due to its rural make-up, conditions are substandard compared to the rest of the country with the exception of the Eastern Cape Province (Gyekye & Akinboade, 2001).

Limpopo province is characterized as a developing economy, portraying positive growth patterns. For instance, it experienced its highest growth of 3.8% between 1995 and 2001. Furthermore, its gross geographic product was quantified at 63 646 million signifying a 6% contribution to national Gross Domestic Production (i.e. 3rd smallest provincial contribution). The most significant contributors to its economy are community, social and personal service, agriculture, forestry and hunting, wholesale and retail trade. The province is endowed with variety of minerals such as gold, platinum etc; hence mining is one of the major contributors of its economy. However these minerals are exported in their raw state and in return manufactured goods and services are imported (Limpopo City Guide, 2006).

This study is taken to see how successful learning has occurred towards the change in status of youths who were offered training during projects conducted in Senwamokgope Township in Greater Letaba Municipality of the Limpopo Province. It is evident from the studies conducted that there is need for intervention to create jobs for youths.

1.1.2 Skills acquisition through training

It is an imperative requirement for the Department of Labour through its structures and the relevant Sector Education Training Authority (SETA) to increase the capacity

of youths in employment through skills training. The agreement reached through the skills development campaign with all sectors dictates that for every municipal project carried out there should be training going on to empower the employees with skills. The type of training to be conducted is determined by the municipality in line with the identified skills shortage.

Conroy (2008:1) is of the opinion that education is becoming increasingly important to employment. In support of the statement mentioned above about education as a necessity one cannot undermine the need for skills development. It is on this basis that an investigation is made to highlight the extent to which the Greater Letaba Municipality facilitates the training programme in order to empower youths with the required skills for employment. There is a high demand in the job market for skilled personnel. Those that do not have skills find it difficult to access employment. Qwabe and Pillay (2009:15) hold the view that, the Human Resource Strategy of the Public Sector seeks to maximize people development, management and empowerment through quality skills development to accelerate transformation and service delivery that will benefit the people of South Africa.

1.1.3 The role of construction companies

The construction companies receive guidance from the municipality in terms of employment equity. According to the Khathu Construction site supervisor it has been agreed with stakeholders that of the 100% work force 60% should be male and 40% females. On the same note 60% of all employed people should be the youth. This percentage is then used to cater for the transfer of skills and creation of work opportunities for young adults. Some of the young adults employed temporarily through these projects are later permanently employed after displaying their skills with excellence and discipline. The construction companies are given the role of mentoring the trainees in an actual work environment after they have been trained. The youth are new in the employment field so they are then supported by the Community Liaison Officer (CLO) who represents their interests in the community and is ever engaged in interactions between the employer and the employee as reported by the municipal manager. The CLO represents the interests of the employees as a whole and reports to the project steering committee.

1.1.4 Financial support to the youth

During the training the youth are given stipends to cater for transport and lunch. Although the money is not enough to cater for all the needs of youths it does assist on other pertinent issues. There is a payment made by the municipality and the department depending on the nature of the project towards the training cost for the selected employees. This amount of money is calculated for each employee according to the course that they will be trained in and paid to the training provider as per quotation.

1.1.5 Employment opportunities.

Labour intensive construction methods are being used in municipalities in order to increase the amount of work force required to complete a task. Some of the projects are identified as purely labour intensive whereas others have a mixture of both machinery devices and the human force. Most of the municipality projects have a greater need for labour intensive activities as opposed to big projects that apply mostly machinery and few employees. During the water reticulation projects the holes are dug by hands using shovels and picks as opposed to using excavators. The completion of such works and back filling the excavated positions requires the human workforce and as a result the employment opportunities are increased.

1.2 STATEMENT OF THE PROBLEM

The high unemployment rate amongst the youth is a huge problem and a cause for concern to all people. The alarming high unemployment rate gives a strong case for further research studies into how best can the problem of unemployment be addressed. Life has a demand on each and every individual to provide for basic needs. A family that has an income on monthly basis has a better standing socially than families that are poor and cannot provide for their needs. The high unemployment is however mounting and the challenge grows bigger as the gap between the rich and the poorer increases every day.

The problem that the researcher wants to investigate in this study is the unemployment of youths in Senwamokgope Township of Greater Letaba Municipality in the Limpopo Province and how far the training offered in EPWP has gone towards job creation for the youth. Unemployment and skills shortage cannot be overemphasized because this is a national outcry for the South African society and those in rural areas are adversely affected by these conditions.

1.3 AIM OF THE STUDY

The aim of the study was to investigate whether the training offered during Expanded Public Works Programme (EPWP) do contribute to the employment of youths.

1.4 OBJECTIVES OF THE STUDY

The following were the objectives of this study;

- To investigate whether training offered in the EPWP conducted in Senwamokgope Township resulted in the employment of youths.
- To assess the kind of training and the content of the training given.
- To evaluate if indeed the training does bring about chances for further employability in other sectors.

1.5 RESEARCH QUESTIONS

Main Research question

- **What are the effects of the training offered in Expanded Public Works Programme on the employment of youths at Senwamokgope Township?**

Sub questions

- How many youths according to gender are offered training?
- What kind of training is been offered to youths in Expanded Public Works Programme?

- How is the training contributing to employability of youths?
- What are the characteristics of youths who participate in Expanded Public Works Programme?

1.6 SIGNIFICANCE OF THE STUDY

The educational significance of this study was to provide information through a detailed study which may be used to determine the choice of content prescribed in training offered for youths. The content aimed for youths and the literature thereof should be in line with the interests of the people and be able to arouse their enthusiasm. Our country is in a continual struggle of implementing strategies that will alleviate poverty and create jobs. It is required of educationists and those involved in planning to find a working approach to tackle these issues. The social significance of this study was to highlight achievements in the social intervention strategies of government in dealing with job creation and poverty alleviation. This study will benefit local government authorities in determining the extent to which they succeeded in delivering policies of government towards poverty alleviation through creation of employment opportunities and skills transfer. The study will give a detailed outline of what training has done and if ever there are shortfalls in order to help in future planning and selection of courses to be offered during training. In so doing the study will add a report to the body of knowledge concerning rural development strategies and efforts of creating a better life for all and the youth in particular.

1.7 LIMITATIONS

The study on the effects of training offered in EPWP projects towards youth employability was undertaken at Senwamokgope Township. The authorities in Greater Letaba Municipality, contractors and the training providers who offered training in the township were the subjects of the study for data collection. The contractor on whom the study was made is the one who worked during the construction of street paving in the identified area of Senwamokgope Township. The study was specifically on the effects that training offered in EPWP has on youths

towards employability. Although much can be studied around youths, this study focused only on the effects of training towards youth employability.

1.8 ETHICAL CONSIDERATIONS

The participants in this study were given letters requesting them to participate in the study which is meant for academic purposes. The disclosure of names will not be done and as a result all the participants are unnamed and will in no way be accused or persecuted for the views they gave in this study.

1.9 OUTLINE

CHAPTER 2

The chapter will focus on unemployment, poverty and the Extended Public Works Programme.

CHAPTER 3

The chapter covers how the research was designed and how data was collected.

CHAPTER 4

This chapter covers how the collected data was analyzed and interpreted by the researcher.

CHAPTER 5

In this chapter conclusions and recommendations are made including the areas for further study.

1.10 CONCLUSION

This chapter has provided an introduction to the study by highlighting the most important aspects which this study will be based on as the researcher endeavours to

investigate the plight of youths in Senwamokgope Township and how the efforts of government affect their employability. In this chapter the following issues were outlined: statement of the problem, aim of the study and objectives. The main research question and the sub- questions have been discussed. The educational significance of the study has been clearly outlined. The chapter hereafter will give a more detailed discussion on the background of unemployment, poverty and the EPWP as an initiative of government towards poverty alleviation and the creation of jobs.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter one outlined the research background showcasing the global sphere on unemployment and how it affects the people of the world, South Africa and the two provinces Kwazulu Natal and Limpopo. This chapter outlines the literature review and the assumptions of this study that is the present situation on unemployment and poverty.

2.2 BACKGROUND OF UNEMPLOYMENT

South Africa has one of the highest unemployment rates in the world, currently standing at 25.2% based on figures released by Statistics South Africa (Stats SA, 2008). This is because a quarter of economically active people are unemployed. Unemployment is a real matter of concern, as it can yield devastating effects on economic welfare, crime, erosion of human capital, social exclusion, misery and social instability (Kingdon & Knight, 2007).

According to a study conducted by Kingdon and Knight (2004) on race and the incidence of unemployment in South Africa, unemployment varies dramatically by race. Africans face an unemployment rate of 41% compared to 23.3%, 17.1%, 6% of Coloured's, Indians (Asians) and Whites respectively. Africans are in the majority and are experiencing the majority of unemployment figures.

As a result of these undesirable effects the government has initiated well meaning programmes such as skill training, job creation and public works programme but their effects have been minimal as high unemployment rates continue unabated (Akinyemi, 2010). The study conducted verifies the findings of other researchers on the issue of job creation and employment for youths at Senwamokgope Township.

The economic crisis abruptly ended the decline in global youth unemployment rates during the period 2002 to 2007. Since 2007 the global youth unemployment rate has started rising again and the increase between 2008 and the height of the economic crisis in 2009 effectively wiped out much of the gains made in previous years (Global Employment Trends for Youth, 2012).

In the developing world, youth have traditionally faced strong structural and other barriers in their search for decent work. This is reflected in high rates of vulnerable employment and working poverty (ILO, 2012). People find themselves in this condition due to a number of causes. Some are unemployed because of shortage of necessary skills required in the industry. According to the International Labour Organization unemployment occurs when people are without jobs and have actively sought work within the past four weeks.

There are limited historical records on unemployment because it has not been acknowledged or measured systematically. This issue cannot be left unattended as it is the core of every society's development. The emphasis should be placed on unearthing the causes and the strategies that were used in a bid to deal with this challenge. The researcher refers the issue as a challenge because there should be a way to deal with unemployment if the global economy is serious about peace and stability in our world.

In developing economies, a relatively high share of youth is likely to engage in unpaid family work, starting their working life supporting family business or farms. In sub-Saharan Africa (SSA), school to work transitions have a long duration and youth often have to deal with a drawn out period of job search and inactivity (Guarcello, 2005). This kind of situation makes the youths to be forever dependent on their parents as these activities do not allow them to be independent and grow their own businesses.

Difficulties that youth face in starting their own enterprises are confirmed by a study based on household data collected by the Inter-American Development bank (IDB) for 14 Latin American countries. This study showed that only 12.8% of workers

between the ages of 16 and 24 were entrepreneurs (Llisterri, Kantis, Angelelli & Tejerina, 2006). The development of youths into self reliant entrepreneurs takes efforts and the dedication of adequate resources in order to achieve the goals through training and mentoring.

Education and training are essential for youths to enter the labour market successfully. The two increase the potential productivity and employability of youths, opening up new opportunities in different sectors and occupations (ILO, 2011). When youths are afforded an opportunity to gain skills and apply the skills successfully they are able to move forward and seek employment or may be self employed and break the unemployment cycle.

More and better educational training for skills transfer is critical to advance decent work in developing economies. Nevertheless, more human capital development and higher levels of education do not automatically translate into improved labour market outcomes and more jobs. In many Sub Saharan Africa countries higher educational attainment does not lead to lower unemployment rates (Guarcello, 2005).

2.2.1 Theories of unemployment affecting youths

There is always a guiding factor to a conclusive definition of a phenomenon. The Economists distinguish between various overlapping types and theories of unemployment which includes cyclical unemployment, structural unemployment and classical unemployment (National Statistical Office, 2010).

2.2.1.1 Cyclical Unemployment

Cyclical or Keynesian unemployment, also known as deficient-demand unemployment, occurs when there is not enough aggregate demand in the economy to provide jobs for everyone who wants to work (National Statistical Office, 2010). This is a case in many societies especially for young adults who are skilled and have no access to job opportunities. In the period between 1994 and 1998 South Africa suffered a huge loss of permanent employment opportunities due to the restructuring programme and the Rationalization and Redeployment process in particular in the

education sector. The majority of qualified educators deviated to other employment opportunities because the sector in which they were trained to be absorbed through employment did not have work opportunities. The cyclical unemployment affects most young adults in Senwamokgope Township because there are limited work opportunities in the area due to the absence of industries.

2.2.1.2 Structural Unemployment

Structural unemployment arises when the number of jobs available in a particular region or industry falls because of permanent technological change (Kings 1995:583). This creates a demand in skills to operate the technological devices employed to carry out the work. Structural unemployment occurs when a labour market is unable to provide jobs for everyone who wants one because there is a mismatch between the skills of the unemployed workers and the skills needed for the available jobs (National Statistical Office, 2010). This type of scenario occurs mostly in developing countries and the rural communities where local people are not skilled enough to execute duties that are particularly professional and require a special training. South Africa experiences a high shortage of health professionals especially doctors in rural areas and government hospitals. There are opportunities for employment in these sectors yet there are no skilled workers to occupy the positions. South Africa has been scourged by lack of technical skills such as engineering and survey to an extent that most foreign nationals have come over to the country to execute those duties. As a result structural unemployment can be attended to by training the unskilled unemployed youth in the required skills for employment. Most developing countries face the challenge of structural unemployment when they engage in huge developments that require particular expertise that they do not have and it leads to importation of foreign skilled personnel.

