AN ASSESSMENT OF THE ACCELERATED PROFESSIONAL TRADE COMPETENCY DEVELOPMENT PROGRAMME WITHIN THE DEPARTMENT OF PUBLIC WORKS IN THE PROVINCE OF THE EASTERN CAPE

BY

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Submitted in partial fulfilment of the requirements for the degree of

Master of Public Administration

At the

Nelson Mandela Metropolitan University

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December 2008
DECLARATION

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In accordance with Rule G4.6.3, I hereby declare that the above treatise/dissertation is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

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DATE : 
Acknowledgements

I wish to acknowledge the guidance and persistence I receive from my supervisor, Professor Masango without whom the process of setting up this document would not have been possible. Your encouragement and support when I was about to lose hope is greatly appreciated.

Many thanks to the Department of Public Works, for giving me the opportunity to further my studies, and be able to contribute to the debate and effort of fundamental transformation in South Africa.

My deepest gratitude goes to my family, for giving me the courage and support I needed during my studies, for understanding when I am away for days, Thank you guys. A special thanks to my two lovely daughters, Asanda and Yamkela, this is for you guys.

Here it is then!
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<tr>
<td>APTCD</td>
<td>Accelerated Professional and Trade Competency Development</td>
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<td>FET Colleges</td>
<td>Further Education and Training</td>
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<td>DPW</td>
<td>Department of Public Works</td>
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<td>BIFSA</td>
<td>Building Industries Federation of South Africa</td>
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<td>CETA</td>
<td>Construction Education and Training Authority</td>
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<td>ASGISA</td>
<td>Accelerated and Shared Growth Initiative of South Africa</td>
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<td>JIPSA</td>
<td>Joint Initiative on Priority Skills Acquisition</td>
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<tr>
<td>GDP</td>
<td>Gross domestic Product</td>
</tr>
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<td>CCF</td>
<td>Colleges Collaborative Funds</td>
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<td>SETA</td>
<td>Sector Education and Training Authority</td>
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Abstract
In an attempt to address the challenges relating to the lack of well-trained and skilled workers, which directly impacts on the quality of products delivered by the construction sector, this study focuses on an assessment of the Accelerated Professional Trade Competency Development Programme within the Department of Public Works in the province of the Eastern Cape in South Africa. The main focal area of the study is the OR Tambo Region.

These challenges manifest themselves through, among others, backlogs in the delivery of housing by the Eastern Cape Department of Housing and Local Government where the majority of houses demonstrate poor workmanship. Hence the Department of Public works has introduced the Accelerated Professional Trade Competency Development Programme.

This study investigates the effectiveness of the implementation of the Accelerated Professional Trade Competency Development Programme. Particular attention is paid to the extent to which the Programme contributes towards the development of qualified artisans and what improvement areas can be effected to achieve its objectives.
Chapter 1

Introduction

1.1 Introduction
This chapter introduces an assessment of the Accelerated Professional Trade Competency Development Programme within the Department of Public Works in the province of the Eastern Cape in South Africa. It first gives a background to the study and includes among other things, the research problem statement, the objectives of the study, research questions, a literature review, research methodology and an overview of the chapters.

1.2 Background
The shortage of a skilled workforce appears to be one of the challenges facing the construction sector. It appears that this has been a matter of concern for a long period in the recent past. Two key issues are central in this regard. Firstly, comparison of the current supply of skilled artisans by the various training facilities, with the industry’s demand for appropriately skilled artisans, secondly the relationship between the type of training given to artisans and the skills required in the construction sector (Sheal 1994: 90).

According to the Accelerated and Shared Growth Initiative of South Africa, 2007 (ASGISA) document, a Joint Initiative on Priority Skills Acquisition (JIPSA) was established in March 2006 in order to, among others; accelerate the provision of priority skills in South Africa. The JIPSA Report (2007:1) reported that the shortage of skilled and experienced artisans in the country is a critical constraint to economic growth. Through rigorous research and consultation, JIPSA was able to quantify the shortage of artisans in the country and identify critical blockages within the system that impacted negatively on artisan development and training. To this end, JIPSA has worked closely with the Departments of Labour and Education over the past year, as well as with stakeholders such as organised business, organized
labour and the provider community to fast-track the acquisition of artisans in the country.

In order to address the challenge of skills shortages in the Eastern Cape, the Eastern Cape Department of Public Works established an Accelerated Professional Trade Competency Development (APTCD) programme in 2006. As an employee of this department, the researcher is involved in the implementation of this programme.

The Department of Public Works has come to the realisation that the built environment in the country has capacity challenges and that was clearly manifested when tenders for the building of stadiums in preparation for the 2010 Soccer World Cup were advertised. The Department as leader in infrastructure development has experienced poor quality of structures developed which is caused by scarcity of skills. To address this challenge the senior management of the Department has taken the initiative to ensure that through the APTCD, the artisan personnel are revived. The programme specifically targets the youth in the following disciplines: - carpentry, bricklaying, plumbing, civil, electrical and mechanical engineering (Resolution of the meeting of senior management, 2006).

As of 20 January 2008, the Department has enrolled 424 Trainees who have been distributed all over the Province of the Eastern Cape. The Trainees are attached to departmental projects to gain skills and are paid a stipend of R1 500 per month by the Department over a period of three years. Learners exit the programme after they have passed a trade test and have become qualified artisans.

1.3 Problem Statement
Due to the volatile nature of resource demands and small firm structures, skilled labour remains a problem and within the historical context of training provision and the continued decline in demand for construction goods and services, there is a lack of well-trained and skilled workers, which directly
impacts on the quality of products delivered by the construction sector. There is little evidence of training at any of these levels and the industry seems to be losing qualified staff to what seems to be greener pastures for them (Schnetler, 1989: 148).

The current lack of skilled workers can be attributed to the decline in apprenticeships and the "poor quality" of technical training at colleges. Research has shown a decline in apprenticeships from 29,800 in 1986 to 16,500 in 1998 (Sheal, 1989: 33).

According to the National Building Capacity Framework for Local Government in 2003, the challenge manifests itself in backlogs in the delivery of housing by the Eastern Cape Department of Housing and Local Government where the majority of the houses demonstrate poor workmanship. This has also had an impact on budget spending by the Department in the last financial year where R5 million had to be returned because it was not spent by the Department of Housing. The development of skilled artisans should be treated as a matter of urgency. Training should be done by all in the construction industry to have a pool that will be able to stand up for the boom in infrastructure and thereby speed up delivery.

1.4 Hypothesis
In order to ensure that the shortage of skills is addressed through increasing the number of qualified artisans, the implementation of the APTCD Programme should be continuously monitored so that the initially intended objectives of the programme are pursued and eventually attained.

1.5 Research Objectives
The objectives of this study are to:

- Assess the effectiveness of the implementation of the APTCD programme.
- Assess the contribution of the APTCD programme in addressing skills shortages.
• Contribute towards improving the quality of projects in which learner artisans are involved.
• Contribute towards addressing the challenges facing the implementation of the APTCD programme.

The construction industry is encouraged to align itself with international benchmarking standards in order to facilitate relevant training and skills development that will place South Africa in a position to compete successfully in global markets. The aim of this research is to interact with all stakeholders in order to find ways of improving the APTCD programme to meet such standards and rebuild the dying artisan skill.

1.6 Research Questions
The study will focus on the following research questions:
• Are there any procedures which are followed when the APTCD Programme is implemented?
• To what extent does the contribution of stakeholders, such as the Trade Test Station, Contractors, and Training Centers, accelerate or retard the programme?
• Do adequate tools for monitoring and assessing the performance of learners exist?
• Are there any specific challenges facing the Programme?

1.7 Delimitation of the Study
The study focuses on the implementation of the programme in the O R Tambo regional office of the Eastern Cape Department of Public Works. It involves the learners who have been on the programme for over a year, Mentors/Coaches who are assessing the learner’s readiness for trade test, Contractors utilising the learners on their projects and project managers who are responsible for co-ordinating the programme. For the benefit of the research, it would be important to get other ideas from institutions such as Indlela Technical Training which is a credible institution used for a trade
testing of learners in order to get their views about the structure of training programme that needs to be followed in training the different trades.

1.8 Research Methodology
In the study the qualitative research method will be used. The qualitative research method is different from the quantitative research method. Quantitative research is associated with analytical research and its purpose is to arrive at a universal statement (Mouton & Marias, 1983:128). Qualitative methodology refers to research which produces descriptive data generally people’s own written or spoken words (Hanekom & Brynard, 1997:29). The intention of the study is to come up with a plan that will be guiding implementation of the APTCD Programme, the selection of qualitative method will be appropriate to achieve the results.

The study is to be conducted in the O R Tambo District Municipality where the APTCD Programmes was piloted. APTCD Programme has now been implemented in five of the six regions in the Eastern Cape which are OR Tambo, Alfred Nzo, Amathole, Chris Hani and the Cacadu Regions. The reason for choosing OR Tambo is that the biggest number of learners, Mentors, Further Education and Training colleges involved are in this region. Since the programme was piloted in this region they have better experiences than other regions. The only people outside the O R Tambo region will be the Programme Managers at Head Office in Bisho and Olifantsfontein, which is the trade testing station, a credible testing station in South Africa where learners from the programme are also tested to qualify as artisans.

There are a number of stakeholders with different roles to play to ensure the success of the programme namely, the Construction Education and Training Authority (CETA) for quality assurance, established contractors who are experienced in working with the learners, and the Department of Education which is responsible to develop the curriculum of Further Education Training colleges and Trade Training Centres. These institutions can assist in
improving the quality of the Programme, however, for the purposes of the study, the most significant stakeholders are these listed below.

The more relevant interviewees are the following:

1. Programme Managers;
2. Mentors;
3. The Learner Artisans;
4. Contractors and
5. Indlela Technical Training.

All participants will be informed about the objectives of the research and they participated out of their own free will. The information provided will be treated confidentially and the participants have been informed and assured of this.