2.2.1.3 Classical Unemployment

Another type of unemployment is Classical or real wage unemployment which occurs when real wages for a job are set above the market clearing level, causing the number of job seekers to exceed the number of vacancies (National Statistical Office, 2010). The minimum wage issue even for domestic workers in South Africa is a typical example of the classical unemployment. Due to the enforced policies on wages the prospective employers are unable to afford more than the set amount on employees. In the case where the rule of law sets out a minimum wage the employer cannot hire two workers and share the wage between them as that may be cited as exploitation. Laws restricting layoffs made business less likely to hire in the first place, as hiring becomes more risky, leaving many young people unemployed and unable to find work. The continuing unionization of workers under the Confederation of South African Trade Unions continues to hamper the growth in small scale employments or temporary employments. This however has to be noted that the rights of workers in South Africa have to be protected especially with a history where racial segregation and human exploitation was experienced. The farm workers and other sectors are receiving attention in order to protect their right and these interventions result in steady employment opportunities.

2.3 THE EXPANDED PUBLIC WORKS PROGRAMME

South Africa has high levels of unemployment and poverty. In 2004, as one of its strategic components for generating employment and alleviating poverty, the government initiated the Expanded Public Works Programme. The goal of the programme was to alleviate unemployment for at least one million people between 2004 and 2009 (McCutcheon & Parkins, 2003). This goal was to be achieved by generating work opportunities in four sectors of the economy: infrastructure, environment, social and economic. The magnitude of South Africa 's structural unemployment crisis is such that in September 2003, 4.6 million people were unemployed in terms of the definition and 8.3 million in terms of the broad definition. In the 16-34 age groups, 70% of the unemployed have never worked. To reach government's target of halving unemployment by 2014, 546 000 new jobs would have to be created each year (Statistics South Africa, 2003).

In the year 2004 approximately 40% of working age was unemployed, with a strong weighting amongst the youth. The situation was largely due to the legacy of apartheid policies that had left most people either under-skilled or unskilled. The education practices were inferior and therefore created few skilled personnel (EPWP, 2004). The most important socio-economic challenge that faced government in the wake of the second democratic election was therefore fourfold:

- To reduce unemployment
- To alleviate poverty
- To strengthen the general skills base
- Improve social services

In order to address the aforementioned areas the government launched a programme called Expanded Public Works Programme (EPWP). EPWP is one of government's short to medium term programmes aimed at alleviating poverty and reducing unemployment. The EPWP will achieve this aim through the provision of work opportunities coupled with training. It is a national programme covering all spheres of government and State Owned Enterprises (SOE's). At the time of his presidency, President Thabo Mbeki formally announced the programme in his state of the Nation Address in February 2003. EPWP is diverse in government sectors but in this study reference is made to the construction sector in roads and housing. The programme was developed and the details of it are discussed below.

2.3.1 Official launch of the EPWP

At the Growth and Development Summit (GDS), the EPWP was considered to be large enough to have a substantial impact on the problem of mass unemployment (HSRC Review, 2008). In 2003, the government convened a GDS by bringing together different social partners to address the problems that lead to unemployment. The government, business, labour and the community constituency agreed to a range of steps to ensure that they address the economic problem facing our country. All social partners agreed that one of the most important issues is to address the problem of unemployment. A government-led Expanded Public Works Programme (EPWP) was one of the measures agreed upon at the GDS to address

the problem of unemployment (<http://www.etu.org.za/toolbox/doc/go>). The strategy that was adopted by the cabinet (November 2003), had two pillars, namely: Temporary employment and Employability.

According to the first pillar, all government departments and State-owned enterprises will create productive employment opportunities by:

- Ensuring that government-funded infrastructure projects use labour intensive methods (i.e., employing people , instead of using machines);
- Creating work opportunities in public environmental programmes (e.g., Working For Water) and social programmes (e.g., Home Based Care workers); and
- Using government procurement to help small enterprise learnership and support programmes.

The second pillar focuses on making it possible to earn an income after leaving the EPWP, either through finding a job or starting a business by:

- Giving unemployed people work experience;
- Providing education and skills development programme to people while they are on Expanded Public Work Programme; and
- Helping workers with exit opportunities beyond the EPWP.

<http://www.etu.org.za/toolbox/docs/go>

The EPWP was officially launched by former President Thabo Mbeki on 18 May 2004 at Sekhunyani Village, Giyani, in the Limpopo Province. The choice of the venue was strategic in that the Limpopo provincial government had already taken the initiative to implement a labour intensive provincial roads programme called “Gundo Lashu” (South Africa Year book, 2011). Under the EPWP, the provincial government then teamed up with all municipalities in the province to expand the programme to the municipal infrastructure sector. With the assistance of the British Department for International Development and the International Labour Organization (ILO), the Gundo Lashu programme involved training local emerging contractors in labour intensive road and bridge construction and maintenance. These emerging contractors in turn hired local labour to carry out infrastructure improvement projects.

2.3.2 Objectives of the Expanded Public Works Programme

According to the Consolidated Programme Overview and Logical Framework, June 2004, the goal of the EPWP was:

To alleviate unemployment for a minimum of one million people in South Africa (at least 40% women, 30% youth and 2% disabled), by 2009.

To achieve this goal the Government would:

- Over the first five years of the programme create temporary work opportunities and income for at least one million unemployed people.
- Provide needed public goods and services, labour-intensively, at required standards through mainly public sector resources and public and private sector implementation capacity.
- Increase the potential of (at least 14% of Public works) participants to earn a future income by providing work experience, training and information related to local work opportunities, further education and training and small, medium and micro enterprise (SMME) development.

This would be achieved by creating work opportunities in the following four ways.

- Increasing the labour intensity of government funded infrastructure projects
- Creating work opportunities in public environmental programmes (e.g. Working for Water)
- Creating work opportunities in public social programmes (e.g. community care workers)
- Utilizing general government expenditure on goods and services to provide the work experience component of small enterprise learnership/incubation programmes.

Of the one million temporary work opportunities, 750 000 would be created in the infrastructure sector and 250 000 in the environmental, social and economic sectors. These work opportunities would be created during the normal provision of public

assets and services. In the infrastructure sector 37 000 kilometers of road, 31 000 kilometers of pipelines, 1 500 kilometers of storm water drains and 150 kilometers of sidewalks were to be constructed using labour-intensive methods (McCutcheon & Parkins, 2004).

2.3.3 Expanded Public Works Programme Sectors

The following sectors were identified as having potential for creating EPWP employment opportunities:

- Infrastructure: Increasing the labour-intensity of government funded infrastructure projects;
- Environment: Creating work opportunities in public environmental improvement programmes;
- Social: Creating work opportunities in public social programmes, eg home based care workers and Early Childhood Development (ECD) workers and;
- Economic: Income generating projects and programmes to utilize government expenditure on goods and services to provide the work experience component of small enterprise learnership and incubation programmes.

2.4 ASSUMPTIONS

2.4.1 Training in EPWP

The special condition of employment applies on condition that workers on EPWP have an entitlement to training, and that workers are employed under these special conditions of employment for a limited duration of time (i.e., a maximum of 24 month employment within a five-year cycle). All work opportunities are therefore combined with skills training or education that aim to increase the ability of participants to earn an income once they exit the programme. The Department of Labour, together with the Sector Education and Training Authorities, co-ordinates the Training and Skill Development of the programme (HWETA, 2005:02).

Ever since the establishment of democracy in 1994, a National Qualifications Framework (NQF) and a system of Sector Education and Training Authorities (SETAs) were put in place. This national training framework enabled the implementation of the EPWP. In 2004, upon request of the Department of Public Works, the construction SETA known as CETA funded the development of unit standards for the design, supervision and management of labour intensive construction at NQF levels 2, 4, 5 and 7 for small contractors, lower level supervisors, higher level supervisors, technicians, undergraduate engineers and postgraduate engineers. These unit standards were developed by a non-profit organization called LITE, led by Professor Robert McCutcheon and James Crosswell.

According to Bua News (2011) the EPWP training programme aims to create additional work opportunities for a minimum of one million people (at least 40% women, 30% youth and 2% disabled) in South Africa between 2004 and 2009. The percentages show that the youth are placed as a priority in dealing with unemployment. The number of youths receiving training through learnerships and skills development programmes is increasing. According to the training facilities research report of 2005 most of the learners undergoing training are classified as youth, aged 35 years and younger. Approximately 75% of the learners are males and 25% are females. All the female learners have come from the African population group. Of the male learners 80% are African, 15% are white and 5% are from the coloured population group (Training Facilities Research Report 2005:25).

2.4.2 Content of the training

The provision of quality training and skills development to youths should be seen as process and not an event. In order to provide the community with responsible and skilled personnel care should be given when the choice of the training content is made. Erasmus and Van Dyk (1999:2) regard training as a systematic and planned process to change the knowledge, skills and behavior of employees in such a way that organizational objectives are achieved. The provision of training in local communities will empower the youths and afford them an opportunity for employment in other sectors depending on the skills acquired. The Extended Public Works Programme's job creation initiative came with a multiple approach to skills

development through training. The recognition of prior learning and the learnerships were embraced within this umbrella as part of the certification requirement. Youths were targeted as the most crucial target in developing an inclusive job creation initiative. The Greater Letaba Municipality has approved training for generic courses such as brick laying, plastering and laying of pavement bricks using the appointed training providers who are paid using the money budgeted for training. The other field of study done in these trainings is the Occupational Health and Safety (OHS) course.

2.4.3 Accessibility of the training

The Skills Development Act 97 of 1988 makes the provision for the establishment of Sector Education and Training Authorities to assist communities, organizations, industries and individuals to formulate training plans which are aligned to strategic objectives. Initially there were 27 registered Sector Education and Training Authorities which were later reduced to 23. Sector Education Training Authorities are established in line with the economic sector and are responsible for the following;

- Developing a sector skills plan within the framework of national skills development strategy
- Implementing its sector skills plan
- Promoting learnerships
- Registering learnerships agreements
- Collecting and disbursing the skills development levies in its sector
- Liaising with national skills authority
- Reporting to the Director General
- Liaising with the employment services of the department and any education body under any law in the Republic to improve information
- Performing any other duties imposed by this Act or consistent with the purposes of this act.

The training providers should liaise in this case with the Construction Education Training Authority which is responsible for certification of the trained youth. In line

with the study in question the following notes were made when review on reported trainings were made.

The training offered in EPWP projects is easily accessible as the youth are trained at their local stations for a short period and attends specifically to a certain trade and skills. The employed youth in the project go through the training whilst working at the same time. In other instances, they are trained before the implementation of the project. Each session for training done in EPWP takes about 7 hours per employee and this affords them an opportunity to work as they learn (<http://www.epwp.gov.za>. 26 November 2010).

One of the resolutions of the EPWP summit held at Durban in November 2010 was that all the municipalities will receive technical support across all EPWP sectors to optimize the implementation of EPWP. Technical support will be provided in the areas of monitoring and evaluation, training, enterprise development, design and implementation of all municipal projects. The youths are residents of municipalities which will therefore make accessibility to information and other logistics in the programme easier (EPWP Pelesa, 2003:3).

2.4.4 Economic empowerment of the youth

Mlatsheni and Rospabé (2002) are of the view that young economically active Africans have limited access to the labour market because 60 percent of them are unemployed. This is twice the unemployment rate of Coloureds and Indians. They indicate that young whites appear to be less affected by unemployment as opposed to the other Africans because only less than 10 percent of whites are jobless. They also believe that young females appeared to be affected more than males because 57 percent of young females and 44 percent of young males are unemployed. However, in more recent literature, it is argued by Klasena and Woolard that the differentials may be under or overestimated especially with regard to “underreporting of informal sector or agricultural activities or to other issues of undercounting employment or overstating unemployment” (Klasena & Woolard, 2008:1-2).

The legacy of Apartheid, a system of racial segregation that was used in South Africa before the democratic elections in 1994 has left a gap in the economic sector

in which most blacks specifically young adults are unable to participate due to shortage of the necessary skills. The EPWP is one of government's initiatives to bridge the gap between the growing economy and the large numbers of unskilled and unemployed people who have yet to fully enjoy the benefits of economic development (Mbeki, February 2003).