There are three Programme Managers at Head Office in Bisho who all are to participate in the study. The Programme Managers are responsible to develop a policy with a clear process flow from the criteria of the learners to be selected to their exit plan. Thirty mentors from O R Tambo are assisting the learners with training. They regularly assess learner readiness for the trade test. Since the Mentors are fully qualified Artisan their experience can assist in improving the Programme. A random selection of eight Mentors will be selected to participate in the study. There are 286 learners in O R Tambo from bricklaying, plumbing, carpentry, electricity and painting. Twenty learners, who are representative of the different trade categories, will be randomly selected to participate in the study. The expectations of the learners and the manner in which the programme is conducted can assist in improving the Programme. The other category of participants is the contractors who attach the learners to their projects for further training. The Department has a list of these contractors and they will be selected randomly to advise on the performance of the learners attached to their projects. The Indlela Institute, as a trade testing station also will assist in developing a training programme for learners that will cover all the tasks that need to be completed before the learner goes to the trade test, hence the Chief Executive Officer and his three programme managers will be requested to participate in the study.
1.9 Data Collection Method
It is furthermore advantageous to find out in advance everything possible about the proposed interviewees. Try to find out what their views on particular matters are, try to talk their language – let them “open up” and eliminate skepticism or distrust about the aims of the research (Hanekom & Brynard 1997:33). The usefulness of interviewing in stimulating thought cannot be overemphasised.

Face to face interviews will assist in providing more information and determining whether the responses are true, false or with doubt, judging from facial expressions and follow-up questions. Structured questionnaires will be distributed to all participants utilizing people who have been fully briefed about the research. The questions will be explained clearly to respondents, and, where there is a need, they will be interpreted in the language which is easily understood by the respondents, but also wary of the fact that their answers should not be guided by the explanations.

1.10 Dissemination of Results
A full report of the research will be presented to a senior management meeting of the department for discussion with recommendations on how to improve the programme. As the improvement of the Programme is work in progress, a seminar each year where all the stakeholders will be invited to present the results will be conducted. This will open up the debate for the continuous improvement of the programme.

1.11 Review of Literature
South Africa is a lower middle-income developing country which at the turn of the millennium found itself at the intersection of many forces of change. At the local level, entrenching democracy, growing the economy and eradicating poverty were some of South Africa's highest priorities. At a global level, South Africa is one of many countries seeking to optimise participation in global markets and successfully integrate new and emerging technologies into the construction industry. It therefore needs skilled artisans to be competitive in

The skills challenge for the public service and private sector lies in both the acquisition and the management of talent to ensure that productive goals can be achieved. The challenge is in maintaining a capable, stable and productive skills base in spite of organizational and policy changes, and the effects of market forces on the nature and level of attrition.

According to the Growth and Development Summit document (2003: 44), the South African Government has the CETA and the Department of Labour correctly placed to assist in the strategic development of artisans in the construction industry. The primary role of CETA is to provide a regular analysis and value addition of demand and supply information retrieved from different sources in the construction industry. This will provide timeous strategic advice to the organization regarding progress made towards achieving the targets, labour market demand and supply, skills needed, training and skills development, economic trends analysis and the impact on the industry turnover.

1.12 Overview of Chapters

Chapters in this study will be outlined as follows

**Chapter One** is an introduction which consists of, among others, a background to the study, objectives of the research, the research methodology and an overview of the chapters.

**Chapter Two** includes of a literature study relating to the lack of skilled artisans in the building industry. It also reflects on how APTCD is currently implemented, sets objectives and a plan to achieve the objectives.

**Chapter Three** deals with the Research Methodology and the area of study.
Chapter Four presents the Data-Collection Method and Analysis.

Chapter Five deals with the Summary and Recommendations.
CHAPTER 2

LITERATURE REVIEW

2.1 Introduction
The purpose of this chapter is to analyse the lack of skilled artisans in the building industry and identify those components that should be included in improving the Accelerated Professional Trade Competency Development (APTCD) programme. This will address the state of affairs as identified by the Accelerated and Shared Growth Initiative of South Africa (ASGISA) and the Department of Public Works (DPW). Relevant documents which include legislation supporting the development of artisan in the country have been consulted in compiling this chapter.

2.2 Background to the APTCD Programme
The Black Economic Empowerment Commission, 2001:14 maintains that, it is important that South Africa be concerned about the lack of engineering and artisan skills because addressing the issues of poverty among the majority of the population is paramount, and unless the country progresses economically, sticking to government's ideal forecasts, no-one will reap the potential benefit of the "rainbow nation". The government's ambition is to halve poverty by 2014. For prosperity, South Africa needs to grow, and to grow it needs more roads, railways, bridges, buildings, harbours, airports, industry and factories. To design, create and maintain this infrastructure requires pool of skilled engineers and artisans.

South Africa's democratic government inherited a mismanaged economy designed to serve the needs of a minority of the population and condemn the black majority to a vicious cycle of extreme poverty, unemployment and underdevelopment. Over the past seven years, the South African government has fundamentally transformed the country’s political, economic and social landscape. It has entrenched the values of equality and freedom and laid the foundations for the country to chart a new path to economic development for
other developing nations to follow (Motsatsi, 2001:10). Bringing back vigorous training on apprentice skills can assist in transforming the country economically.

The former Deputy President of the Republic of South Africa Phumzile Mlambo-Ngcuka in her foreword on the introduction of the ASGiSA maintains that, there is overwhelming evidence that addressing skills shortages is one of the most critical interventions that will make a major difference in achieving the remaining objectives. Through improved skills, the economy can absorb more youth who can be rescued from both poverty and other social ills. The massive infrastructure programme of over R400 billion and sectors earmarked for growth will prosper if appropriate and adequate skills can be attainable. Gross Domestic Product (GDP) growth, increased numbers of people with skills that the growth demands will work in favour of creating jobs and ending poverty, ASGISA report (2007: 7).

In his opening address on the ANC’s 52nd national Conference in 2007 the former President of the Republic of South Africa, President Thabo Mbeki said “A central pillar of our National Democratic Revolution is our strong, sovereign economy, whose main objective is to eliminate poverty and radically reduce inequality. The major strategy to reduce poverty and inequality is to enable the economy to create jobs. These are the core values of the Reconstruction and Development Programme (RDP) and they remain the central tenets of the ANC's economic and social policies”.

As can be deduced from above, the lack of skills in South Africa is the main cause of unemployment which results in poverty. The apartheid government contributed in the lack of skilled artisans because training previously discriminated against black people and women. All employment sectors require skilled and experienced personnel which are difficult to find, especially qualified artisans. Government is coming up with programme such as ASGISA and RDP which can assist in improving the current scenario. The Eastern Cape Province is regarded as the poorest province, which is mostly rural, hence the introduction of the APTCD programme by the
Department of Public Works to contribute towards bringing back the dying apprenticeship training and assist to boost the economy of the Province.
The concern about the lack of skilled artisans in the building industry is something that is frequently raised by the Industry. The DPW, as an implementing agent of infrastructure for other government departments is directly experiencing the current situation. Hence it came up with the APTCD initiative, which will also contribute towards the ASGISA targets.

The research will assist in specifically looking at developing a step-by-step programme in order to get the best artisans who can speed up infrastructure delivery. This chapter will look at other initiatives, undertaken to address the lack of artisan skills in the construction industry, legislation and other interventions by government to address this need, as all quarters agree that South Africa currently lacks these skills.

The National Capacity Building Framework (2003:9) reported that in a recent survey by the South African Institution of Civil Engineering (SAICE) revealed that more than a third of the 231 local municipalities in South Africa do not have a single civil engineer, technologist or technician. In addition there are more than 1000 vacancies in local government for engineers. If this is the case in the public sector, how much worse could it be in the private sector?
The quality of Artisans developed by the APTCD programme should be able to address the need in the different spheres of government. An integrated approach and well planned programmes are therefore essential to address this need.

The next section offers a quantitative overview of the demand for, and supply of skills, training artisans, scarce skills and policy in the construction industry. In order to solve the sub-problems in a logical manner and assess the level of understanding of scarce skills in the economy, the following five focus areas were identified, and experts in these fields of study were commissioned to collect and analyse data, Bell & Nickel, (1995: 79). Therefore programmes like
the APTCD should be prioritized at all government levels and the private sector to change the status quo in South Africa.

2.3 Public Sector Human Resource Development Strategy

The capacity to deliver lies in the ability of public servants to undertake their assigned responsibilities as public officials, with the necessary level of skill, knowledge, experience and commitment to serve and perform to the best of their ability. A Human Resource Development (HRD) Strategy is seen as central to developing this capacity, and is embraced as fundamental to the agenda of enhancing service delivery.

The Department of Public Service and Administration in its annual report of 2007 indicates that the status of human resource development and the priority given to Human Resource Development initiatives is still generally low. Many managers do not seem to take their human resource development responsibilities seriously. Many senior managers are perceived to be unsupportive of Human Resource Development initiatives. Although there is generally an increased sense by all concerned that the Human Resource Development is critical to organizational performance, these sentiments and perceptions are sometimes not reflected in practice, and are not generally evident in the level of consideration afforded to the Human Resource Development components of the organization.

Programmes such as APTCD can assist to enhance the trade competences in the public sector. The human resource development component should assist to craft clear exit plans that are informed by need of the different institutions.

2.3.1 Accessibility of Training

Training is generally more accessible to all levels in the organization, although there are a few exceptions. Training is still not as accessible in the rural areas because of the increased cost of delivery, the lack of training providers, and, in some cases, the unavailability of facilities. In many cases, the right people do not attend the training programmes offered. Here, the issue is the extent to which training resources are managed in a manner that meets
transformational priorities. Since meeting such critical organizational priorities may pose more challenges in service delivery, the imposing attitude of training is sometimes taken, and training is, as a result, not responsive to the needs.

A Human Resource Development Strategy review in 2007 recommended that an investment approach to training requires that capacity development be linked to the organization’s strategic priorities; and it requires that capacity development choices be made on the potential of value to be added as a result of the training interventions made. The intent here is to focus the HRD enterprise, not on the means taken, but on the ends to be achieved in terms of improved performance and enhanced service delivery.

Training for the sake of training is wasteful of Government’s resources. Training must add value through the improvement of performance and enhanced service delivery. An investment approach to training will require sound planning to ensure the optimal development and utilization of human resources. Such planning must make use of techniques and processes which will inform and justify the decisions taken.

2.3.2 Governance
Although the appropriate structures are in place, national governance arrangements to drive the Human Resource Development strategic agenda have been lacking. While some of this is due to the lack of staff in organizations with oversight responsibilities, a larger part of the issue is the lack of well defined and properly communicated governance arrangements and this ultimately deprives the poor and needy communities (Ivansevich 1992:239)

All levels of governance should be informed about the APTCD Programme and its objectives and be encouraged to take part in giving experiential training to the Trainees. The HRD strategy should be used to identify that will be used by the market.
While the strategic objectives and delivery requirements have been set, sufficient resources have not been made available to drive the Human Resource Development agenda through effective support, properly planned monitoring and evaluation interventions, and the establishment of clear accountability lines and reporting structures. Governance has not been sufficiently articulated inter-organizationally so that responsibilities are properly differentiated and undertaken at all levels of government. In this regard, responsibilities have not filtered through the respective national bodies and organizations to the respective points of action provincially, institutionally and locally.

In order for the APTCD programme to be successful, clear motivations to treasury for the allocation of budget should be submitted.

2.3.3 Enhancing Capacity for Public Service Delivery

The realisation that enhanced service delivery in the Public Service depends largely on the capacity and performance of people is not new. It was on this basis that the White Paper on Public Service Training and Education (WPPSTE, 1998) recommended the development of a coherent and coordinated Human Resource Development Strategy for the Public Service, and thereby established the foundation of a new and more vigorous approach to developing the capacity of people to perform. Development of Artisans in their specialised skill is the responsibility of human resource development in any institution, strategy to develop including demand and supply should be informed by the various Sector Education and Training Authorities.

The first Human Resource Development Strategy for the Public Service was prepared and launched in April 2002 to cover the period 2002-2006. Its intent was to initiate and support a more holistic approach to Human Resource Development, and to establish the foundation for a more responsive and cohesive approach to capacity development in the Public Service. Since the year 2006 marked the end of this initial effort, it was necessary to initiate yet another phase of strategic interventions in order to enhance Human Resource Development in the Public Service. A thorough initiative to revise the existing
Human Resource Development Strategy was therefore crucial. As a result, the process which resulted in the current strategic framework for Human Resource Development in the Public Service was initiated in November 2006. There is a need for developing a process of building and transforming the Public Service through developing the capacity of its people to perform in identifying the skills that are needed by the country.

It can be deduced from the above that, the public sector does have a strategy for human resource development, but the question may be which skills are being targeted, if we still have a dire shortage of artisans in the country. What is also clear is that the public sector concentrates more on short courses which do not have an impact on the skills shortage. Training is not taking place where it is needed most, i.e. in rural areas whereby one would start by identifying the needs and structure training based on the needs. It is also clear that the officials tasked with human resource development on the different levels of government do not take their responsibilities very serious as nothing is improving. Development of artisan as per the needs of the different organisations has to be prioritised.

2.4 Development of Artisans in South Africa
Over approximately the last two decades, South Africa has experienced a drastic decrease in the number of people trained as artisans, both by the private sector and public training centres. This trend has been accompanied by a drop in the number of apprenticeship contracts registered with the Department of Labour (Schultz (2003: 399).

One could spend a great deal of time debating the reasons for this dearth of skills. Emigration, crime, affirmative action, a lack of quality Maths and Science matriculants, and "poaching" with more lucrative salaries abroad, are all in the mix. More important than the why's, however, is the challenge of addressing this calamity and finding ways to increase the number of school-leavers opting to study Engineering and encouraging them to enter training
pathways for a myriad of scarce artisan skills (like electricians, fitters and turners, carpenters, pattern-makers and welders.

For the purpose of this study and to ensure that the APTCD programme continues, school leavers should be encouraged to attend Further Education and Training colleges to study engineering and address the plight of Artisans in this country. Attractive remuneration packages should be designed to avoid “poaching”.

Given the importance of the commodities boom and infrastructural investments in the government’s growth plans, and the need for technical skills to deliver on the promises of services to previously disadvantaged communities, the shortfall in artisan skills is one of the most serious aspects of the wider skills shortage in the South African economy.

2.4.1 Contribution by Further Education and Training Colleges

The CETA Sector skills Plan 2009/10 reported that the Further Education and Training College Recapitalisation Grant, funds the recapitalisation of 50 Further Education and Training Colleges to improve their capacity in contributing to skills development and training. In addition to skills development, the grant also contributes to the upgrading of physical infrastructure for the colleges and acquisition of equipment. The grant has been allocated R595 million for 2007/08 and R795 million for 2008/09, and is phased into the equitable share by 2009/10.

In an article in the Eastern Cape Today of 30 October 2008, the Eastern Cape Education MEC Mahlubandile Qwase, at a business breakfast at Buffalo City College stressed that Engineering, Town- Panning, training of artisans and health- education were some of the issues that had been prioritised by the Department of Education to meet the challenges facing the economic growth of the Eastern Cape. There were serious challenges with the training of artisans and this was where Further Education and Training Colleges could begin to prioritize. There is a potential problem if the average age in a trade is 54 and we need to move very fast with the training of artisans.
APTCD, as an initiative by the Department of Public Works to revive the artisan personnel, the DPW entered into a memorandum of understanding (MOU) with the Further Education and Training colleges (FET). The reason is to attach learners to Departmental Projects in order for them to get experiential training that will take them through to trade test. The duration for training is three years as specified by the Department of Labour in order to become a fully qualified Artisan. This initiative obviously cannot be a success without the full co-operation of all stakeholders including the private sector.

Another vital aspect of providing students with skills is the recapitalization programme which is updating all obsolete equipment and technology. Building workshops at the Further Education and Training Colleges should do the same. This is being done so that when students have completed their training, they enter the market place with knowledge of up-to-date technology. For the benefit of the study Training Institutions should be strengthened to assist development for each trade with the up-to-date material that can be used by Trainees to sharpen their skills towards the trade test.

Figure: 1 Training of Artisans in South Africa

Source: DoL, HSRC
Figure 2 shows the level of training performed in the country and the number of apprenticeship contracts signed between 1996 and 2005. The graph not only shows how the number of trainees has declined over the past 20 years, but also shows a drop of 46% in the number of apprenticeship contracts signed between 1996 and 2005. As at March 2003, the number of apprenticeship contracts was already 17 735 which is a 7% improvement on the 1998 number. This is possibly an indication that apprenticeship training within the country is regaining momentum. (Schultz, 2003: 399).

The shortage of skilled and experienced artisans has been identified by the Joint Initiative for Priority Skills Acquisition (JIPSA) in 2007 as a critical constraint to economic growth. Through rigorous research and consultation, JIPSA was able to quantify the shortage of artisans and identify critical blockages within the system impacting negatively on artisan development and training. To this end, Joint Initiative for Priority Skills Acquisition has worked closely with the Departments of Labour and of Education, as well as with other stakeholders, including organised business, organised labour and the provider community over the past year to fast-track the acquisition of artisans.

2.4.2 Development of Apprentices in the Construction Industry

The significant drop in the number of apprenticeship contracts signed between industry and learners over the past 20 years clearly indicates a worrying decrease in the overall number of learnerships in South Africa. This is according to a recent NACI-commissioned survey among 50 companies on the availability and capacity of major industry training facilities, and the number of artisans of different disciplines currently undergoing training (Wagner, et al, 1991: 258).

In his speech during the opening of the 2003 National Skills Development Conference in 2003, the Minister of Labour is on record saying: “….no one
need to be concerned that apprenticeships will suddenly cease to exist in the near future. I do not want to fully merge apprenticeships and learnerships until we can be sure that the graduates from the learnership system can command a similar level of recognition from the labour market as artisans do”.

From the above information, one can deduce that the training of artisans dropped significantly from 1996; as a result there were fewer apprentices that were attached to contracts on projects. A lot of training has been taking place for semi-skilled personnel, but not for skilled artisan personnel. The construction industry suffered a lot with the shortage of qualified personnel resulting in the poor quality of projects. This state of affairs became visible within the Department of Public Works as a number of projects were stopped half way from contractors as a result of poor performance. The intention therefore of the APTCD programme is to bring back the qualified artisan personnel in order to improve the quality of projects in the province.

2.4.3 Training of Apprentices at Technical Colleges

Since the major capital expansion projects of Eskom, assets in the 1970s and 1980s, the electricity utilities giant and, in fact, South Africa, have lost numerous engineering, project management and artisan skills, primarily due to the turbulent political climate of the 1980s and early 1990s. Consequently, the present state of South Africa’s skills pool is severely depleted, particularly as many professionals are lured by lucrative positions and packages to international companies. In addition to this, the artisan trade has become a scarce resource in present-day South Africa, with the majority of young people opting for white-collar jobs.

The following engineering courses are currently being offered by a number of FET colleges throughout the country: mining, electrical (heavy and light current), instrumentation and control, mechanical, construction, computer technology and artisans. According to a recent report published by the Colleges Collaboration Fund (CCF), 470 788 FET students sat for engineering examinations in 2000 but only 213 140 passed, a pass rate of 45%. A very
similar pass rate was recorded in 2000 for the post-N3 level, when only 74 497 of a total of 153 053 engineering students passed their examinations (Griliches, et al, 1994: 237). The Department of Public Works through APTCD should work closely with the FET colleges to bridge the gap between the theory and practical making use of up to date tools.

Recent media reports on the Business Day 2003 have cast a shadow over the impact of this sizeable number of graduates, however, stating that only 28% of graduates from technical colleges are in permanent employment, with a further 6% self-employed and the remainder unemployed. Such institutions are “poorly equipped for practical artisan training and do not provide good learnership”. Hence, graduates from such institutions “enter the job market without a complete qualification and, as a result, may not find suitable employment” (Werner, 2003: 399).

From the above information one can deduce that a lot of young people do not have an interest in being artisans in the building industry. The DPW with its Memorandum of Understanding (MOU) with FET colleges intends to lure students in the colleges to develop an interest in being qualified artisans. The APTCD programme is also planned to be marketed to private sector contractors and they are beginning to show interest in training the learners in order to strengthen the quality of artisans produced by the province.

2.4.4 Demand for Artisans in South Africa
In a skills conference in 2007 the Minister of Labour Membathisi Mdladlana reveal that in view of the upcoming soccer World Cup in South Africa in 2010, government’s multibillion-rand infrastructure drive is picking up steam and the outcry for skills to deliver a multitude of large projects is becoming greater by the day. Scarce and Critical Skills refers to an absolute or relative demand, current or future, for skilled, qualified and experienced people to fill particular roles/professions, occupations or specialisations in the labour market.
The level of demand for labour is determined primarily by the rate of growth of the entire economy, which in turn is affected by a wide range of influences, including government policy, external shocks (such as threats of war) and business cycle fluctuations. The supply of labour to the economy is usually derived from flows of graduates from the various training institutions into the labour market, which is even more directly affected by government policies. Some decades ago, it was thought that the co-ordination between supply and demand could be solved by means of planning through the so-called “manpower requirements” approach which:

- Began by setting a goal for the level of the gross national product after a number of years
- Based on these goals, estimated the need for labour and the required educational qualifications
- Contrasted the demand for labour with the current workforce and the flows of graduates from the various training institutions, Van Dyk & Nel,(2003: 399).