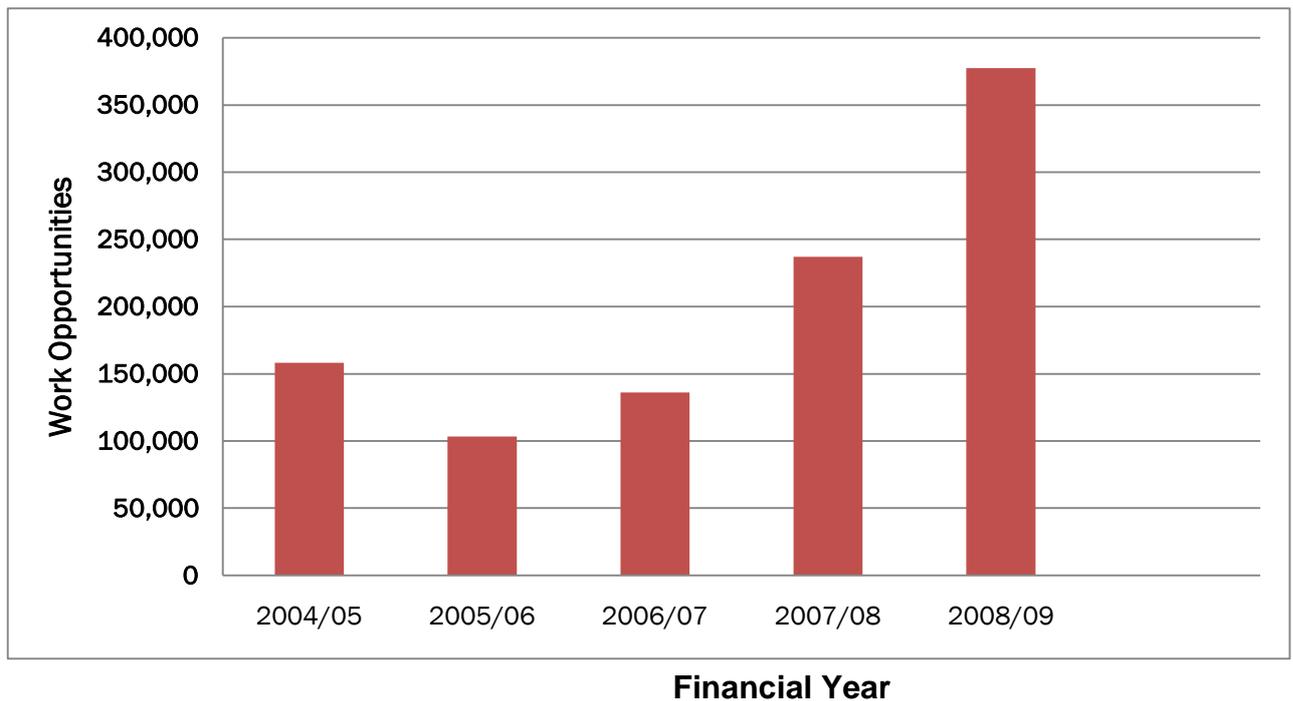
All the work opportunities generated by the EPWP are combined with training, education and skills development with the aim of increasing the ability of people to earn an income once they leave the programme. Through skills development initiatives like the training offered in EPWP projects the youths are able to acquire the necessary skills through which they become active participants in the economy (Growth and Development Summit, June 2003).

2.4.5 Creation of job opportunities

As youth unemployment rates are projected to remain essentially unchanged in 2012, and most regions face major youth employment challenges, youth employment policies warrant the highest priority. To address these challenges countries have already enacted a wide range of policies targeted specifically at young, first time jobseekers (Global Employment Trends for Youth, 2012).

The EPWP is one of South Africa's policies of job creation. The EPWP reached its goal of creating one million work opportunities in the 2007/2008 financial year even though only 11% of the unemployed were reached. This atmosphere prevails amidst the general decline in the rate of unemployment during the first years of the EPWP's existence. The scale of the programme has to be expanded in order to make its contribution to the government goal of halved unemployment by 2014. Hereunder is the graphical representation of the number of work opportunities created in the infrastructure sector.

Figure 1: Number of work opportunities created in infrastructure Sector per financial year.



Source: EPWP REPORT JOURNAL 2010

According to EPWP Deputy Director General, Mr. Stanley Henderson the performance of the programme in the first quarter indicates the continued successful performance by the infrastructure sector in the creation of the most work opportunities. More job opportunities are created for youths in the construction division of the EPWP projects which is coupled by training and skills transfer (EPWP Pelesa, 2010:1).

Speaking at the opening of the inaugural EPWP Summit attended by municipalities from across the country in Durban, Minister Doidge announced that in the period 01 April 2010 to 30 June 2010, the EPWP created 193 001 work opportunities (EPWP Pelesa, 2010:1). This achievement proves that the programme is making a significant impact in helping government's concerted efforts of reducing unemployment and poverty by 2014. One of the beneficiaries of EPWP, Kgomotso Moagi confirmed the afore mentioned assumption when she was interviewed indicating that the programme has many work opportunities and it only took one's commitment, hard work and determination to make it work (EPWP Pelesa, 2010:9).

South Africa's Expanded Public Works Programmes (EPWP) has been found not to have significant impact on unemployment or skill development (Mccord, 2007). This limited impact is mainly because of the limited demand for low-skilled and unskilled labour in South Africa, and the fact that the training offered within the programme is inadequate to equip participants with the skills in demand in the market place. There is also little evidence on the benefits to poor people from the physical assets created by the Public Works programme (Haddad & Adato, 2001:9). Rigorous evaluation of the impacts of public works programmes in low and middle income countries is limited. Programmes can be successful in terms of targeting poor people, as well as generating short-term employment and income gains for participants. However, there is less evidence in terms of sustainable income gains and the benefit to poor people from assets created (Subbarao, 2003 & Lipton, 1996).

2.5 DEFINITION OF KEY CONCEPTS

The following key concepts in this study have been defined in order to bring clarity to their use for the benefit of clear understanding.

2.5.1 Expanded Public Works Programme

The EPWP is a cross-cutting programme to be implemented by all spheres of government and state-owned enterprises. It is defined as a nation-wide programme which will draw significant numbers of the unemployed into productive work, so that workers gain skills while they work, and increase their capacity to earn an income. The objective of the EPWP is to utilize public sector budgets to alleviate unemployment by creating temporary productive employment opportunities coupled with training (Phillips, 2004)

Expanded Public Works Programme (EPWP) as one of government's short to medium term programmes aims to alleviate poverty and reduce unemployment. The EPWP will achieve this aim through the provision of work opportunities coupled with training. It is a national programme covering all spheres of government and State Owned Enterprises (SOE's). At the time of his presidency, President Thabo Mbeki

formally announced the programme in his state of the Nation Address in February 2003 (EPWP Unit, 2004).

EPWP is diverse in government sectors but in this study reference is made to the construction sector in roads and housing. The EPWP is a programme that cuts across all departments and spheres of government. Under the EPWP, all government bodies and parastatals are required to make a systematic effort to target the unskilled unemployed. They must formulate plans for utilizing their budgets so as to draw significant numbers of the unemployed into productive work in such a way that workers gain skills while they work, so increasing their chances of getting out of the marginalized pool of unemployed people (Mbeki: State of the Nation Address, 2003). Where EPWP is mentioned in this study reference and more focus is on the Infrastructure sector of Expanded Public Works Programme.

For the purpose of this study, Expanded Public Works Programme refers to the government's intervention strategy to create work opportunities through the implementation of construction projects in local municipalities.

2.5.2 Youth

The society in which we live categorizes people according to their age, passage through initiation and the achievements that they may have made. Young men and women are categorized as grown up in the African culture after passage through initiation which is carried at a particular age to distinguish boys from men and girls from women. The youth is described in society in terms of the behavioral patterns and the tendencies displayed. The group that falls in this margin is in a process of growth and a passage to become fully grown mature people.

According to the South African legal system youth are people between the ages of 18 up to 35. In this work however the youths refers to young men and young women between the ages of 16 to 35 who left school and are presently out of formal education institutions. These are the residents of Senwamokgope Township who are job seekers. They are deemed youths in my description in this work because most of them are faced with a role of leading their homes after the loss of both parents

through death. This description however covers even the youths whose parents are alive.

In terms of the South African National Youth policy a person is regarded as a youth when he or she is between the ages of 14 to 35 years. Young people in this age group require social, economic and political support to realize their full potential. Even though the definition of youth is broad, encompassing large slice of one's life, it is understood that this is a time in life when most young people are going through dramatic changes in their life (National Youth Commission, 1997).

In this study when the researcher refers to youth he refers to a man or woman aged between the age of 16 and 35. These age categories are of young people under enormous stress as they are in the process of becoming fully grown adults. At this age most are out of formal schooling and are seeking for employment. As human beings they end up in relationships that result in them having babies and resultantly becoming parents.

2.5.3 Unemployment

Unemployment (or joblessness) as defined by the International Labour Organization, occurs when people are without jobs and they have actively sought work within the past four weeks. There remains considerable theoretical debate regarding the causes, consequences and solutions for unemployment. Classical economics, Neo classical economics and the Austrian school of economics argue that market mechanisms are reliable means of resolving unemployment. These theories argue against interventions imposed on the labour market from the outside, such as unionization, minimum wage laws, taxes and other regulations that they claim discourage the hiring of workers (ILO, 2012).

According to Jhigan as cited by Amuson (2007), unemployment could be defined as "involuntary idleness of a person willing to work at the prevailing rate of pay but unable to find it. It occurs when the person willing to find employment does not find it because of the unavailability of work opportunities.

Unemployment as defined by Schiller (2000:106) refers those participants who are not currently working but are actively seeking paid employment. The labour force includes everyone aged 16 and older who is actually working as well as all those who are not working but who are actively seeking employment. Individuals are also counted as employed in a particular week if their failure to work is due to vacation, illness, labour dispute (strike) or bad weather. All such persons are regarded as “with a job but not at work”. Unpaid family members who work in a family enterprise are counted as employed. People who are neither employed nor actively seeking work are not counted as part of the labour force. They are referred to as “non participants” (Schiller, 2000).

The unemployment rate is a measure of the prevalence of unemployment and it is calculated as a percentage by dividing the number of unemployed individuals by all individuals currently in the labor force. In a 2011 news story, Business work reported “More than 200 million people globally are out of work, a record high, as almost two thirds of advanced economies and half of developing countries are experiencing a slowdown in employment growth”, the group said. There are a number of things that causes unemployment and more of those need to be identified and resolved in order to reduce unemployment (www.tradingseconomics.com/south-Africa).

In this study unemployment refers to the people who are of employment age (18 years upwards) who are looking for employment and do not find any.

2.5.4 Globalization

Sklair (2002) has defined globalization as a particular way of organizing social life across existing state borders. It has also been viewed as “the process of interaction and integration among the people, companies and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity and on human, physical well-being in societies around the world” (Globalization 101.org, 2002). Jameson and Miyoshi (2001) have stated that “Globalization is the untotalizable totality, which intensifies binary relations between its parts, mostly nations but also regions and

groups which, however, continue to articulate themselves on the model of nation entities. Countries use different ways to address societal problems”.

In this study globalization is described as the commonalities that nations of the world have towards collective visions and their attempt to find world solutions as one.

2.6 CONCLUSION

In this chapter a discussion of unemployment and the Expanded Public Works Programme was made. There is an interaction between the three elements discussed because at the end of the research work, conclusions will be based on the findings made through data collection methods relevant to the study. As the literature has been visited it is upon the researcher to validate his findings against those that have been outlined in the literature review. Although studies are showing the results in other areas there has never been a qualitative study of this topic at Senwamokgope Township and in Greater Letaba Municipality. Studies of this kind were conducted in other municipalities in skills development. The chapter that follows hereafter gives the procedural conduit taken in the research. The next chapter outlines how the research was designed and how the data was collected.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter a description of the design of the study which was employed in achieving the objectives of this mini dissertation is discussed. The main focus of this chapter is to discuss the paths that were taken for collecting data. In this chapter record of the various methods of data collection and how they were used to gather data for study purposes are presented. The methods used were purposively selected in order to satisfy the requirements of validation of data and to ensure that the study meets the requirements of a professional research project whose conclusions can be validated without bias. There is a brief conclusion on this chapter basically showing the reflections of what were the major experiences that the researcher went through and highlights of my findings during contacts with the subjects of my study.

3.2 STUDY DESIGN

This study is a case study of the effects of training offered in EPWP towards the creation of job opportunities for youths at Senwamokgope Township. The study was purposive and purely qualitative and relied on both primary and secondary sources of information. The primary sources are the young adults who were given training during the EPWP project at Senwamokgope Township. The secondary sources are the contractor, the training provider and the official from the Greater Letaba Municipality. The other sources used included textbooks, published and unpublished reports. The study adopted a descriptive approach which was “to collect, organize and summarize the information about the matter under investigation” (Punch, 2000:38).

3.3 QUALITATIVE RESEARCH METHODS

A qualitative design was chosen because qualitative research helps one to understand and to be able to describe human behaviors in detail (Neuman, 2000). Additionally there is some flexibility in qualitative research (Babbie & Mouton, 2001:270). By qualitative research methods, “findings are not arrived at by means of statistical procedures or other means of quantification” (Strauss & Corbin, 1990:17; Bryman, 2004). This approach enabled the researcher to obtain detailed and sensitive information rather than what a quantitative research approach would have given (Goldstein, 2007). Qualitative inquiry deals with human lived experience. It is the life-world as it is lived, felt, undergone, made sense of, and accomplished by human beings that is the object of study (Schwandt, 2001:84). According to the literature it is suitable for studies about social issues such as perceptions and behaviors of people. The above definitions thus emphasize the framework within which this research was carried out which was to understand how youths in Senwamokgope Township are affected by the training offered in EPWP projects towards their employability.

3.4 DATA COLLECTION METHODS

Methods adopted to gather data for this study included in-depth interviews, focus group discussions and participant observation.

3.4.1 In-depth Interviews with 8 youths, 1 contractor, 1 training provider and 1 official of the municipality.

The in-depth interviews consisted of open ended questions which were designed to get detailed information from respondents about their experiences and perceptions of the training offered to youths in EPWP towards the creation of job opportunities for young adults (Babbie & Mouton, 2001:291). The in-depth interview method is also explained by Boyce and Neale (2006) as a “research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation” (2006:3). What the researcher was expecting specifically from these interviews was to understand

and make judgments about what perceptions the subjects of the study have, according to their experiences in line with the training. Eight (8) youths were interviewed of whom all went through the training in EPWP projects conducted at Senwamokgope Township, one (1) training provider, one (1) contractor and one (1) official from Greater Letaba Municipality. The total number of participants is 11 and are chosen to give their perspective on how training offered in EPWP affects youths towards creation of job opportunities.