South Africa is experiencing a severe shortage of well-qualified, competent and experienced artisans. While the economy currently produces less than the expected numbers, the Joint initiative for Priority Skills Acquisition (JIPSA) suggested that more artisans should be produced each year over the next four years to meet the demand of the 2010 World Cup and beyond.

Therefore, the demand for artisans can never be overemphasized. As the country is having a bulk of infrastructure development in preparation for 2010, the demand for skilled artisans has become enormous. Training institutions should produce more apprentices and at the same time, link that to the demand of artisans in the construction industry.
Figure 2 Demand for skills in the Construction Industry

Figure 2 indicates that a lot of training being done currently is not needs-driven. It is just about targets, without any impact assessment thereafter. In 2004 there was an increase in the number of trained personnel in the different categories as shown by the diagramme, whilst in 2003 and 2005 numbers were lower.

2.4.5 Supply of Skills in the Construction Sector

Numsa national training co-ordinator Malebo Mogopodi in a launch of accelerated artisan training in 2006 said “Of major concern is that, most companies chose to support the provision of inconsequential skills at the expense of urgently needed skills development while the critical skills pool cannot meet the country’s industry growth needs. If to date Sector Education and Training Authorities have been allocated many millions of rands on training and we are short of artisans, the question is what kind of training have they spent taxpayers’ money on”.

Information on the supply of artisans in South Africa is very scarce, but Census 2001 data show that more than one million of the working population of South Africans employed are crafts. Unfortunately, the census data do not provide a further breakdown by skills category and industry. In order to estimate the number of skilled Artisans in the construction industry, NACI
commissioned a survey to determine the number of skilled contract artisans employed by the construction industry for the past three years as of June 2003. Organizations were asked not to include artisans employed in maintenance activities, in order to ensure that the data received were representative of the South African construction industry (Bell & Nickel 1995: 55).

The following diagram indicates that the supply of artisans to the economy is usually derived from flows of graduates from the various training institutions into the labour market, which is even more directly affected by government policies. The number of apprenticeship contracts were already 17 735 which is a 7% improvement on the 1998 number, this is possibly an indication that apprenticeship training within the country is regaining momentum (Schultz, 2003: 399).

**Figure 3: Supply of skills in the Construction Industry**

Source: NACI Survey 2003

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### 2.4.6 Short Supply of Artisan Skills

Skills are the necessary competencies that can be expertly applied in a particular context for a particular purpose, and skills shortages (or ‘scarce skills’) occur only when the demand for any particular skill outstrips supply. Scarce skills could therefore present as much of an issue for the professional
community as in the labour community, and it stands to reason that a
shortage of skills could have a negative impact on the South African economy.

The paradox for South Africa is that the labour market is more geared to
supplying unskilled and semiskilled people than skilled people. In mandating
initiatives such as the development of an Advanced Manufacturing
Technology Strategy (AMTS) and in supporting the Sasol investigation into
construction skills shortages in the construction sector, NACI has raised
questions about the availability of skills to grow the economy at the required
rate. Furthermore, these initiatives have brought into question understanding
of the current situation regarding this important issue (Nel, 1998: 447).

The available evidence indicates that there is indeed a significant demand for
people with skills, which is not matched by their availability. Factors such as
economic growth, sectoral levels of labour intensity, projections of net
migration, sectoral age profiles, the business cycle, government expenditure
decisions, projections of HIV/AIDS morbidity rates, industrial policy and
foreign direct investment, all affect this supply and demand dynamic. Without
an understanding of the dynamics of the skills environment, it is not possible
to plan appropriately, and the consequences of skills imbalances are
undoubtedly negative. NACI therefore requested a rapid assessment of the
level of understanding of scarce skills-related issues in the economy
(Schnetler, 1989: 148).

From the above it can be deduced that the supply of skills is not informed
about the industry needs. A lot of training is done for semi-skilled workers
without any emphasis on specialised skills. Therefore the APTCD Programme
should come up with a clear plan to address the need for specialised skills.

2.5 Importance of Mentoring
This is the source of the modern use of the word “mentor”: a trusted friend,
counsellor or teacher, usually a more experienced person. Some professions
have "mentoring programmes" in which newcomers are paired with more
experienced people in order to obtain good examples and advice as they advance. Schools sometimes have mentoring programmes for new students or students who are having difficulties.

This definition assists in giving clarity to the important role of the Mentors and the study is aimed at addressing certain gaps of APTCD Mentors to achieve desired objectives.

Apprenticeship is a system of training a new generation of practitioners of a skill. Apprentices (or in early modern usage "prentices") or protégés build their careers from apprenticeships. Most of their training is done on the job while working for an employer who helps the apprentices learn their trade, in exchange for their continuing labour for an agreed period after they become skilled. Theoretical education may also be involved, informally via the workplace and/or by attending vocational schools while still being paid by the employer.

The precise skills and theory taught to German apprenticeships are strictly regulated. The employer is responsible for the entire education programme. Apprentices are not allowed to be employed until the end of the education and have only an apprenticeship contract. The full content of the apprentice education must be provided and taught by the employer. The time taken is also regulated. Each trade learnt takes a different time, usually between 24 and 36 months.

There is a threat regarding the ages of the experienced and qualified artisans who are above 55 and over. From the above, it can be deduced that aging artisans can be used to transfer their expertise to the apprentices to gain work experience. However these mentors need to be trained in order to be able to transfer the skills needed.

**2.6 Policy Framework**

The previous sections focused on quantitative and qualitative overviews of the demand, supply and training sides of the construction industry. The provision
and deployment of skills, however, does not take place in a policy vacuum. On the contrary, it is sometimes argued that policy is one of the key variables in explaining phenomena such as an under- or over-supply of certain skills. This section takes a birds’ eye look at the policy landscape with regard to skills provision/training in South Africa and addresses the following questions: What does the policy space currently look like (Du Plessis & Van Wyk 1999: 3)?

The JIPSA committee report of 2007 recommends that a successful strategy, that fast tracks skills development to promote economic growth and increase labour absorption, requires buy-in; leadership and support from employers and organised labour at a senior level; and from key ministers and government departments. To make a meaningful difference in the provision of priority skills, the initiative needs to be driven by a common national intent. The JIPSA structure provides the means whereby the social partners are able to work together towards these goals.

What impact would current legislation and/or policies have on skills development in the construction industry (specifically Artisans/Tradesmen, Engineers, Technical staff and Project Managers)? To what extent, if at all, could problems/possible gaps in current legislation and/or policies impact on skills development in this specific context? An in-depth analysis of the relevant legislation falls outside the scope of this study, but it is conceivable that, depending on its outcomes, certain legislation and other forms of policy might have to be revisited (Du Plessis and Van Wyk 1999: 3).

APTCD should have a policy which will be monitored and evaluated annually for improvement purposes.

A number of policies were introduced since 1996 because of the concern regarding the lack of skills in general. The following topic will look at legislation which is supportive of skills development in South Africa which can be used support the APTCD initiative.
2.7 Legislation Supporting Skills Development in South Africa

The main body tasked by Government to work towards matching the supply of skilled professionals, managers and artisans with the demand is the Joint Initiative for Priority Skills Acquisition (JIPSA). This committee is aggressively tackling the skills challenge, particularly in the all-important engineering and construction sectors, as well as the qualification of artisans. This initiative is focusing not only on training more people, but also on importing skills, repatriating human resources lost through emigration, and retaining skilled people in the workforce.

APTCD is said to be responding to the scarcity of skills, in particular the construction industry as it is focused on bricklayers, carpenters, plumbers, electricians and painters. It is also responding to recommendations by the JIPSA to increase the number of artisans for the next four years.

South Africa suffers from a serious shortage of skilled people. This is a major constraint on our prospects for achieving the kind of sustained economic growth that will open the way for much wider participation in the economy and reduce poverty and a range of related social ills. The importance of skills development for social mobility and the chances of a materially better and more fulfilling life was recognised early in the tenure of the new democratically elected government after 1994. As a result, in 1997, after exhaustive consultation with stakeholders and intensive policy development, the then Minister of Labour, Tito Mboweni, launched a comprehensive skills development strategy. This “skills revolution”, as the minister described it, was based on the principle of life-long learning, embedded in a National Skills Framework (NSF). The NSF was administered by 25 (later reduced to 23) Sector Education and Training Authorities (SETAs), and funded by a 1% payroll levy.

JIPSA has researched this issue and is engaging the Department of Labour, employers, the National Skills Authority, Sector Education and Training Authorities (Seta’s) and other role-players on how to respond to the challenge.
The strategy which is emerging will address a number of systemic problems and immediate training issues. For example, urgent attention is being given to the alignment and articulation of the various training pathways – apprenticeships, learnerships and the new vocational qualifications in FET colleges leading to artisan status.

It seems clear to many that the policies and institutions which embodied the skills development strategy were not proving as effective as had been hoped. Most South Africans would boast about how good their policies are, but, on the other hand, the implementation of these policies seems to be difficult.

Skills shortages and productivity issues are as two levels of the government’s developmental ambitions. Firstly, the delivery of essential services like education and health, and even more basic ones, like, water and sanitation, are threatened by shortages of skilled people to maintain and expand delivery and infrastructure. Secondly, the effective coordination and management of high-level policy-making on growth promotion issues is similarly compromised by skills shortages and productivity. There is a need for all stakeholders to assist APTCD not for the benefit of DPW but for the benefit of the Construction Industry.

2.7.1 Accelerated and Shared Growth Initiative of South Africa
The Accelerated Shared Growth Initiative of South Africa (ASGISA) suggests that half of the country’s infrastructure delivery is burdened at the three levels of government. It also observes the problems induced in this regard by the lack of skilled labour. It suggests responses that range from medium-term educational interventions to raise the level of skill in areas needed by the economy, to immediate measures to acquire the skills needed for the implementation of the National Infrastructure Delivery Programme.

To ensure that the benefits of growth are shared by all, focus will be on creating decent jobs and ensuring a better quality of life for workers. Government will implement programmes to eliminate economic dualism and
exclusion. These include skills development, specific attention to industries that lend themselves to involvement by marginalized communities, access to micro-credit and small business assistance, land reform, public works projects and the promotion of sustainable livelihoods at community and household levels.

When it comes to artisans, JIPSA reports that the country will need at least 12,500 new recruits in this field in the next four years to meet the demand. This requires that some "systemic problems" in training areas will need to be addressed urgently.

By 2006 it was clear that South Africa’s skills shortages were not only persisting, but intensifying. Chronic vacancies and poor productivity in the public service threatened the government’s ambitions to be a “developmental state”, and surveys of firms repeatedly confirmed the difficulties caused to businesses by skills shortages. Accelerating economic growth and the effects of a global market, whose reach and appetite for skills was exacerbating an already worrying brain-drain, acted on the apartheid legacy of skills deficit and a dysfunctional public education system to push the skills shortages to crisis point.

The JIPSA recommended that over the next four years, 7,500 additional artisans be produced each year, totalling 12,500 per year. This is a projected increase of artisans over the period 2007-2010. While it is a conservative estimate, it represents a stretch target in terms of South Africa’s current capacity to produce artisans.

If we are able to continue to improve the quality of our policies and their effective implementation, there is a fair chance that we will be able to achieve the ambitious target of halving poverty and unemployment from now on through delivery of infrastructure using qualified artisans from the APTCD programme.

2.7.2 The Skills Development Act.

The aim of the Skills Development Act, Act no 97 of 1998 is to improve the skills of the South African workforce. According to the Act, the needs of
employers, the economy and communities must dictate which skills should be
developed. It also aims to provide the following:

• The best quality training (nationally recognised qualifications on the NQF,
and makes provision for the standards of training (e.g. unit standards) to keep
improving

• Learnerships that lead to recognised qualifications, (Act No. 97 of 1998)

To qualify for a slice of this budget, the SETAs would have to, among others,
adjust their artisan target provided in their 2007/08 Service Level Agreement
by 31 March 2007. They would also need to demonstrate how they have
reprioritised their skills development funds towards scarce and critical skills,
declared in their sector plans, including the identified priority artisan trades.

CETA should facilitate training skills which it took over from the building
industry training board (Wood, 1995:114). Wood continues to say that the
investment to date, in human and financial resources, has included the
conceptualization and implementation of the National Qualification Framework
(NQF) and the South African Qualification Authority (SAQA). It has also
included the establishment of the Sector Education Training Authority’s
(Seta’s) and supporting agencies. The significant investment in time and
money on the part of international donor agencies, training providers (public
and private) and corporate, in an effort to comply with the new requirements
of the Skills Development Act (SDA) has also been included.

Implementation of all these legislations lies, to a great extent, on the
programme implemented by the public and the private sector. Therefore there
should be synergy with the relevant SETAs in developing the essential skills
in all the sectors to have the desired impact.

2.8 Conclusion
The available evidence indicates that there is indeed a significant demand for
people with skills, which is not matched by their availability. Factors such as
economic growth, sectoral levels of labour intensity, projections of net
migration, sectoral age profiles, the business cycle, government expenditure
decisions, projections of HIV/AIDS morbidity rates, industrial policy and
foreign direct investment, all affect this supply and demand dynamic. Without
an understanding of the dynamics of the skills environment, it is not possible
to plan appropriately, and the consequences of skills imbalances are
undoubtedly negative (Schnetler, 1989:148).

The concern regarding the lack of skilled artisans in the building industry is
something which is frequently raised by the industry. Hence the Department
of Public Works (DPW), as an implementing agent of infrastructure for other
government departments, is under pressure. Because of the current situation
the department came up with the APTCD initiative, which will also contribute
towards the ASGISA targets. A number of legislations clearly support the
initiative of the DPW on APTCD.

The Department of Public Works is responsible for implementing projects on
behalf of client departments. In so doing, it focuses on the creating job
opportunities and development through the Expanded Public Works
Programme without compromising quality. Quality in projects can only be
ensured through the reviving of apprentices of different trades.

Infrastructure development is a critical intervention in aiding poverty reduction,
whereas the skills shortage impacts negatively on this effort. This programme
could develop those students who otherwise would have struggled to gain the
needed experience in the construction industry, thus creating skills for future
needs in the industry.

Use of current legislations that assist development of skills in particular to the
Construction industry can assist objectives of the APTCD Programme.
CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The urgency of the government’s development agenda, as is reflected in the Accelerated and Shared Growth Initiative of South Africa (ASGISA), the Joint Initiative for Priority Skills Acquisition (JIPSA) and in the numerous Provincial Growth and Development initiatives, is an endeavour to address the historical backlogs in service delivery and to remove the red-tape in any complex policy frameworks. In order to build this capacity, the approach to training and development should be changed. It must be less fragmented and less prescriptive, but more practice-oriented, more logically sequenced. It needs to be more responsive to the changing structures, needs and requirements within the environment in which it operates. The approach should also promote a positive workplace learning environment, ASGISA Report (2007:28).

This research is structured in such a way that it responds to the objectives of the study which are to:-

1. Assess the effectiveness of the implementation of the APTCD programme.
2. Assess the contribution of the APTCD programme in addressing skills shortages.
3. Contribute towards improving the quality of projects in which the learner artisans are involved.
4. Contribute towards addressing the challenges facing the implementation of the APTCD programme.

The former Minister for the Department of Public Service and Administration Geraldine Fraser- Moleketi indicated that the skills challenge for the Public Service is in both the acquisition and the management of talent to ensure that productive ends can be achieved. The challenge is in maintaining a capable,
stable and productive skills base in spite of organizational and policy changes, and in spite of the effect of market forces on the nature and level of attrition. A Human Resource Development strategy for the Public Service must therefore ensure that, in spite of these circumstances, Government is able to perform, and public departments and institutions are able to ensure that services are delivered to meet core responsibilities and the imperatives of development.

In line with the HRD strategy, the Department of Public Works introduced the Accelerated Professional and Trade Competency Development. This was done to bridge the skills gap and revive the dying apprentice cadre and accelerate the number of registered professionals in the Construction Industry. The urgency to develop a skilled workforce is understandable but the quality of these artisans should also be of high a standard.

3.2 The Background to the APTCD Programme

The skills drought in the construction industry is a responsibility for all stakeholders to reverse. Infrastructure development is a critical intervention in aiding poverty reduction, whereas the skills shortage impacts negatively on this effort. This programme will develop those students who would have otherwise struggled to gain the so badly needed experience in the construction industry, thus creating skills for future needs in the industry.

The Eastern Cape Department of Public Works (ECDPW), by virtue of being charged with delivering infrastructure in some of the country’s most impoverished areas, has a mammoth responsibility. It is faced with a skills deficit owing to the nature of the socio-economic status of the province.

The Department of Public Works cannot afford to employ more staff but the abundant experience in the in-house teams needs to be leveraged and forward planning entered into for succession. APTCD programme moves to address the national agenda of poverty reduction through infrastructure development by addressing the skills shortage issue as highlighted the by ASGISA.
The APTCD is an initiative of the Eastern Cape Department of Public Works with the purpose of addressing the skills shortage while strengthening the in-house teams. The aim is to use the current aging trade tested and experienced workforce to transfer the skills to the next generation of inexperienced but academic orientated, artisans and university students. While the Expanded Public Works Programme (EPWP) addresses unemployment and poverty, APTCD addresses the skills shortage at both artisan and professional level.

The APTCD programme is divided into two, the professionals and the trade competencies. On professional competency, students who have successfully completed their field of study at a university or at technikon on professions related to built environment but require experiential training for their registration, such as Quantity Surveyors, Architects the department assist them to be registered as professionals. The department facilitates registration of students to their registration bodies to increase the number of qualified registered professionals.

For the purpose of this study, the focus is on the trade competency which is the development of artisans in the construction Industry.

The programme started in 2006 in Mthatha as a pilot study but is now fully functional in five regions of the Eastern Cape. For the purposes of the study our focus will be in O R Tambo. When APTCD Programme was introduced it was meant to function in the following manner:-

- Students would be sourced from the Further Education Training colleges and universities through a Service Level Agreement with the Department of Public Works.
- Students would be placed in DPW projects and mentored, monitored and assessed by the DPW fully qualified artisans over a minimum period of three years
- Their exit strategy is through obtaining a trade test certificate from credible trade testing stations such as Oliphantsfontein.
• When qualified, the plan is to recruit them as part of the departmental staff or become specialist contractors who will be utilized by the department or absorbed by the industry.

The Department of Public Works, as it is more on buildings, focuses mainly on the following trades, Bricklaying, Carpentry, Plumbing, Electricity and Painting.

Confronted by serious challenges, the labour market is unable to absorb a significant number of people resulting in high unemployment, for example Eastern Cape being 25%. (Labour Force Survey March 2007). In ensuring that the labour market attracts school leavers and professionals to boost the skills levels and the capacity within the construction sector, it becomes extremely important to create an increasingly flexible labour environment such as this programme for skills development to take place.

The ASGISA and the Provincial Growth and Development Programme (PGDP) objectives are a 6% economic growth and unemployment reduced by half by 2014. These two programmes responded to the President’s call from the State of Nation address in February 2003 that the public sector budget should be reoriented to draw a significant number of unemployed into productive work. They also hope to gain skills that will enable them to participate meaningfully in the economic mainstream of the country through the EPWP, (ASGISA Report 2007:34).

The report continues to say that the economy was growing at an average rate of over 5% in 2005, 2006 and 2007 the first three years of ASGiSA within the growth projections targeted for that period. In projecting future growth rates, the skills shortage was identified as one of the main threats towards achieving a sustainable gross domestic product (GDP) growth that would be consistent with ASGISA targets set for the periods 2005 to 2014. At the same time, the global skills shortage persists, mainly created by strengthened emerging economies in the years prior to 2007. South Africa’s skills challenge is thus not unique, but the global competition for skills puts us in a less favourable
position. The supply of skills and talent to the Public Service must become less a matter of chance, and more the result of applying a set of well engineered processes, programmes and institutional arrangements that will ensure the constant availability of a wide range of skills for the Public Service.

The supply stream will not be an open market, a single source or a narrow conduit for acquiring the necessary skills. There must be a wide variety of skills development and skills maintenance options that explore all technologies available. These must also tap into the external and internal labour markets to the fullest. Strong partnerships, to ensure the security of the supply stream are at the centre of this approach.