3.4.2 Focus group discussions

A mini focus group discussion was conducted with the participants. These comprised one representative of youths, one (1) training provider, one (1) contractor and one (1) official from Greater Letaba Municipality. The mini focus group enabled the researcher to have direct interaction with participants to develop deeper insights and obtain confirmations and rich data as well as “shaping and reshaping of opinions” (Babbie & Mouton, 2001:292). Key focus areas were designed so that the discussion should focus on the identified areas.

3.4.3 Observation

Prior to the field work and in addition to the above method of collecting the data, the researcher adopted an observation technique which according to Neuman (2000:361) involves “paying attention, watching and listening carefully to every detail in each setting since the researcher becomes an instrument that absorbs all sources of information”. According to Babbie and Mouton (2001:293), participant observation “involves observation and participation by the researcher in the current social setting of the subject which the researcher wants to investigate”.

3.5 POPULATION AND SAMPLING

Purposive sampling technique was adopted to select participants who were relevant to this study. Neuman (2000:198) indicates that purposive sampling “uses the judgment of an expert in selecting cases or it selects cases with a specific purpose in mind.” It was necessary to use purposive sampling in order to select exceptional

participants. The youths who went through the training were purposively selected at an age range of 16 - 35 as the described age of youths in this study. The training provider and the contractor worked in this area and can relate their experiences and firsthand information regarding this study. The Greater Letaba Municipality Official has in depth knowledge with the Expanded Public Works Programme implementation since it was adopted by the municipality after its launch in 2004.

The employment rate at Senwamokgope Township is primarily low because of the non-existence of employment opportunities. The people occupying posts are educators and municipal workers who form the smallest percentage of employed people in the Township. The most readily available job opportunities are those created by the government through infrastructure development projects. Lately street paving projects were done in the township and quite a number of youths were employed. This was mostly influenced by the system of number appropriation used by the employers which emphasizes that a larger portion of the work force should be the youth.

The residents of Senwamokgope Township are supposed to benefit from the development strategies aimed at changing the lives of people in South Africa. The municipality should appoint a training provider for the projects budgeted for by the municipality as a requirement of the Extended Public Works Programme (EPWP) which indicates that every project should be preceded by training. The trainings should be aimed at equipping the local people with skills that can be useful in employment opportunities during the implementation of projects of infrastructure development in the community. Appointed training providers train the trainees on required skills and afford them an opportunity for practical work to be done during actual project implementation. This training is done for selected individuals who are later certificated for their participation in the programme and could use their skills elsewhere in future.

The majority of people in Senwamokgope Township survive through government grants paid to old people and the child support grant paid to children. This can be observed during the pay days when the grants are paid out to the recipients. On these days the town is eventful and undertakings of human existence can be fully

experienced. Besides the social grants survival in this town is mostly dependent on small scale jobs offered by the municipality through the infrastructure development programmes.

3.6 THE ACTUAL DATA COLLECTION PROCESS

The methods of data collection referred to above were put into effect in the phases discussed below;

3.6.1 Phase one: Interview with training provider

In the first phase the researcher interviewed the training provider who was involved with the training of youths at Senwamokgope Township. The training provider has first-hand information in terms of what happens when the actual process unfolds. He is the custodian of the training process and he is therefore a very reliable source of information. The responses given during the in depth interview were recorded through notes taken on the lap top. The level of education of the training provider made the interview smooth because of his understanding of the concepts under review. The researcher sent the interview guide to the training provider via email after securing an appointment and his consent to be interviewed. Questions specifically designed for the training provider were used in an in-depth interview using open ended questions. The use of open ended question is specifically to allow the respondent to give his experiences unhindered.

In this interview the researcher was investigating the kind of training offered and how it has affected the youths towards employability. Yin (1994:84) supports the use of open ended interview as it allows the respondents to give facts of the matter and their opinion about the events. The training provider was not limited but the researcher kept track of the mission in order to achieve the objectives of the study. The research data collected in the interview was recorded.

3.6.2 Phase two: Interview with Khathu Construction Company site manager

In the second phase the researcher interviewed the contractor who gave his responses in terms of how useful the training was to his work as a contractor. The contractor was interviewed in order to find answers pertaining to the kind of training offered to youths and how the training becomes useful to them during construction work which is a yardstick to judge if skills transfer has happened during the training process. The purpose of interviewing the contractor was to investigate the acquisition of skills of those trained in the project and how effective they are in putting the gained skills into practice. After securing a telephonic appointment with the contractor the researcher sent him an email with the consent form for interview purpose and the interview guide. The most important reason for the appointment was to secure enough time to be spent with the interviewer seeing that contractors are ever busy chasing due dates. I went to the contractor's office and the interview was conducted in a friendly environment. The researcher took notes of all the responses and took a written data from the meeting. Observations were made and recorded of the gestures indicating confidence and explicit understanding and interest shown by the contractor. The phase two interviews did not alter the preparations for the interview with the youths. Each section was dealt with as a separate part of a whole.

3.6.3 Phase three: Interview with 8 youths

In this phase of data collection the researcher interviewed eight youths in the community who were trained during EPWP projects. There were five males and three females. The youths were purposively selected for this qualitative study because of their experience as supported by Van Kham (1969:314). The aim of a qualitative research is to listen to the people as they share their life experiences using interviews. These youths were trained in EPWP projects and as such are qualified to be interviewed to get information on their experiences. The questions asked were to investigate the effects that the training offered has on their lives. The researcher clearly indicated the purpose of the study and sought their consent before the interviews began. The data collected through interviews was recorded. Confidentiality and ethical considerations were upheld at all times. The youths were

interviewed individually in their homes after appointments were secured and the data was recorded.

3.6.4 Phase four: Interview with an official of Greater Letaba Municipality

In the fourth phase the researcher interviewed the official at Greater Letaba Municipality who is the Director of Infrastructure and Development Sector of the municipality. This division was created when a merger was formed between Technical Services and Economic Development and Planning combined to form one directorate. This individual is well vested in EPWP and projects since his involvement with projects as a project manager. It is for this purpose that I selected him to be one of the subjects of my study. I used a semi structured interview with open ended questions to gather data. The interview was conducted to answer questions pertaining to the effectiveness of training towards youth employability in the municipality. Alongside the interview, observational evidence will be recorded as it provides additional information about the topic being studied (Patton 1987:90). The evidence gathered included amongst other things the observed confidence shown in the expression of self during the interviews.

3.6.5 Mini-focus group discussion

In the fifth and last phase of data collection the researcher conducted a mini focus group. According to Henderson and Mapp (2002), a focus group is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs and attitudes towards a product, a service, concept, advertisement, idea, or packaging. The main aim of the mini focus group was to interact with the representatives of the stakeholders in one meeting.

In this mini focus group the researcher became the moderator and allowed participants to discuss issues amongst themselves whilst he took notes. The other thing the researcher did was to share with them the preliminary findings of the study. This session was used as feedback to validate the findings of the study on the questions raised in the interview on each individual. This was done to afford an opportunity for a joint approach to enforce openness and improve future work

relations between the stakeholders. In this gathering there was no dominant entity and as such all subjects were free to give their opinions. In this kind of gathering where a focus group interview is conducted participants tends to provide checks and balances on each other which helps weed out false and extreme views (Patton 1987:135).

3.7 DATA-ANALYSIS

Qualitative data analysis is primarily an inductive process of organizing data into categories and identifying patterns and relationships among the categories. It is a systematic process of coding, categorizing and interpreting data to provide explanations of a single phenomenon of interest (Kvale, 2007). In analysing this data, I was guided by the assumptions from the theoretical framework which became the variables for constructing the data matrix. The data collected through interviews was separately organized. The data was subdivided according to the subjects of the study who are the 8 youths, 1 contractor, 1 training provider and 1 official from Greater Letaba Municipality. The data from each subject was analyzed separately.

After the data has been organized and subdivided the second step was coding. The coding is a label of a statement given as a response that is recurring. The coded data was then categorized according to the assumptions mentioned in this study. This assisted in verifying whether all the questions pertaining to the research were answered. The structure by which the data was analyzed was drawn in line with the assumptions of the study. Data analysis is the process of bringing order, structure and meaning to the mass of collected data (De Vos 2002:339).

Data analysis is a search for patterns in data, recurrent behaviors, objects or a body of knowledge. According to Neuman (2000) data analysis involves examining, sorting, categorizing and evaluating the data. The information gained from interviewing the youths gave the researcher the understanding of the positive effects contributed by training offered in EPWP. When analyzing the content the researcher identified the coherent and important examples, themes and patterns in the data. The researcher pulled together all the data related to a particular issue and then

subdivided that data into coherent categories patterns and themes. The use of a data matrix was employed to analyze the information gathered in order to draw conclusions.

According to Miles and Huberman (1994) there are no fixed canons for constructing a matrix. A creative way to capture all the necessary information in order to be concise and validated was drawn. Capturing information in an orderly way granted the researcher required understanding to judge each response against the participants of the study until a safe conclusion was made.

The data which was collected and documented in the semi structured interviews and the focus group interview with the representatives of youths, officials and training providers was summarized thematically and then analyzed (Miles & Huberman, 1994). There is a column in which all the responses are tabled according to the questions asked. Though not all that was said may be reflected on the data matrix however no important information was left out as the summarized version was tabled.

Table 3.1: The following is an example of data matrix used in this study:

Variable	Youths (Response)	Training provider (Response)	Contractor 's (Response)	Municipal Official's (Response)
Unemployment rate.				
The accessibility of the training.				
The content of the training.				
Economic imperatives				
Creation of job opportunities				

3.8 ETHICAL CONSIDERATIONS

All the participants in the study were given consent forms to sign before starting with each data gathering proceeding. When collecting data through interview the first five minutes were taken to inform the interviewee that the interview was done for study purposes and that he/she was not obliged to agree to be interviewed but rather had a free will to continue. They all agreed to take the interviews and even to participate freely in the mini focus group interview. Bless and Higson (2000) emphasised the issue of privacy, confidentiality and anonymity and for that reason the researcher upheld the ethics of research studies. The names used in this study are fictitious and references are not made to specific companies and no information was divulged or used for any other purpose except as outlined for study purposes. The youths interviewed expected the report to make an indication of their plight. A considerate explanation was given to them to show that the information may address some of their questions.

3.9 REFLECTIONS

As the research work unfolded the researcher noted the following as reflections in this study process.

3.9.1 The research proposal

A research proposal gives guide in the path that the researcher takes and without it the journey would not make sense at certain points. The researcher reflects on the proposal to find a map of the path and to figure out as to how much of the work has been covered. Though Higher Education Institutions (HEIs) have different format to the writing of a research proposal there is consensus that a well-developed proposal aids in achieving the goal of a research study.

3.9.2 The road travelled

The youths at Senwamokgope Township were not hard to find because I was able to get the details of those trained in EPWP and their contact details from the reliable

sources in the municipality. I phoned them and secured an interview date before meeting them for the actual interview. Each time the researcher explained the purpose of the study and why the individual was selected in order to brief the participant before the actual interview began. The official at Greater Letaba Municipality responded positively to the intention to conduct a research about the effects of training offered in EPWP projects towards youth employability in Senwamokgope Township.

3.9.3 The vital experiences learned.

The subjects of my study were very excited about this initiative and it made me feel more energised to conduct more studies in the future. People are willing to tell their stories although there are few people to listen to their stories. The researcher noted that there is a belief in most people research studies can contribute towards change. People are energised in the interviews because their experiences are brought into the light for specific attention. The hope of most semi-skilled and rural people is dependent on the policy makers and they are fully trusting that wherever policies are developed their inputs should be considered. The amount of money spent in the printing of policy documents should equate the amount of efforts taken to see that such policies are enforced.

3.10 CONCLUSION

The research design for the study and data collection methods as discussed in this chapter detailed clearly the path taken by the researcher in collecting data. The study followed a relevant and good design appropriate for a qualitative study. The five phases of data collection used in this study programme were chronologically used to follow the meaning and clarify questions and develop consensus on issues of interest to the subjects of the study in line with the main research question and the sub questions. The data collected within this chapter becomes useful in determining the effects of the training offered in EPWP towards youth employability as deduced from the experiences of those interviewed in this study. The next chapter will discuss the findings and analysis of the data gathered through interviews as outlined in section 3.3.

CHAPTER 4

FINDINGS AND ANALYSIS

4.1 INTRODUCTION

Standardized open-ended interviews and observations were conducted to gather data for the study from the purposively selected subjects of the study. Amongst the participants in this study are youths who went through Expanded Public Works Programme (EPWP) training at Senwamokgope Township. The training provider who trained young adults in the township, the contractor and the municipal officer working for Greater Letaba Municipality are part of the participants in this study.