3.3 Existing Plan of Implementation

The programme has an existing plan of implementation. Details about the recruitment and placement of learners and payment of stipend are briefly given below. It is important to state that there is no document about APTCD, it is about people’s ideas which are not clearly documented hence there is a need for this study to develop those principles that will assist in guiding its implementation.

3.3.1 Recruitment and Placement of Learners

Students are sourced from the FET colleges and universities through a Service Level Agreement between DPW and FET colleges. Learners should have a minimum of N2 or N3 depending on the trade, e.g. N2 Bricklaying, carpentry, plumbing and N3 on Electrical and Mechanical. Students are placed in projects for exposure and experiential training preparing them for trade tests. In-house teams/qualified artisans from DPW provide supervision and mentorship to the learners. The learners exit the programme after they have passed their trade tests from Oliphantsfontein.

3.3.2. Payment of Stipend

There are 422 learners currently on the programme. The students are paid R1 500 per month, but deductions are implemented for days absent without a
report to instil discipline. The Department of Public Works committed itself to the purchasing of protective clothing and tools for all the learners.

3.4 Obstacles to Achieve set Objectives
A number of obstacles exists that impacts negatively on the successful implementation of the programme. Listed below are some of these obstacles:-

1. There is no policy guiding the implementation of the programme.
2. Together with budget constraints, the main challenge that the department is facing is the limited number of projects for continuous exposure of learners.
3. Secondly the Artisans who are being utilized as Mentors are are aging and were never trained to be mentors.
4. Currently there is no assessment tool which is able to confirm the readiness of learners for the trade test. As a result, more learners fail the trade test.
5. For some trades e.g. plumbing and electricity are mainly doing maintenance work with minimum exposure for new structure.

3.5 SAMPLING
Usually the populations that interest human behavioural scientists are so large that it is simply impossible to conduct the research in all of them. The researchers have to obtain data from a small sample of these populations which is relatively small subgroup of individual units from the population (Welman & Kruger 2003:66).

One should bear in mind that the larger the sample, the more representative it is of a population or universe and the more accurate the conclusions reached will be. The more heterogeneous a population is, the larger the sample should be (Bless & Higson-Smith, 1995:85-97).

The study will be conducted in the OR Tambo District Municipality where it was piloted. The programme was implemented in 5 of the 6 regions in the Eastern Cape which are the OR Tambo, Alfred Nzo, Amathole, Chris Hani
and Cacadu Region. The reason for choosing OR Tambo was that the most learners, mentors and Further Education and Training colleges involved were in that region. Since the programme was piloted in this region, implementers have better experiences than other regions. People outside the OR Tambo region were the programme managers who were stationed at Head Office in Bisho and the Oliphantsfontein, one of the credible testing stations in South Africa, where the majority of qualified artisans in the country were tested.

There are a number of stakeholders with different roles to play to ensure the success of the programme such as the Construction, Education and Training Authority (CETA) for quality assurance. The established contractors who are experienced in working with the learners were also interviewed, and the Department of Education which is responsible for the curriculum of Further Education Training colleges and Trade Training Centres and can assist in improving the quality of the programme. However, for the purposes of this study, not all stakeholders will be interviewed, only the most relevant stakeholders who are hands on now and participating in the programme have been interviewed. Only clarity seeking questions were asked telephonically to the stakeholders who are not currently hands on.

All participants were informed about the objectives of the research and they participated freely. The information provided will be treated confidentially and the participants have been informed and assured of this.

For the purpose of this study the following people and institutions will be interviewed:-

- Programme Managers;
- Mentors/Assessors;
- The learner artisans;
- Contractors; and
- The Indlela Technical Training.

There are three Programme Managers responsible for the coordination of the Programme in regions; all of them are at Head Office in Bisho working
through their assistants in various regions. Three questionnaires were prepared for them. There are 30 mentors in the region. From time to time they are used to assist learners in other regions with training and assess their readiness for the trade test. Ten mentors were randomly selected to participate in the study. Six were from O R Tambo and the remainder from other regions. There are 286 learners in O R Tambo from bricklaying, plumbing, carpentry, electricity and painting. Twenty learners representative of all trades were randomly selected to participate in the study and 15 of them were from O R Tambo.

Other participants have been the contractors who have been awarded huge infrastructure projects by the department in the financial year 2008/9. They were interviewed to assess whether the quality of the projects is affected by the inclusion of these learners. The Department has a list of all these contractors and they were also selected randomly. The trade testing station in Oliphantsfontein has to take part in the study in order to get expert advice on the development of artisan.

3.6 Data Collection Method

It is advantageous to find out in advance everything possible about the proposed interviewees. Try to establish what their views on particular matters are. Try to talk their language. Let them “open up” and eliminate skepticism or distrust about the aims of the research, Hanekom & Brynard (1997:33). The usefulness of interviewing in stimulating thought cannot be overemphasised.

The researcher had an opportunity of attending meetings where discussions about APTCD programme were held. This assisted in getting more information about how the Programme is being implemented and challenges experienced in its implementation. This contributed towards determining whether the responses differ based on individual perception.

Structured questionnaires can be used in the place of interviews. It is necessary to supply respondents with standardized instructions on how to
complete the questionnaire and explain what is expected of them (Hanekom & Brynard 1997:38). The interviewers were briefed about the manner in which they explain questionnaires to the interviewees so that they cannot lead the respondent.

Structured questionnaires were distributed to all participants utilizing people who have been fully brief about the research. The questions were explained clearly to respondents, and if there is a need for them to be interpreted in their language, this was done. This was carefully done in such a way that their responses should not be guided by the explanations. Permission from the superiors was sought and appointments with the interviewees were made in advance.

The researcher also attended monthly meetings of Programme Managers and Mentors to listen to discussions and assess the challenges that impact on the successful implementation of this programme.

3.7 CONCLUSION
Successful implementation of the APTCD programme requires on the clarity of the objectives explained to respondents, if this exercise fails, successful implementation of the programme will suffer. The result of this exercise will have to be reviewed annually to assess the needs of the Programme and the Construction Industry in general.

Many departments and municipalities are currently struggling to spend their allocated capital budgets while, on the other hand, service delivery is on the decline. This may be attributed to a number of capability and capacity constraints in the public sector, including inappropriate delivery models and a shortage of skilled programmes and project managers. Where such skills exist, they are invariably overstretched due to poor delivery models which frequently overburden scarce skilled project management and administrative capacity. The shortage of skills becomes the dominating factor and hence the need for programmes like APTCD to be effective in addressing the need.
Although the immediate future outlook for appropriate training is challenging, especially concerning skills acquisition, is evident that the country will continue to fulfil the mandate of transforming, by strengthening leaders to be better equipped in a continuously-changing social and economic environment.
CHAPTER 4

4. Data Collection Method and Analysis

4.1 Introduction

During the process of data-collection the researcher is engaged in what can be referred to as a preliminary analysis of the data. She discards that which is not relevant to the research project and retains only the relevant data. Once the data-collection has been completed, an in-depth analysis of the data is made by means of data-filtering, mind-mapping (which can also be used during the process of data-collection with a view to eliminating irrelevant data), and the integration of the views of different authors, (Brynard & Hanekom 1997:43)

This chapter deals with the analysis of the data which has been collected and various observations from each sample of the data, and presents an overview of the challenges and recommendations thereof.

In conducting this research, four student researchers were each appointed, a student researcher to deal with a specific group of interviewees. The researchers were all briefed on the objectives of the research and were requested to explain to interviewees how this information would be used by the researcher. They were told to hand deliver the questionnaires to the targeted people and clarify questions that the interviewee need clarity on without guiding their responses.

Researchers were given a week to return with the filled questionnaires. The person undertaking this study is employed by the same department hence it will be easy to organize and get selected samples during the same week.
4.2 Data Collection Method
Request for permission to do research on the programme was granted by the Head of Department of Public Works. A meeting was held with student researchers to brief them fully about the research and its objectives. Because of the spread of the region, four interviewers were appointed. Training of interviewers was done so that they could understand the questions and interpret them without deviating from the content fully understanding the objectives of the study. In some cases the questions for a particular sample e.g. mentor, the interviewers interpreted to adapt the formulation including the terminology of the question to fit the background and educational level of the respondents where necessary. Appointments were made telephonically with interviewees and dates were confirmed.

Time frames were set and researchers were given two weeks to distribute and collect questionnaires. Since the learners, mentors and contractors were scattered across the region where projects are done researchers had to be spread accordingly. One researcher was responsible to distribute questionnaires to programme managers and Indlela Training, where no travelling is needed and three researchers travelling to the sites in a particular area were given three different questionnaires to distribute to the sample of learners, mentors and contractors to reduce travelling costs. Programme managers were easy to get hold of as they are in one building. The Indlela training questionnaires were emailed to the respondents.

4.3 Distribution of questionnaires

4.3.1 Distribution of questionnaires to Programme Managers
As there are three programme managers all of them were given a week to fill out the questionnaires and the researcher collected them after the dead line. All three questionnaires collected were filled in full. This was easy as they were all in the same building and were very keen to participate on the study.
4.3.2 Distribution of questionnaires to Mentors
There are 30 qualified artisans in the different trades that are used by the department as mentors in this programme. Twelve of them are carpenters, 10 are brick layers, 5 are plumbers and 3 are electricians. In addition, there are 10 experienced but not qualified artisans who were also used as mentors. The target sample for distribution of questionnaires was the qualified artisans. Telephone interviews were done first with all the mentors trying to verify their spread in terms of regions and trades. Thereafter a sample of 12 mentors was selected from different trades and regions to fill out the questionnaires. Out of the 12 questionnaires distributed, 10 of the respondents returned the questionnaires filled out in full and two of them did not respond to all the questions.

4.3.3 Distribution of questionnaires to Indlela
The relevance of the Indlela trade testing station to this study is that it has been used since the 1960’s for the trade testing of apprentices and a number of experienced and qualified artisans got their qualification from this institution. Because of such experience they are in a better position to advise on how artisans should be developed.

The Department of Labour has allocated R316 million under the National Skills Fund to 13 SETA’s to support their interventions in the scarce and critical priority areas. These include artisans, and are currently repositioning the Institute for National Development of Leanership, Employment and Labour Assessment (Indlela) to play a major role in the assessment standard, moderation of assessment and the training of artisan trainers in order to maintain and or surpass international standards.

Of major concern is that most companies chose to support the provision of inconsequential skills at the expense of urgently needed skills development while the critical skills pool cannot meet the country’s industry growth needs. If to date Seta’s have been allocated so many millions of rands on training and we are short of artisans, the question arises as to what kind of training have they spent the taxpayers’ money on.
An email was sent to the Indlela Training requesting interviews with the Chief Executive Officer and four programme managers of the different trades. The purpose of the interview was explained to them. Thereafter questionnaires were emailed to them and they were requested to email back after three days. All five emailed the filled questionnaires back by the set date.

### 4.3.4 Distribution of questionnaires to Leaners

**Table 1: Database of learners per trade.**

There are 424 learners in this programme from different trades and regions and their spread is as follows:-

<table>
<thead>
<tr>
<th>Trade</th>
<th>OR Tambo</th>
<th>Amathole</th>
<th>Alfred Nzo</th>
<th>Chris Hani</th>
<th>Cacadu</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bricklayers</td>
<td>86</td>
<td>50</td>
<td>9</td>
<td>13</td>
<td>3</td>
<td>161</td>
</tr>
<tr>
<td>Carpenters</td>
<td>71</td>
<td>17</td>
<td>5</td>
<td>8</td>
<td></td>
<td>101</td>
</tr>
<tr>
<td>Plumbers</td>
<td>41</td>
<td>11</td>
<td>4</td>
<td>2</td>
<td></td>
<td>57</td>
</tr>
<tr>
<td>Electricians</td>
<td>27</td>
<td>9</td>
<td></td>
<td>5</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>Painters</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>286</td>
<td>87</td>
<td>18</td>
<td>11</td>
<td>18</td>
<td>424</td>
</tr>
</tbody>
</table>

A random selection of 20 learners, comprising of different trades, was selected. Questionnaires were hand-delivered to where there learners were working to be collected after two days. The researchers delivered all the 20 questionnaires but managed to get 17 questionnaires back. Three learners who did not return the questionnaires were absent for a week.

### 4.3.5 Distribution of questionnaires to Contractors

For the purpose of this research the department of Public Works issued a list of contractors who were doing projects for the department. From that list a sample of 10 contractors, with big projects in terms of value with duration of
longer that one year were selected for interviews. Contractors were called telephonically to inform them about the research and about their rights, and why it was important for them to contribute. The purpose in which the information will be used by the researcher was also conveyed to them. Questionnaires were hand-delivered to contractors on sites for them to respond. Out of the 10 contractors given questionnaires, 7 filled them out and returned them. Of the 3 who did not submit, 2 indicated at the last minute that they were too busy as they had more than one project to attend to. The other contractor’s cell phone was always off and was not on site when visited.

4.4 Analysis of Responses

4.4.1 Analysis of Responses from Programme Managers

From the responses received from the programme managers one can deduce that the programme was not properly planned before its implementation. It is as a result of a need for the scarce artisan skill because all of them agreed that there is no policy guiding its implementation. The recruitment of the learners was not informed of the number of projects available nor budget limitation. This is revealed as they were indicating their main challenges as availability of budget and projects. There was no proper planning. The department did not consult with other infrastructure role-players when the programme was initiated. The initial plan was that the learners would only be trained on the departmental projects. Hence there are no processes in place for learners to be attached to private contractors.

Judging from the responses from programme managers, the learners do not have enough mentors to look after them. Even those that were available they did not possess the mentoring skills because they obtained their qualifications in the 1980’s. The difference between them and the learners is that the learners have theory but they need the practice while the mentors are less educated with practical’s only. The managers also indicated that there were clashes sometimes between the mentors and the learners. The learners claimed that what they had learnt from school was not the same as what they
are doing practical, which was interpreted by 2 of the programme managers as a sign of undermining the mentors. The difficulty with being attached to private contractors is that, there is no clarity on who will be liable to pay in the case of an injury on duty (IOD). This has still not been clarified by the department.

Further assessing of the responses revealed that there was no performance monitoring tool to assess the readiness of learners. As a result many of learners failed the trade test. Their report stated that, out of 40 learners who took the trade test only seven passed. There are plans to for them to be absorbed by the department.

One programme manager explaining the issue of the quality of the projects indicated that some of the schools had been built by the learners with guidance from mentors. The attachment of learners to these projects is assisting both the department and the learners, as there is no waiting period before the implementation of a project for procurement purposes. The learners benefit by getting practical experience without any pressure of time-frames from a private contractor. The quality of the structures is good, as confirmed by the programme managers. The managers reported the lack of commitment, lack of discipline and absenteeism of learners and, presently there have been no disciplinary measures instituted, because the contracts which were signed by the learners are quiet about these issues.

For the smooth implementation of APTCD the programme managers recommended that a manager, responsible for the co-ordination of APTCD be appointed as a matter of urgency. Other suggestions were that the Indlela trade testing station in Oliphantsfontein should draw a three-year training programme from entry to exit on how learners should be trained. Two of them proposed that the Department of Public Works, the Masters Builders association, CETA, the Department of Labour and the training institutions in the province should work together in order to obtain the desired results. What was evident in all the responses was that there is a pressing need to improve
the implementation of the programme. This will produce qualified artisans for the department, the Eastern Cape Province and South Africa at a specified time. Hence there is a need for marketing the programme to get commitment from other stakeholders.

4.4.2 Analysis of Responses from Mentors

Before the research started, the regional spread of mentors was verified. The purpose was to advise the department if there was an excess in terms of trades in a particular region so that regions could assist one another.

- The following analysis can be when interacting with the mentors:
  - The 41 learners for the electrical trade were made up of 31 from O R Tambo and 10 from Amathole. They are looked after by three qualified artisans, ratio being 1:14
  - The 65 learners for plumbing were looked after by five mentors, two in Amathole, 2 in O R Tambo and one Alfred Nzo. There were 44 learners in O R Tambo, 15 in Amathole, four in Alfred Nzo and three in the Cacadu region.
  - In the Cacadu region there was no mentor to look after plumbers. A qualified bricklayer was used to coach plumbers; and
  - Because of the shortage of mentors, other experienced, but not qualified departmental labourers, were utilized as mentors.

When verifying the ages of the mentors from a database of the department, it was noted that out of the 30 mentors, seven were above the age of 60, 14 above 50 and 9 above 40 years. All of them were males. From their responses the following analysis is made:

- They were asked to assist with the programme which was not part of their job description;
- They were not trained as mentors and were using their own knowledge and experience in coaching the learners. They were training the way they were trained and were not aware of any amendments;
- There is no guiding document to assist them in monitoring and evaluating the readiness of the learners for the trade test;
• Through their assistance the learners gained a lot of experience. This is reflected in projects built by the learners;
• Each mentor had more than 20 learners to look after and at times there was a shortage of projects to attach learners, especially with the plumbing and electrical work;
• In total, 40 learners took the trade test and only seven passed five carpenters and two brick-layers. This report tallies with the one given by the programme managers, although the mentors were reporting about learners under their supervision;
• They were willing to transfer skills to the learners, but they needed to be trained as mentors and be exposed to modern trade test practices;
• The learners were exposed to mainly maintenance projects than new construction. Hence there is a need to approach private contractors; and
• In addition to these challenges, six of the mentors indicated lack of discipline, absenteeism and a lack of commitment from some learners.

It has been found that, although the mentors were not explicit in their responses, it is clear that the objectives of the programme were not properly communicated to them by the department. This does not form part of their job description and it is just something that they do passion. Five of the mentors recommended that they be trained in a credible trade testing institution and two mentioned the Indlela in Oliphantsfontein where they passed their trades so that they could be updated. They also suggested that the department has mini-training centres with all the material needed so that learners can sharpen their skills whilst not having projects to work on.

4.4.3 Analysis of Responses from Learners

From the spreadsheet of learners issued by the department which has the Identity Numbers (ID) of the learners, the initial assessment indicates that all the learners are below 40 years of age and that gender issues is adhered to in all trades. The learners were on the programme for more than one year. Of
the 12 learners who returned their questionnaires the following analysis is revealed:-

- Eight came into the programme with the hope that the department would absorb them at the end of their contract while three wanted to qualify as artisans in their respective fields, and one mentioned training. One can deduce that they did not have a common understanding about the intention of the programme.

- They had mentors monitoring their performance, but, unaware of the programme to be followed, one of the respondents mentioned that even the mentors seemed not to know the programme as they did not have answers to their concerns.

- All agreed that they did get the training but their training was not informed by the schedule of work they needed to follow in order to qualify for the trade test.

- Electricity and plumbers reported that they were not getting much experience from the projects. They were mainly involved in maintenance work which was sometimes limited and they end up being used in other fields.

- Seven of the responses filtered through to the issue of dissatisfaction about the stipend they were getting in which they claimed was too small considering the work they are doing for the department. This was interpreted as one of their challenges.

The learners recommendations to improve the programme varied from establishing a pre-testing station in the province so that after every six months they could be assessed as to how they were ready for the trade test. Secondly they wanted to be attached to private contractors so that they could gain experience on new different building structures considering that the Department of Public Works focuses on schools, clinics and hospitals. Once again the learners indicated that a need for motivation in the form of increased stipend is crucial.
4.4.4 Analysis of Responses from Contractors.

Four contractors that were interviewed did not know the APTCD programme, implemented by the Department of Public Works, and the other three contractors were approached by Public Works to attach the learners to their projects. They did this although they were sceptical because there was no clarity on how they will handle claims arising from injuries on duty, this contractors’ response revealed that they were willing to assist in the programme as this would assist in improving the capacity of their work-force. All three appealed to the department for clear terms of reference in order to avoid clashes. This could be done through letters written by the department and be signed by both the learner and the contractor. The letters would stipulate their roles and responsibilities, the issue of payment and the issue of injury on duty. Although contractors were brief in their responses, e.g. on question four they would say good, good initiative or they should be included. It was clear that they saw the programme as a good initiative by the department and were willing to attach learners.

4.4.5 Analysis of Responses from Indlela College

In terms of experience the CEO has been with the institution for 11 years and two of the programme managers were 5yrs and 8 years experience. They all agree that out of the 300 learners who took trade test only a quarter of them qualified. The CEO mentioned that they could assist in mapping out step by step plan for the development of artisans in each trade to achieve good results.