The path taken through a qualitative study was to do a case study of the effects of training offered in EPWP projects at Senwamokgope Township towards youth employability. The interviews conducted were aimed at answering the main research question and the sub questions as indicated below;

The main research question is as follows:

- **What are the effects of training offered in Expanded Public Works Programme towards the employability of youths at Senwamokgope Township?**

From this research question, the following sub-questions were asked:

- How many youths according to gender are offered training?
- What kind of training is been offered to youths in Expanded Public Works Programme?
- How is the training contributing to employability of youths?
- What are the characteristics of youths who participate in Expanded Public Works Programme?

After the work of data collection was completed a framework analysis theory was used to analyse the data which has been compiled as detailed below in the following sub headings as per sub questions and the main research question summary will be given in this chapter as findings.

4.2 FINDINGS

The data collected brought about the alignment of the conclusions summarised below in sub headings as a chronological analysis of each variable as deduced from the experiences of the subjects of the study.

4.2.1 Training in EPWP

Senwamokgope Township has been targeted as a nodal point for development in Sekgosesa District in Greater Letaba Municipality and has for the past 5 years seen infrastructure development. During the infrastructure development projects young adults were trained as detailed below.

Table: 4.1 Number of youths trained

Project Description	No. of Youths		Total
	Males	Females	
Phase 1 Street Paving	23	3	26
Phase 2 Street Paving	13	8	21
Phase 3 Street Paving	10	5	15
Community Hall Building	15	24	39
Sub Total	61	40	101

The youths were trained in paving using blocks, Occupational Health and Safety and concrete mixing. The training was made to fit in with the requirements of the basic duties for which labour was required in the project. The training was done befitting the type of skills required for the project.

4.2.2 The content of training offered to youths

When youth “YA3” responded to a question concerning the content of the training he had this to say;

“It was good because we have learnt a lot concerning safety, mixing mortar and the average of concrete even with paving and the labour intensive work.”

One can deduce from the experience of this youth that the content of the training was informative, useful and interesting. The attitude that the youth shows to the content allows the researcher to conclude that relevance in choosing the content was adhered to. Youths were trained in practical and applicable skills so that they can benefit the community after the training and as a result find something to sustain their lives.

In response to a question on whether the skills achieved through the training can be applied elsewhere the same youth gave the following response;

“Yes, I think we can mostly after the training do your own household work or do a big construction company.”

The response was given to indicate that the skills acquired from the given content can be applied in the household for odd jobs or on a bigger scale for huge construction work.

According to the youths interviewed there is a consensus that the types of training offered are basic for construction work. The youths were trained in paving using blocks, Occupational Health & Safety and concrete mixing. The training provider did not choose the type of discipline to conduct the training on; however the municipality chose the type of training to be offered in line with the needs of the community. The training was conducted for the all the three disciplines namely Paving, Occupational Health & Safety and concrete mixing at Senwamokgope Township. When asked

about the training one youth (YA2) indicated that the government should continue with that training and extend time and also give trainings on finance management so that the people can open their own companies and be independent.

4.2.3 Accessibility of training

The training opportunity was made available to the youths in Senwamokope Township. Responding to a question on the selection for training the youth “YA1” had this to say;

“There was an advertisement and we applied and were later shortlisted”.

This training required a minimum entry level and a selection process was made to screen the applicants in order to get the correct youth category in the training. This training required grade 12 as the training was for supervisors in construction fields. The content was more complex and required the level of understanding of a young adult who passed matric (grade 12). The complexity of the training offered and the requirements for entry into the training discriminates against the youths who may be more intelligent and yet do not have matric certificate due to one reason or another. With the understanding that leadership and ability to supervise a construction site do not rest wholly on academic achievement the training could be spread across to those who may have passed grade 10.

The other youth selected for training labelled in this study as “YA2” had this to say when asked about the selection process.

“The selection was done by the councillor and ward committee.”

One cannot assume that the selection done in this case by the councillor and the ward committee was biased or not. Biased in the sense of their desires to further their political agenda and may not have been motivated by the drive to unemployment. The accessibility of training for youths is still totally out of their control and they still have to comply or be in the good books of those in authority if they are to access training.

However there is a consensus in terms of the availability of training within Greater Letaba Municipality as attested to by the contractor, official from Greater Letaba

Municipality and the youths. The Greater Letaba Municipality has in the past 5 years conducted projects in which youths were trained as part and parcel of the requirements of EPWP projects. For all the projects budgeted in the municipality a section of the amount was laid aside for the provision of training. The Director in the Infrastructure and Development Section in Greater Letaba Municipality clearly indicated that the information at their disposal shows the figures of the youths who went through training in Senwamokgope Township for all the projects that were done.

4.2.4 Economic empowerment of the youth

According to the municipal officer, even though the municipality does not employ the youths after the training they do offer opportunities for them to execute their skills in the related duties within the municipality as interns. He further emphasized that the trainees will market themselves or their skills for permanent employment through showcasing of their skills when given the opportunity in part time employments. The contractor and the training provider do agree that the trained youths are more efficient in exercising the skills when doing their work than those who did not go through training. The municipality will in the near future introduce the Infrastructure Maintenance Programme through which the youths who were trained in local communities will then be given contract work to maintain the infrastructure in their communities using the skill acquired through the training.

4.2.5 Creation of job opportunities

The youths who went through training and have been interviewed in this study are not employed by the municipality or any company. Out of the eight youths interviewed one is presently doing internship for the Department of Public Works in Mopani District. Two of the trained youths are doing voluntary work in their communities. One from the eight youths is working for a catering company and the other four are seeking employment. One of the four who are seeking employment had this to say when asked about employment opportunities;

“Yes, I did in many companies the only challenge is that most projects prefer local people over skilled workers. Most companies use subcontractors’ coming with their own staff and they prefer the popular.”

The youths are trained and equipped with skills but there are limited opportunities for them to make profit from the gained experience. They are in competition with local community unemployed youth who may not be as skilled as they are but are better placed because of their place of residence. The municipality should be introducing more work opportunities that will benefit the youths who went through the training and so enhance their skills and financial development.

As I interviewed the contractor he indicated that most youths who went through the training show much improvement as they execute their duties using the skills acquired from the training. They also offer permanent employment to the youths who are dedicated and disciplined in the work place. The youths however indicate that they are best placed to be employed but are disadvantaged by the need of local communities to employ their own people even if they are unskilled. It is for this reason that some opt to do odd jobs on their own or use the skills acquired for personal assistance as they do the jobs in their own yards.

The employability of youths in Senwamokgope Township after the training has not been incredibly, positively influenced. From the interviewed young adults 12,5% of the total interviewed has employment opportunity through internship in the Department of Public Works whereas 25% is doing voluntary work in the community and 62,5% is seeking employment. According to the contractor the youths who went through the training are standing a better chance for employment. The trained youths are skilled and they add value to the company’s profile. Working with trained personnel improves the work efficiency and the work is speedily completed as attested to by the contractor. The youths could do much better if employment opportunities were made available for them in the infrastructure sector within their community.

4.3 CHARACTERISTICS OF THE YOUTHS

The table below shows the 8 youths interviewed in this study and their ages.

Table: 4.2 Level of education and age in relation to employment

Gender	Highest standard Passed	Age	Training done.	Employment Position
Male	Grade 12	32	Yes	Unemployed Does voluntary services in the community as youth co-coordinator.
Male	Grade 12	32	Yes	Presently doing internship for the department of Public Works.
Female	Grade 12	22	Yes	Unemployed
Female	Grade 11	24	Yes	Volunteers in waste management programme in the community.
Female	Grade 11	22	Yes	Works as a caterer for a catering company.
Male	Grade 11	27	Yes	Seeking Employment.
Male	Grade 12	28	Yes	Doing odd jobs.
Male	Grade 12	27	Yes	Seeking Employment.

The four male youths in this study have completed their grade 12, and one female young adult has completed grade 12. The remaining two females have passed grade 11 and one male has passed grade 11. Their ages are ranging from 22 to 32 years. For a youth with 32 years still living with his parents and supporting a child he has with a woman who still stays with his in-laws life is difficult and need of employment is urgent. The youth with 22 years still has an opportunity to receive proper training and could find help in Further Education and Training (FET) colleges. The situation

in display shows how insignificant the training offered in EPWP projects has towards youth employability in Senwamokgope Township.

4.4 ANALYSIS

An approach to do analysis for this study named Framework Analysis was used as it provides systematic and visible stages to the analysis process (Ritchie & Spencer, 1994). Framework Analysis has 5 key stages which the researcher took in a linear fashion and this means that all data was collected before analysis began. The five key stages are

- Familiarisation
- Identification of thematic framework
- Indexing (Coding)
- Charting
- Mapping and interpretation

The analysis was done following the data that was collected through the phases as indicated below;

4.4.1 Standardized open-ended Interview with the training provider

The training provider as a role player in skills development has an invested interest in the progression of training programmes. In analyzing the data the responses given during the in- depth interview were read. It is very hard to analyze data during the collection stage and meanings can be drawn when one goes further to peruse the content of the interview after the session. As the researcher consults the notes one is able to identify the themes within the interview notes in line with the main research question. The analysis made from the data collected is that the training provider is not satisfied with the time allocated for training. Though the training provider might be speaking from an economical point of view because the more hours of training will be an increase to his charges the youths are also not satisfied with the duration of the training. The training provider is well able to offer other courses and is only

limited by the choice made by the municipality in terms of what should be offered for training.

4.4.2 Standardized open-ended Interview with the contractor

The contractor was interviewed in his company's office where the secretary took notes as he was responding to each interview question. The responses were written word for word and recorded on tape and there was no disturbance during the interview except for one incident when the phone rang. After the interview was conducted the researcher took time to organize the data collected during the interview with the contractor. The records were printed out so that the researcher can be able to read through the data. Once the data was read the researcher guided by the research questions was then able to identify the themes in line with the sub questions.

The contractor indicates that from his experience working with young adults they display more efficiency after the training as compared to those who did not attend training. It is further more pointed out that those who were trained are better suited to do permanent jobs than those who did not go through the training. The responses of the contractor are able to give the researcher an open understanding through which one can safely conclude that through his experiences the training offered in EPWP projects does help the youths towards employment. These findings are supportive to the assumption made by the training provider to the effect that training youths equips them with necessary skills.

4.4.3 Standardized open-ended Interviews with the youths

According to Creswell (2007) open-ended interviews are successful and the only weakness that one can identify is with coding the data. The data provided by participants are rich and thick with qualitative data and requires a process for the researcher to sift through the narrative responses in order to fully and accurately reflect on overall perspective of all interview responses through the coding process. However, according to Gall, Gall and Borg (2003) this reduces researcher

biases within the study, particularly when the interviewing process involves many participants.

In this phase of data collection the researcher interviewed eight youths in the community who were trained during EPWP projects. The youths were purposively selected for this qualitative study because of their experience as supported by Van Kham (1969:314). The youths were trained in EPWP projects and as such due to their experience which my study is basically out to investigate they were selected to undergo the interview. The researcher clearly indicated the purpose of the study and sought their consent before the interview began. The researcher assured the participants of confidentiality in the matter and that ethical considerations will be upheld at all times and that no information will be disclosed.

The recorded data during the interviews were printed out and each respondent was marked for clarity sake. Each of the interview reports were read separately in order to familiarize myself with the content of each youth's interview report. The number of youths interviewed was eight which was composed of five males and three females. It is, therefore, noteworthy to realize that the eight youths' responses were read individually until the themes were identified for each young adult in line with the research question. They all appreciate the efforts of the government towards the alleviation of unemployment by taking them through the training, however, they think more time should be given for the training in future. Even though some of them are not employed after the training they, however, emphasize that they have acquired skills that they can be able to use in future if afforded the opportunity through employment. They also want to see their peers being afforded the same opportunities and they therefore appeal for further and more detailed trainings.

4.4.4 Standardized open-ended Interview with the officer in Greater Letaba Municipality

According to Gall, Gall and Borg (2003) the standardized open - ended interview is extremely structured in terms of the wording of the questions. Participants are always asked identical questions, but the questions are worded so that responses are open - ended. This open-endedness allows the participants to contribute much

detailed information as they desire and it also allows the researcher to ask probing questions as a means of follow-up.

The interview conducted in this phase was done with a municipal officer who was purposively selected due to his involvement in EPWP within the municipality. The evidence gathered included amongst other things the observed confidence shown in the expression during the interviews. The officer is passionate and more informed about his responsibilities and was available during the research process. His openness undoubtedly shows that he is a servant leader in his position as director in the municipality. Mr. Y (Not his real name) is the Director of Infrastructure and Development Directorate of the municipality. As a director he is more suitable to give information on the study. The proceeding of the interview was recorded. The findings from this interview with the official are detailed categorically below:

- The municipality is having an interest to help youths find employment
- The capacity of the municipality is not broad enough to absorb the youths in permanent employment
- There is a budget for training in the municipality
- The municipality is concerned about the accreditation of training providers.

4.4.5 The mini-focus group discussion

The main aim of the mini focus group discussion carried out at Tzaneen Disaster Management Centre which was seen as the most central place for all the subjects was achieved. According to (Patton 1987:135) a focus group interview is conducted to provide checks and balances on the participants and weed out false and extreme views. The researcher gave the subjects the five key areas for discussion which are the assumptions on which the study is based:

- Key area # 1 Training in EPWP
- Key area # 2 Content of the training
- Key area # 3 Accessibility of the training
- Key area # 4 Economic empowerment of the youth

- Key area # 5 Creation of job opportunities

4.4.6 Tabled results of the mini- focus group discussion

This are the recorded results of discussion culminating from the questions posed during the focus group interview in line with the key areas.

Table 4.3 Summary of the mini-focus group discussion.

Training in EPWP	Training was done as attested to by the parties involved in the discussion.	Youth Contractor Training Provider Municipal Officer
Content of the training.	Training was done for concrete mixing, pavement laying and Occupational Health and Safety.	Youth Contractor Training Provider Municipal Officer
Accessibility of the training.	The municipality implements infrastructure development projects in Senwamokgope Township and youths are employed in the projects and trained.	Youth Contractor Training Provider Municipal Officer
Economic empowerment of the youth.	An amount of R80-00 was paid per person per day during implementation of the projects calculated below as follows; (For an Example) Phase 1 Project:	Youth Contractor Training Provider Municipal Officer

	R154 560-00 (Males) R20 160-00 (Females)	
Job opportunities.	Training that is offered to candidates enables them to create jobs for themselves even though youths argue that they need capital to start their own companies.	Youth Contractor Training Provider Municipal Officer

4.5 CONCLUSIVE ANALYSIS IN A DATA MATRIX

Table 4.4: Data matrix on the effects of training offered in EPWP projects

Variable	Youths Responses	Training Provider 's respond	Contractor 's respond	Municipal Official 's response
Unemployment rate.	It is high and most are resorting to crime as an alternative due to unemployment.	Youths want more money paid to them for training and not stipends.	We employ more youth in the projects (60% of the work force).	We have a youth desk that looks for the interests of the youth within the municipality
The content of the training.	The content is good and useful.	It is determined by the municipality according to their needs and it is mostly generic.	The training is helpful and youths, work more effectively.	Train them on concrete mixing, pavement laying and Occupational Health and Safety.

Accessibility of the training.	Trained locally and received R30 for transport and catering irrespective of distance travelled.	The training duration should be increased.	The trainees add value to the company and it is efficient.	For all the EPWP projects there is a budget for training.
Economic imperatives.	Not much is being done to help the youths economically.	Economic matters play an important role in terms of the attitude of the youths.	The company does support youth developments and employs others on permanent posts.	The municipality spends money to pay youths salaries and pay for their training.
Creation of job opportunities.	There is a great chance for employment after training because one has skills and holds a certificate.	If more time is given the results would be more, because the few that we trained are able to lead after the trainings.	Youths are afforded opportunities for employment even though some squander them through ill-discipline.	We train the youths and we expect them to look for employment elsewhere though the municipality does help through internships and learnerships.

4.6 CONCLUSION

The high levels of unemployment remain a grave concern in our country and debate continues on how to address the situation in the most effective way. The data collected was analysed and findings were outlined in this chapter as a direct response to the main research question. This chapter was about findings and analysis. The gathered data was interpreted in order to find meaning and bring about conclusive arguments based on the data. Youths are affected and impacted differently in the issue pertaining to unemployment. They are in a state where the initiatives of government aimed at bringing change to them require redress in order to maximise the output. In the next chapter the conclusion of the study will be discussed.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The cross sectional qualitative study on the effects of training offered in EPWP projects towards youth employability as defined in section 2.1 revealed that the training was relatively beneficial to the youths of Senwamokgope Township. In this chapter three issues will be highlighted, firstly overall conclusions on the effects of the trainings offered in EPWP projects towards youth employability at Senwamokgope Township and suggestions for further studies.

5.2 THE EFFECTS OF TRAINING OFFERED IN EPWP TOWARDS YOUTH EMPLOYABILITY

The study has revealed that the following effects amongst youths can be seen and are therefore discussed them hereunder:

5.2.1 Skills transfer

The youths who went through the training are glad that they were trained. They have achieved skills which they did not have before the training. The youths have been exposed through the training to a practical work environment and they can boldly say to others that they were trained in a particular skill. There is a qualified fact given by the contractor to the effect that those who went through the training are more competent in executing the work as compared to those who did not go through the training. I, therefore, conclude that there is a significant and worthwhile exposure to practical implementation of acquired skills which the youths benefit from in the programme.

5.2.2 Economic empowerment

The study has revealed that the municipality spends more money in wages on youths according to the labour force proportions. In a 100% work force 60% are youth. There is an economic input in the lives of the beneficiaries of the youths. The youths undergoing training during EPWP are given stipends which are an incentive in monetary value and it adds to their economical input. There is a substantial amount of money spent by the municipality towards the creation of good infrastructure and reasonable salaries are paid as wages for the contract workers. My conclusive statement on this issue is that there is a reasonable financial contribution by the municipality to effect change in youths.

5.2.3 Social Effects

The effort by government through the municipality in EPWP has brought an increased number of youths in to the work environment and this has reduced the number of loitering youths. There is a significant change in the habits of most after they went through the training they focus on more constructive engagements than to resort to crime. The youth who are not being employed continue to seek employment whilst others are starting their own small businesses. The conclusion derived from inputs by youths is that the activity of the municipality has aroused enthusiasm amongst the youth and they want to pursue careers in the fields they got introduced to during the training.

5.2.4 Psychological boost

This initiative of the government has aroused confidence in the youth and they begin to aspire for greater things. The society's self-image is taking shape as a result of this initiative. The youths are beginning to have hope in their government and they want to engage further with the relevant departments in order to improve their status quo. The table indicating the youths who went through training (Table 4.2) shows that the youths are being afforded opportunities to participate in the job market. Other youths are permanently employed whilst others are working on their own using the expertise they acquired during the training. They are given an opportunity to learn and acquire

experience through the training and employment in EPWP. My conclusion on this matter is that a positive effect in mental boost of the youth is attained.

5.2.5 Creation of job opportunities

In the past years the Greater Letaba Municipality has been able to create jobs in Senwamokgope Township where youths benefitted in large numbers. As indicated in table 4.2 in section 4.2.5.1 the youths who went through training are afforded opportunities to participate in the job market. Although the youths were trained, they did not get employment opportunities at the municipality after the training. These youths should be given preference when opportunities are made for employment in order to boost their moral and improve their skills.

5.3 RECOMMENDATIONS

The researcher concludes that the training offered in EPWP projects at Senwamokgope Township in Greater Letaba Municipality was successful in attempting to address the objectives of the programme. The infrastructure development coupled with job creation and training was able to reduce the number of youths without technical skills. The youths who went through the training are an indication that effects are being made to address unemployment in the area. If some of what is recommended below can be done there can be a more significant change.

The following are the areas identified and recommended for improvement in this study:

5.3.1 Training in EPWP

The amount of time spent during the training is inadequate to address study units that will be linked with Further Education and Training institutions (FETs). The youths who went through the training would want to enrol further to improve their academic credentials and they are robbed of that opportunity because the training period is short. The training provider hinted this issue during the interview and it was also raised by the

youths. If more time was given in training more work would be covered and it would expose the youths at risk to a more inclusive lifelong learning pattern of life.

5.3.2 Content of the training

Other courses could be included for training in order to broaden the employment chances in other fields. The youths could be trained in electrical skills, plumbing, computer skills and financial management so as to broaden their capability to find employment. The Greater Letaba Municipality offers training in skills implementation on generic courses. They train on brick laying, plastering and laying of pavement bricks using the appointed training providers who are paid using the money budgeted for training. Skills transfer in infrastructure development areas are the main focus areas in the municipality hence they train youths on generic courses. The researcher recommends that other courses such as Financial Management, Project management and Catering which are also practically viable could be included in the curriculum. The management courses would then assist the youths to practically benefit and be permanently employable or use the skills to manage their small businesses. It is also a necessity to have training that is in line with (NQF) levels so that the youths can pursue further studies after the training.

5.3.3 The accessibility of the training

The rollout of the training programme happens in line with budgeted projects. It is for this reason that they are carried in line with implemented projects or projects awaiting implementation. The researcher recommends that the rollout be scheduled separately outside of infrastructure development so as to cater for a larger number of youths. The spreading out of this training would then enable the municipal officials delegated to handle EPWP to involve large number of youths across the municipality and the district as a whole. When a larger population is covered by the training provision there will be a much accelerated growth in trained personnel and that would increase the efficiency of construction work as attested above on the effects of the training in section 5.2.1 where skills transfer is discussed.

5.3.4 Economic empowerment of the youth

When more economic empowerment opportunities are created, youths will benefit from these initiatives financially and will begin to participate in the economy. The youth constitute a higher percentage in society and should therefore be absorbed in the economic activities of our country. Leaving out the youth out of the economic bracket and hindering their participation will not serve the interest of our economy. The municipality should create more economic intervention strategies in order to empower the youth economically.

5.3.5 Creation of job opportunities

The support of government in the programme is of utmost importance. It cannot be overemphasized that if government extends its support to rural communities through these projects a large number of unemployed youth would continue to benefit. The youths who received training should be horned through a mentorship programme where they are given small scale jobs to work on as co-operatives as they implement the acquired skills. When they are given such opportunities they will be learning to advance in the construction industry as they learn from their mentors. The creation of work opportunities aligned to the acquired skills may bring about a more practical growth path for the youth.

5.4 SUGGESTIONS FOR FURTHER STUDY

One of the resolutions of the EPWP summit held at Durban in November 2010 was that all the municipalities will receive technical support across all EPWP sectors to optimize the implementation of EPWP. Technical support will be provided in the areas of monitoring and evaluation, training, enterprise development, design and implementation of all municipal projects. The recommendation that I give for further study will be to tap into the roles of different stakeholders and measure their capacity in ensuring that the developed policies of government are fully implemented.

The researcher has the following suggestions for further study;

- Increasing the potential of the municipality as an alternative permanent employer.
- Creating wealth through small businesses in the area of Sekgosese
- Investigate the ways of creating a tourist destination in the area as a way of creating jobs.

5.5 FINAL ASSESSMENT

This chapter contained conclusion and recommendations of this mini dissertation. The chapter concludes with the suggestions for further study. It is evident that South Africa's democracy has not been ushered into a totally trouble free society. There are still a lot of areas that the country needs to engage in as we march ahead towards economic freedom. The masses of our people are still living under adverse conditions due to lack of skills and employment opportunities.

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LIST OF ACRONYMS

AsgiSA:	Accelerated and Shared Growth Initiative for South Africa
CA:	California
CASE:	Community Agency for Social Enquiry
CLO:	Community Liaison Officer
COSATU:	Confederation of South African Trade Unions
CSSR:	Centre for Social Science Research
DPRU:	Development Policy Research Unit
EBSCO:	Elton Bryson Stephens Company
ECD:	Early Childhood Development
EPWP:	Expanded Public Works Programme
FCND:	Food Consumption and Nutrition Division
FET:	Further Education and Training
HEIs:	Higher Education Institutions
HSRC:	Human Sciences Research Council
ILO:	International Labour Organisation
LIBSA:	Limpopo Business Support Agency
MIG:	Municipal Infrastructure Grant
NBER:	National Bureau of Economic Research
NC:	North Carolina
NIEP:	National Institute of Economic Policy

NQF:	National Qualifications Framework
NYDA:	National Youth Development Agency
OHS:	Occupational Health Safety
SALDRU:	South African Labour Development Research Unit
SAQA:	South African Qualifications Authority
SEDA:	Small Enterprise Development Agency
SETA:	Sector Education Training Authority
SOE's:	State Owned Enterprises
Stats SA:	Statistics South Africa
TIPS:	Trade and Industrial Policy Strategies
UCW:	Understanding Children's Work
US:	United States
UNDESA:	United Nations Department of Economics and Social Affairs

APPENDICES

Appendix 1: A letter of consent to participate in the interview for municipal officer.

DEPARTMENT OF EDUCATION – LIMPOPO PROVINCE

SEBONE PRIMARY SCHOOL

P O BOX 7176

REF.NO: 5010017

TZANENG MALL

EMIS NO: 915531451

ENQ: RABAPANE M.V

0855

PAYPOINT: 8415/413287

CELL: 072 257 4779

13.03.2012

Sir

I want to thank you for taking the time to meet with me today.

My name is Mpho Victor Rabapane and I would like to talk to you about your experience as an official in the Greater Letaba Municipality and your role in job creation and youth unemployment.

The interview will take an hour. All responses will be kept confidential. This means that your interview responses will only be shared with research team members and I will ensure that any information included in the report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Are you willing to participate in this interview?

Interviewee

Date

SEBONE PRIMARY SCHOOL

P O BOX 7176

REF.NO: 5010017

TZANENG MALL

EMIS NO: 915531451

ENQ: RABAPANE M.V

0855

PAYPOINT: 8415/413287

CELL: 072 257 4779

14.03.2012

Dear Participant

I want to thank you for taking the time to meet with me today.

My name is Mpho Victor Rabapane and I would like to talk to you about your experience as a youth who went through training in EPWP projects.

The interview will take an hour. All responses will be kept confidential. This means that your interview responses will only be shared with research team members and I will ensure that any information included in the report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Are you willing to participate in this interview?

Interviewee

Date

Appendix 3: A letter of consent to participate in interview for contractor.

SEBONE PRIMARY SCHOOL

P O BOX 7176 REF.NO: 5010017
TZANENG MALL EMIS NO: 915531451 ENQ: RABAPANE M.V
0855 PAYPOINT: 8415/413287 CELL: 072 257 4779

15.03.2012

Sir

I want to thank you for taking the time to meet with me today.

My name is Mpho Victor Rabapane and I would like to talk to you about your experience as an official in the Greater Letaba Municipality and your role in job creation and youth unemployment.

The interview will take an hour. All responses will be kept confidential. This means that your interview responses will only be shared with research team members and I will ensure that any information included in the report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Are you willing to participate in this interview?

Interviewee

Date

Appendix 4: A letter of consent to participate in interview for training provider.

SEBONE PRIMARY SCHOOL

P O BOX 7176 REF.NO: 5010017
TZANENG MALL EMIS NO: 915531451 ENQ: RABAPANE M.V
0855 PAYPOINT: 8415/413287 CELL: 072 257 4779

16.03.2012

Sir

I want to thank you for taking the time to meet with me today.

My name is Mpho Victor Rabapane and I would like to talk to you about your experience as an official in the Greater Letaba Municipality and your role in job creation and youth unemployment.

The interview will take an hour. All responses will be kept confidential. This means that your interview responses will only be shared with research team members and I will ensure that any information included in the report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Are you willing to participate in this interview?

Interviewee

Date

Appendix 5: Interview guide for young adults.

1. Unemployment rate.

- How are you affected by unemployment as a youth?
- Indicate the highest school grade that you have passed.
- What is your date of birth?
- How do you see the work you do as relatively good for employment?
- Have you been involved with any job searching activity in the past 2 years?

2. The content of the training and its relevance.

- How is the training you are undertaking during construction periods?
- Are you afforded enough time for training?
- How useful is the content of the training to your work?
- Do you see any practical usage of the skills after the training?
- How will you use the skills acquired to help yourself in future?

3. The accessibility of the training

- How often do you undergo training during employment in the EPWP projects?
- How far do you travel to get to the training stations?
- Who delivers the materials to you and how practical are the lessons?
- Is there anything that you would change in terms of the training and its facilitation?
- How were you selected to be in the training?

4. Economic awareness

- How do you relate training to the salary you get whilst on training?

- How do you relate the hours spent in training to your effectiveness at the construction site?
- How do you spend the money you receive as a salary?
- Will you be able to participate in the economy as an entrepreneur after the training?

5. Employment opportunities

- Will you seek employment elsewhere after the training?
- Do you think that you are adequately trained to start your own business?
- Will you be able to display the skills acquired through the training with excellence?
- Can you confidently say that you know something that you did not know before?
- What skills would you say you achieved that could be helpful to you in future?

Appendix 6. Interview guide for Greater Letaba Municipality official

1. Unemployment rate.

- How do you address unemployment amongst the youth as a municipality?
- Which strategies do you use to involve them in employment opportunities?
- What is your role in the municipality in line with job creation?
- What do you do to raise the standard of youth employment opportunities in your area?
- How do construction companies help in addressing the issue of unemployment?

2. The content of the training and its relevance.

- What type of training is done during EPWP projects?
- How are the training providers selected?
- Do you find the content useful in addressing the needs of the municipality?
- What evidence is there to show that the skills acquired are useful?
- How do you assist the young adults to obtain employment after the training?

3. The certification of the training providers

- How do you verify the accreditation of the training providers?
- Which criteria do you use to recruit the training providers for work in the municipality?
- How do you assess the effectiveness of the training?
- Where do you get sponsorship for training?
- Is there anything that you would change in terms of the training and its facilitation?

4. Economic awareness

- How the municipality does assists in job creation for youths?
- How is the community benefiting in economic development from the municipality?
- How do you assure that the training does not affect the contractor's handover dates?
- What benefits does the contractor get for training his staff during working hours?
- How much does the provincial government contribute towards unemployment amongst the youth?

5. Employment opportunities

- How do you assist youths to access job opportunities after training?
- Do you have a mentoring programme?
- How do you help them improve in executing their skills with excellence?
- What impact does the training bring to the municipality?
- What can you say about the training and its achievements?

Appendix 7. Interview guide for the contractor

1. Unemployment rate.

- Do you offer employment for youths?
- How do you maintain balance amongst your employees?
- How has your company maximized the employment of youth in this project?
- How do you encourage youths to stay employed in your company?
- Do you employ young adults on permanent positions?

2. The content of the training and its relevance.

- How do you find training offered in the project useful to your work?
- How do you relate to the fact that hours are spent during training for which you pay the youths?
- How different is a trained youth to the one who has not been trained?
- Do you see any chances of permanently absorbing the youth due to the skills acquired through the training?
- Can you say that the training is helpful to you?

3. Adding value to the company's profile.

- Are the training providers having the necessary approval for providing accredited certification?
- Does having trained personnel in your staff add value to the company's profile?
- How do you assess the effectiveness of the trainees?
- How does the department of labour involve itself in the process?
- Is there anything that you would change in terms of the training and its facilitation?

4. Economic awareness

- Does your company have any programme for youth development?
- How is your company involved with youth empowerment activities?
- How is the community benefiting in economic development from this project?
- Does the hours spent during training equitably useful for the completion of projects in scheduled time?
- Do you complete the project in time as per schedule unharmed by the training?

5. Employment opportunities

- Do you provide employment opportunities for the youths who went through training?
Yes we do and we even afford them permanent employment.
- Do you think that they are adequately trained to do start their own business?
We bring them on board and find their work impressive.
- Do you see any advancement in work progress of those who went through the training?
- Can you confidently say that the training help you in the project and its completion?
- If you could change anything what would you change about the training and the implementation of the training? (enforce)

Appendix 8. Interview guide for the training provider

1. Job creation initiatives.

- What is the focus of your training?
- How do you select content for training?
- What is the highest standard of your training team?
- What're you adequately trained to work with youths?
- What are the challenges that the youths face in this dispensation?

2. The content of the training and its relevance.

- How do you choose the content of the training you offer to youths?
- Do you have ample time to give the training to the youths?
- Do you get the necessary support from the municipality and other stakeholders?
- Are the contents of the training relevant to needs of local community?
- Do you see any practical usage of the skills after the training?

3. The accessibility of the training

- How often do you give training during the EPWP projects?
- How do you select the youth for training in this programme?
- How do you develop the training manuals?
- Who pays for the cost of the training and the certification?
- Is there anything that you can improve in terms of the training and its facilitation?

4. Economic awareness

- How much does it cost to train the youths?
- Are you aware that the youths receive a salary whilst undergoing training?

- How do you relate the hours spent in training to the effectiveness at the construction site?
- Are you aware that the time spent during training is economically taxing on the contractor?

5. Employment opportunities

- Do you think that you are adequately training them to start their own business?
- Can the youths fit in a work programme after the training?
- Do you see the youths as fully equipped to stand on their own after the training?
- Can they be able to display the skills acquired through the training with excellence?
- Accreditation

Appendix 9: Interview guide for youth “YA1”

1. Unemployment rate.

- How are you affected by unemployment as a youth?

Unemployment affects me terribly because I am a youth who should take care of my family. I also want to be independent and self-sufficient. When I was still a teenager I set goals for myself and now due to unemployment I can't achieve the goals. Fourthly unemployment affects me badly that when I get employment there are others who will benefit.

- Indicate the highest school grade that you have passed.

I have passed grade 12.

- What is your date of birth?

1980-05-24

- How do you see the work you do as relatively good for employment?

The training was good but the time frame was very short.

- Have you been involved with any job searching activity in the past 2 years?

I have approached many employment agencies seeking for jobs.

2. The content of the training and its relevance.

- How is the training you are undertaking during construction periods?

The training was good and there was nothing wrong with it the facilitators were good and fully participating.

- Are you afforded enough time for training?

The training was good but the time was too short.

- How useful is the content of the training to your work?

There is a lot of things that I can use anywhere in my future. The skills especially technical skills can allow me time and chance to run my life and household.

- Do you see any practical usage of the skills after the training?

Yes, there were plenty of things that taught me to carry out activities using the acquired skills.

- How will you use the skills acquired to help yourself in future?

I can start my own company to do paving and yet you need capital or I can look for employment elsewhere.

3. The accessibility of the training

- How often do you undergo training during employment in the EPWP projects?

2 weeks

- How far do you travel to get to the training stations?

It was local and I walked about ten minutes to the training station.

- Who delivers the materials to you and how practical are the lessons?

The service providers brought the materials and were responsible for everything.

Paving-theory and practice

- Is there anything that you would change in terms of the training and its facilitation?

I was satisfied with the whole process although we had a challenge of language. We had people using Zulu several manuals were written in English and we did not struggle to understand them.

- How were you selected to be in the training?

There was an advertisement and we applied and later shortlisted.

4. Economic awareness

- How do you relate training to the salary you get whilst on training?

We received a stipend of R30 a day during the training. The money was for travelling and catering.

- How do you relate the hours spent in training to your effectiveness at the construction site?

They should have given us more time because the slow learners did not grasp the content of the training. It was not 100% adequate and the safety standards were not adhered to, we did not have gloves, uniform and we used our own clothes.

- How do you spend the money you receive as a salary?

The money was used for lunch and I bought myself pillows for my bedroom..

- Will you be able to participate in the economy as an entrepreneur after the training?

I am willing to participate in the economy of this country the only problem is that I do not have capital.

5. Employment opportunities

- Will you seek employment elsewhere after the training?

Yes I have tried several people.

- Do you think that you are adequately trained to start your own business

I can't say yes or no but I think if one is consistent in doing something you then become adequate.

- Will you be able to display the skills acquired through the training with excellence?

Not exactly with excellence because now I am no longer doing anything relating to construction work.

- Can you confidently say that you know something that you did not know before?

Yes

- What skills would you say you achieved that could be helpful to you in future?

Technically I have gained skills and I know how to use my hands so the training was very useful to me.

There must be focus and this type of interviews should be done time after time for in doing so the province will then know what is happening with our youth and there should be a radical change after this type of interviews.

- What are your last words?

I thank you. (Youth Leader- Co-coordinator in the community with interest in the development of young people) I am the facilitator of a youth project-We train the youths with the jewelry. I am aware that the country is rich and we need to use the wealth adequately.

Appendix 10: Interview guide for youth “YA2”

1. Unemployment rate.

- How are you affected by unemployment as a youth?

We are badly affected because we stay at home and we do nothing and this leads to poverty.

- Indicate the highest school grade that you have passed.

I passed grade 11 and failed grade 12 twice.

- What is your date of birth?

1988.11.07

- How do you see the work you do as relatively good for employment?

Knowledge is passed down to me so I can start something.

- Have you been involved with any job searching activity in the past 2 years?

I do voluntary work in the community carrying waste.

2. The content of the training and its relevance.

- How is the training you are undertaking during construction periods?

It was good because and I gained something.

- Are you afforded enough time for training?

The time allocated was short for the things we learned.

- How useful is the content of the training to your work?

It was more practical and detailed and differed greatly with other things that I did before.

- Do you see any practical usage of the skills after the training?

Yes.

- How will you use the skills acquired to help yourself in future?

I will look for employment in other fields because now I am having a certificate.

3. The accessibility of the training

- How often do you undergo training during employment in the EPWP projects?

21 days (three weeks) of training with practical work included.

- How far do you travel to get to the training stations?

It was local and we travelled on foot for about 100metres.

- Who delivers the materials to you and how practical are the lessons?

The materials are brought to the venue by the training provider.

- Is there anything that you would change in terms of the training and its facilitation?

I would not change anything.

- How were you selected to be in the training?

The selection was done by the councilor and ward committee.

4. Economic awareness

- How do you relate training to the salary you get whilst on training?

We received a stipend of R30 a day during the training. The money was for travelling and catering.

- How do you relate the hours spent in training to your effectiveness at the construction site?

We gain practical skills which we use at work.

- How do you spend the money you receive as a salary?

The money is used for groceries and paying debts.

- Will you be able to participate in the economy as an entrepreneur after the training?

It is possible if we can be given opportunities to work.

5. Employment opportunities

- Will you seek employment elsewhere after the training?

I am ready to look for employment as now I am volunteering in the community to carry waste.

- Do you think that you are adequately trained to start your own business?

Yes, with the knowledge gained I can try something for myself.

- Will you be able to display the skills acquired through the training with excellence?

Yes,

- Can you confidently say that you know something that you did not know before?

Yes

- What skills would you say you achieved that could be helpful to you in future?

I have been taught skills in concrete mixing and this has made me aware of measurements and the use of tools.

Appendix 11: Interview notes for youth “YA3”

1. Unemployment rate.

- How are you affected by unemployment as a youth?

It affects us a lot because some of us the youth they stop searching for work and resolve to crime like fraud

- Indicate the highest school grade that you have passed.

I completed standard/grade 12 and certificate in Community development, Paving, Health and safety. Bench marks.

- What is your date of birth?

1980-04-23

- How do you see the work you do as relatively good for employment?

It is about me creating job for myself and not to wait for someone to do for. I should use the experience I got from public works training.

- Have you been involved with any job searching activity in the past 2 years?

If we here about projects in other municipalities we do go and market the only hard thing is that they prefer locals.

2. The content of the training and its relevance.

- How is the training you are undertaking during construction periods?

It was good because we have learnt a lot concerning safety, mixing mortar and the average of concrete even with paving and the labour intensive work.

- Are you afforded enough time for training?

No, the time was not enough because five categories were covered in one month and two weeks.

- How useful is the content of the training to your work?

In terms of the health and safety most of us were blank regarding use of tools, safety wear and so forth.

- Do you see any practical usage of the skills after the training?

Yes, I think we can mostly after the training do your own household work or do a big construction company.

- How will you use the skills acquired to help yourself in future?

I will make and build a company to create more jobs in bricks manufacture and bench marks are the mixture of concrete.

3. The accessibility of the training

- How often do you undergo training during employment in the EPWP projects?

About 36 days.

- How far do you travel to get to the training stations?

It was local and we travelled on foot for about 100metres.

- Who delivers the materials to you and how practical are the lessons?

The private company brought the materials and the training had both theory and practical.

Construction-theory

Paving-theory and practice

Bench marks-theory and practical

Safety-theory

- Is there anything that you would change in terms of the training and its facilitation?

I would not change anything.

- How were you selected to be in the training?

The selection was done by the councilor and ward committee.

4. Economic awareness

- How do you relate training to the salary you get whilst on training?

We received a stipend of R30 a day during the training. The money was for travelling and catering.

- How do you relate the hours spent in training to your effectiveness at the construction site?

They should have given us more time because the slow learners did not grasp the content of the training.

- How do you spend the money you receive as a salary?

The money was used to assist the poverty in our houses and we also had something to eat for lunch.

- Will you be able to participate in the economy as an entrepreneur after the training?

If we can get an opportunity to expand our companies we would be able to find jobs in construction work

.5. Employment opportunities

- Will you seek employment elsewhere after the training?

Yes, I did in many companies the only challenge is that most projects prefer local people over skilled workers. Most companies use subcontractors' coming with their own staff and they prefer the popular.

- Do you think that you are adequately trained to start your own business?

Yes the only thing we need is finance management because the rest we have acquired.

- Will you be able to display the skills acquired through the training with excellence?

Yes,

- Can you confidently say that you know something that you did not know before?

Yes

- What skills would you say you achieved that could be helpful to you in future?

Labour construction work, has helped me because we can judge the work of other contractors and we are able to quality assure the work of other contractors The government should continue with that training and extend time and also give training on finance management so that our people can open their companies and also afford us opportunities to do the NQF levels.(The accreditation and the levels will help the trainees to continue studying if they need to extend their knowledge.(Give the local companies to work at local level in order to give them an opportunity to rise.)

Appendix 12: Interview notes with Greater Letaba Municipality official

1. Unemployment rate.

- How do you address unemployment amongst the youth as a municipality?

“We use the guidelines of EPWP policies which guides on employment equity”

We have a youth desk that gives insight to youth on things that deal with youth challenges-dedicated office. We also have special projects”

- Which strategies do you use to involve them in employment opportunities?

We make advertisement and take to Letaba herald and we give awards as was done with young farmer of the year. We give young adults bursaries and awards, sponsor schools and encourage “We do trainings and engage the NYDA to deal with issues and youth challenges”

- What is your role in the municipality in line with job creation?

As a strategic manager I oversee a division that deals with community development giving coaching to achieve the goals of the municipality”

- What do you do to raise the standard of youth employment opportunities in your area?

We propose projects and programmes that are local community development oriented”

- How do construction companies help in addressing the issue of unemployment?

As a municipality we emphasize to contractors that infrastructure development goes hand in hand with job opportunities and we emphasize transfer of skills. Upon identification of certain skills the contractor may employ the youth as a permanent staff.

2. The content of the training and its relevance.

- What type of training is done during EPWP projects?

Concrete mixing, occupational health and safety, bricklaying, making roof trusses, Quantity measures, paving

- How are the training providers selected?

In other projects they are brought to us by the department of labour-check accreditation-check costs and the track record (company profile)

- Do you find the content useful in addressing the needs of the municipality?

Yes, because we identify the scarce skills we have within the municipality, like special training for roof trusses and plastering.

- What evidence is there to show that the skills acquired are useful?

We will see later because there is an infrastructure maintenance which will use the very young adults who went through training.

- How do you assist the youths to obtain employment after the training?

We believe that after the training we expect them to go look for employment, others are in the in-service training and internships we absorb some of the young adults. As a skilled youth you can venture into the employment field.

3. The certification of the training providers

- How do you verify the accreditation of the training providers?

We check registration and proof of accreditation.

- Which criteria do you use to recruit the training providers for work in the municipality?

According to the training needs of the municipality, check the costing and track records before appointment.

- How do you assess the effectiveness of the training?

We do not normally have a scale to check the quality but the work done after training is seen as a feedback of the work done.

- Where do you get sponsorship for training?

When we ask money from MIG for project implementation we also put a portion for training.

When we budget the cost of EPWP projects we set an amount aside for training.

- Is there anything that you would change in terms of the training and its facilitation?

I think we should assess the effectiveness of the trainees and put that as a performance indicator for our managers. Sometimes there is no consistency in the timing of the training which results in training people and finds them going elsewhere after the training. Get the training and projects going after each other? Be specific on the

requirements for trainees as it happened with a training which was not completed because of the literacy level of young adults. Phoning SETAs to verify accreditation' Divide and identify training needs without overloading a particular discipline. Avoid overcrowding on one particular thing without emphasis on the other things.

4. Economic awareness

- How does the municipality assist in job creation for youths?

Specific programmes are set aside to address youth needs; Youth desk is there to assist young adults.

- How is the community benefiting in economic development from the municipality?

When we have projects employment is biased to local community and the projects we do in developing the infrastructure creates a good environment for attracting investors. There are some local development projects that promote the well-being of residents in terms of health and safety.

- How do you assure that the training does not affect the contractor's handover dates?

There are times when we do the training before the start of projects to avoid time consumption.

- What benefits does the contractor get for training his staff during working hours?

The contractor benefit with the practical's that the trainees do on site as part of the training.

- How much does the provincial government contribute towards unemployment amongst the youth?

They too have programmes that addresses youth needs through the NYDA which are represented in municipalities reporting to the provincial government. LIBSA also give training.

5. Employment opportunities

- How do you assist youths to access job opportunities after training?

We do not specifically help them to access jobs, but we can give others in-service training and internships which ultimately gives them opportunities for employment.

- Do you have a mentoring programme?

We assist these youths alongside with the department of social development; we took some to LIBSA to help them register co-operatives and they will then be able to help themselves.

- How do you help them improve in executing their skills with excellence?

We invite SEDA and LIBSA to give them more details in community halls, provide catering, venue and other important things.

- What impact does the training bring to the municipality?

It is our mandate as a municipality to empower the communities that we serve and as such improve the quality of the lives of our people. We build a generation that will prepare for a better future. We want to meet the target of the government to reduce unemployment and as such contribute positively to poverty alleviation. The local people then use the locally skilled people to help them at a lower cost than having to go to town to access skilled labourers.

- What can you say about the training and its achievements?

The training is by itself a community based approach to empower the municipality by empowering the youth through training and skills development. In so doing we produce infrastructure that is sustainable and value for money. If there was enough money we would go around training people to empower them to start their own. After training the people see what they can do with their lives and are therefore encouraged to do something and have a sense of capability.

Appendix 13: Interview notes for interview with the contractor

1. Unemployment rate.

- Do you offer employment for youths?

Yes

- How do you maintain balance amongst your employees?

We normally use EPWP guidelines ratios and it depends on the nature of work in the construction industry. At times 40 to 60 in favor of males for the heavy duties.

- How has your company maximized the employment of youth in this project?

We maximized because there are more youth than older people hence taking more youth.

- How do you encourage young adults to stay employed in your company?

We have done induction, however they are active and after been paid they never turn up for work.

- Do you employ young adults on permanent positions?

Yes, we do face because of their lack of discipline.

2. The content of the training and its relevance.

- How do you find training offered in the project useful to your work?

It has been useful and we have seen young adults come of age because of this training and some are now skilled though it takes one's commitment.

- How do you relate to the fact that hours are spent during training for which you pay the youths?

It is necessary because it benefits the company in skills.

- How different is a trained youth to the one who has not been trained?

We have seen the difference because those who go through training are knowledgeable.

- Do you see any chances of permanently absorbing the youth due to the skills acquired though the training?

Yes we have at many instances absorbed some pending their commitment.

- Can you say that the training is helpful to you?

It is very helpful... helpful and it must be done at all costs.

3. Adding value to the company's profile.

- Are the training providers having the necessary approval for providing accredited certification?

Yes, because it is a legislated regulation and proof of accreditation must be provided before acceptance

- Does having trained personnel in your staff add value to the company's profile?

Yes indeed because those are the people who make the company grow.

- How do you assess the effectiveness of the trainees?

Well I can say...they are delegated duties because they excel and I am using some in Pienarsrivier and we find some teachable and knowledgeable.

- How does the department of labour involve itself in the process?

They do not get involved.

- Is there anything that you would change in terms of the training and its facilitation?

I would rather enforce certain areas because most often they are trained in areas of our choice.

4. Economic awareness

- Does your company have any programme for youth development?

We are in the process of starting something.

- How is your company involved with youth empowerment activities?

We do support youth who come with their projects.

- How is the community benefiting in economic development from this project?

Infrastructure development and donations.

- Does the hours spent during training equitably useful for the completion of projects in scheduled time?

They work hard to prove themselves and seeing they are afforded training they do the best they can to impress the employer with an aim of getting permanent posts.

- Do you complete the project in time as per schedule unharmed by the training?

Yes we do and if for any reason we do not we ask for extension.

5. Employment opportunities

- Do you provide employment opportunities for the youths who went through training?

Yes we do and we even afford them permanent employment.

- Do you think that they are adequately trained to do start their own business?

We bring them on board and find their work impressive.

- Do you see any advancement in work progress of those who went through the training?

They perform much better than those who were not trained.

- Can you confidently say that the training help you in the project and its completion?

Yes

- If you could change anything what would you change about the training and the implementation of the training?

Nothing to change only the enforcement of the trainings for better results.

Appendix 14: Interview notes with the training provider

1. Job creation initiatives.

- What is the focus of your training?

Both social, entrepreneurial and generic.

- How do you select content for training?

This is SETA accredited courses they are aligned to the unit standard you are going to train. There is an aligned training course and give certificates.

- What is the highest standard of your training team?

Mostly they have accreditation in train the trainer certificate courses and I have two honors' degrees and a teacher by profession. Diploma in Management. B.Ed honors in Education Management.

- Are you adequately trained to work with youths?

When we train in skills training there must be at least 60% youth, 60% male 40% female

- What are the challenges that the youths face in this dispensation?

Basically they want paid training and not stipends.

2. The content of the training and its relevance.

- How do you choose the content of the training you offer to youths?

It depends on the type of the project. It must be identified by the municipality or province.

- Do you have ample time to give the training to the youths?

Time is determined by the client who happens to be the local municipalities, based in the choice by the client.

- Do you get the necessary support from the municipality and other stakeholders?

Yes they do support.

- Are the contents of the training relevant to needs of local community?

That one you can tell because that is determined by the municipality.

- Do you see any practical usage of the skills after the training?

Yes because those certificated in terms of practical work like plastering, they use that after training.

3. The accessibility of the training

- How often do you give training during the EPWP projects?

That one depends on the lifetime of the project. If the project lasts longer the training is then extended.

- How do you select the youth for training in this programme?

Communities, use labour recruitment strategies to identify the youth.

- How do you develop the training manuals?

The manuals are SETA aligned and they are bought from manual developers. If not purchased it must be unit standards aligned. Select a few in line with the need.

- Who pays for the cost of the training and the certification?

The municipality, pays according to the quotation.

- Is there anything that you can improve in terms of the training and its facilitation?

Improvement is needed in terms of the time and length of the training

4. Economic awareness

- How much does it cost to train the youths?

It depends on a course offered. If is brick laying we are looking at R3500.00 per learner.

- Are you aware that the youths receive a salary whilst undergoing training?

Yes, they are being paid, they receive the same salary they would earn whilst working.

- How do you relate the hours spent in training to the effectiveness at the construction site?

It plays an important role in that the skills they gain they use the skills for production wise in the construction site, because people know what they are doing.

- Are you aware that the time spent during training is economically taxing on the contractor?

Yes, training starts in the morning and ends midday. The trainees will exchange so that the contractor does not lose time.

5. Employment opportunities

- Do you think that you are adequately training them to start their own business?

It is in two folds, if you train people in business skills they can start their own businesses but if it is generic they will apply their skills.

- Can the youths fit in a work programme after the training?

Yes they can fit well. In fact they do fit; some that I trained can successfully do the skills in practice.

- Do you see the youths as fully equipped to stand on their own after the training?

I believe so.

- Can they be able to display the skills acquired through the training with excellence?

The youths submit the portfolio of evidence which is used to judge their performance.

- What is the situation concerning accreditation

It depends on the course selected for training. If the course under training is SAQA accredited they are. If you are accredited it is easy, and it takes long.

Appendix 15: Letter requesting accommodation for the mini- focus group discussion.

SEBONE PRIMARY SCHOOL

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05.04.2012

The Manager
Tzaneen Disaster Management Centre
TZANEEN
0850

Sir / Madam

RE: REQUEST FOR ACCOMODATION TO CONDUCT FOCUS GROUP DISCUSSION.

I, Rabapane M.V a student of the University of Limpopo student Number 200817088 hereby ask for accommodation that can host up to ten people as we would like to conduct a focus group discussion on the 10th April 2012.

The focus group is for study purposes under the topic “The Effects of training offered in EPWP towards youth employability in Senwamokgope Township”.

Thanking you in advance.

Yours Faithfully
Rabapane M.V