The CEO and programme managers also indicated that they were willing to be involved in the programme to ensure that more learners would graduate and become fully-qualified Artisans. Responding to question 5 the CEO mentioned that this programme had been introduced to them, and that a draft MOU was underway. They were looking forward to working with the department, but programme managers indicated that they did not know the APTCD programme in the Eastern Cape.
4.5 Overview of Challenges

4.5.1 Remuneration Packages for Artisans

One of the main courses of a lack of skilled artisans is discrimination on minimum wages. The following graph indicates the predicted income for different racial groups. The graph indicates that with all other factors being identical a white worker can expect to earn 83% more than an African worker. For example, if the income of an African worker with certain qualifications is R2000, a white worker with the same qualifications would be expected to earn R3660. Thus the wage differences "reflect a combination of the effects of disadvantage and of discrimination in compensation and in hiring" (HSRC, 1996: 142).

For APTCD Programme to be successful the department needs to motivate for attractive packages for Mentors outside the establishment of the Department to assist the programme as it has been indicated that there is a shortage of Mentors. To attract more learners in the Engineering field the Construction industry players should transform and begin to see the expertise of an individual. This will lessen the number of individuals moving abroad for better salaries.

Figure 3: Race as a Factor Determining Income Source: HSRC, 1996

The biggest challenge for the government is to find ways of keeping skilled South Africans at home. Undertaking this, coupled with increasing workplace learnership, will likely improve the current skills shortages but, clearly, what is
needed now is a comprehensive strategy that will deal with ongoing unemployment, at the same time increasing efforts to improve skills. Within the Public Sector remuneration packages for qualified artisans are said to be relatively low and do not attract the youth to be tradesmen compared to the private sector. The Department of Public Works has a number of experienced and qualified personnel who work as building inspectors, but their remuneration packages are very low.

More is needed to be done to stop a skills shortage from jeopardizing crucial infrastructure projects. “A creative and comprehensive approach is needed by the sector if it is to deliver on local projects against the backdrop of the global skills shortage,” said Sandra Burmeister, Chief Executive of Landelani Business Leaders, the research firm which conducted the survey. “Globally, research shows that skills shortages are the biggest constraint on construction growth, with projects and contract managers, tradesmen and engineers cited as the scarcest of all skills,” she said. (Daily Dispatch 12.11.2008: 8)

South Africa is well-known for its engineering skills. The infrastructure sector is competing for skills in the global resourcing market and there is a shortage of well qualified, competent and experienced artisans. Hence the Department of Public Works is responding to the call by ASGISA and JIPSA to develop these skills as a matter of urgency.

4.5.2 Lack of Coordination of the Programme
It is understandable that like any other new programmes the APTCoD programme has its difficulties in implementation. The difficulty arose from the fact that the programme was piloted in one region, O R Tambo where there were no documented procedures or policy in place for implementation. When it was introduced in other regions there was a difficulty in implementation because of the following:-

- No budget for its implementation
- High number of learners recruited versus projects to be attached
• Learners depended on departmental projects only
• Private contractors were reluctant to assist because there was no clarity on the issue of IOD.
• Learners did not have protective clothing which the Department was supposed to cater for
• Learners not frequently paid because payments were processed manually
• Learners would determine their readiness without any portfolio of evidence
• No assessment tools to ascertain readiness of learners for the trade test
• Failure rate from trade test increased
• Lack of commitment, lack of discipline and absenteeism by learners. Mentors not trained on how to transfer skills.
• These challenges hamper the enthusiasm and expectations of both the department and the learners.

The fact that the APTCD programme is dependent on the Eastern Cape Department of Public Works, with no clear roles from other infrastructure role-players in the province, is a worrying factor. In order for learners to qualify as artisans, they need to be exposed to different structures and buildings to gather all the experience they need. The quality of artisans that will be produced by this programme will be compromised if other infrastructure role players do not have a clear role in developing such artisans. Since the artisans who are developed are not only for the Department of Public Works but for the construction industry at large, the issue of marketing the programme becomes essential.

4.5.3 Lack of Established Procedures for Implementation.
During this study it was noted that there were no policies and procedures established for the administration and management so as to guide the operations, including the payments made for this new programme up to the exit plan.
Without a clear policy to roll out the programme other regions had difficulties with implementation as there was no guiding document for its implementation. The rollout plan in the regions was not informed that there was supposed to be a mentor to guide the learners, projects to attach the learners, and budget to cater for protective clothing and tools that the Department of Public Works is supposed to supply.

The duration of the programme was initially eighteen months but has been increased to three years after interaction with the Department of Labour and FET colleges to ensure practicality. This implies that contracts for learners have to be renewed annually over a period of three years and the department has to budget for each learner for three years. The Department of Public Works at Head Office level has identified these challenges and is trying to set up procedures for the implementation of the APTCD programme. Hence this research is crucial to achieve the expected results on time.

4.6 Conclusion
Analysis of the data collected from the participants clearly shows that there is a number of things that needs to be address in order for the APTCD Programme to be successful.

There are many stakeholders who can have an impact on the development of artisans in South Africa, but the success of one stakeholder depends on the commitment of the other. Hence there is a need for all the organisations to work together for the success of the programme. Commitment from all involved, together with clearly-defined roles for each stakeholder, will ensure good results. Addressing challenges when they start will assist in motivating implementers, so as to avoid stumbling blocks which hinder the success of the programme.

From the above analysis and overview of challenges, the following chapter details recommendations that can be explored towards better implementation and achievement of good results from this programme.
CHAPTER 5

Summary and Recommendations

5.1 Introduction
South Africa is a young democratic country, and any development agenda that does not seek to engage young people is incomplete and short-sighted. A bright future depends on empowering the youth. All government departments need to commit resources and personnel to ensure meaningful youth development. As South Africa rebuilds its future, a development path needs to ensure a visible and sustainable departure from the apartheid legacy. The amount of resources and political commitment to drive and ensure youth development should move beyond structures and policy statements to tangible programmes and projects.

In 2006 it was clear that South Africa’s skills shortages were not only persisting, but intensifying. Chronic vacancies and poor productivity in the public service threatened the government’s ambitions of being a “developmental state”, and surveys of firms repeatedly confirmed the difficulties caused to businesses by skills shortages. There is a need for accelerating economic growth. The effects of this exacerbated an already worrying brain-drain. This was due to the apartheid legacy of skills deficit and a dysfunctional public education system to push the skills shortages to crisis point.

The supply of skills and talent to the public service must become less of a matter of chance, and more the result of applying a set of well engineered processes, programmes and institutional arrangements that will ensure the constant availability of a wide range of skills for the public service. The supply stream will not be an open market, a single source or a narrow conduit for acquiring the necessary skills. There must be a wide variety of skills development and skills maintenance options that explore all technologies available, and tap into the external and internal labour markets to the fullest.
Strong partnerships to ensure the security of the supply stream are at the centre of this approach. However, each option in supply management will focus on the unique needs of particular Public Sector organizations and on the actual requirements for performance in the specific jobs envisioned. The supply stream must develop and groom technical skills as well as nurture proper attitudes, values and commitment. It must also create the right work ethic and invest in perspectives that are of value and becoming of a developmental state. A critical area of focus here is the manner in which scarce and critical skills will be managed. This is the primary challenge in maintaining the sustainability of supply.

The manner in which people are developed and managed does not ensure retention and sustainability of skills. Several factors are in play here. There is a lack of targeted training and development programmes; there are no linkages between performance management, personal development plans and the content and choice of training programmes; and finally, there is a general lack of and a general inability to apply proper methods for human resource planning and forecasting. Development of people is generally undertaken without regard to performance consequences, and the quality of management and leadership sometimes does not foster productivity.

In addition to these, RPL is not used to validate informal knowledge and competencies, and there is no centrally validated competency framework which can be used to monitor capacity development in various fields.

There are no linkages between the private and public sector for an integrated approach and the exposure of learner artisans to different structures of buildings. The departments and divisions of most large public and private organizations have a tendency to work very individualistically, particularly where they have been given clear mandates to achieve specific goals within their sphere of control. While goals are being achieved synergy might be lost though such silo-like implementation. It requires enormous effort to align these departments in such a manner that the overall interests of the
organization and national interest are maximized. The intense focus and co-
ordination efforts currently being applied to high-profile 2010 World Cup
projects need to be replicated across a number of other infrastructure sectors.

Crime, unemployment and HIV and AIDS are spreading across the province. Through projects such as APTCD funded by all infrastructure stakeholders, government would be giving hope to young people of continuing to build a better future and would be creating jobs and eradicating poverty in our communities.

From the above it is clear that there is a need for an integrated approach by all institutions involved in developing artisans to work together towards this objective. This will guarantee the availability of projects for trainees and the calibre of artisans produced.

5.2 Main Findings

The main findings of this study is that there is clearly a need to address the concerns of all those participating in this programme in order to achieve the objectives. The following issues were evidently raised by the participants hence there is a need for the department to consider prioritising:-

- Development of a policy with clear guidelines on the implementation of the programme is suggested by the Programme Managers
- Budgeting for the programme to cater for the materials and tools for the mini training centres suggested by the Mentors
- Training of Mentors to be assessors
- Increase the stipend of the learners is suggested by the Learners
- Development of a clear contract agreement between the learners and the department and the Learners and the Contractors which address the issue of IOD is suggested by the contractors.
- Indlela Training Institute should give step by step on tasks to be performed for each trade for learners to pass the trade test.
5.3 Limitations and Implications

As mentioned earlier on, the APTCD Programme is the brainchild of the Eastern Cape Department of Public Works and has not been implemented by other Provinces including National departments responsible for infrastructure development. The National Department of Public Works (NDPW) was informed about this programme and the objective thereof, but APTCD unlike other programmes that are derived from the NDPW is only implemented in the Eastern Cape, hence there is no guiding document from NDPW. This implies that in order for the department to get additional funding for Treasury for the Programme a strong motivation has to be submitted.

Training Institutions responsible for trade competences were not part of the sample as they will be able to share modern ways of conducting training; this has come up in one of the response by Mentors. The Indlela Training Institution will have to visit the training institutions to ensure that their training link to the tasks and the manner in which trade test is conducted. Department of Public Works will have to facilitate meetings these meeting to ensure this.

5.4 Recommendations

The following recommendations should guide the successful implementation of the APTCD programme. Reviews should be performed at the end of each financial year to meet with the changes in the environment. Implementation of the following recommendations can assist to define a plan that will produce more qualified Artisan and improve the quality of projects thus achieving the objectives of the study.

5.4.1 Development of a Clear Policy Document

The first step towards improving the implementation of the programme is having a clear policy that guides its implementation. The policy has to be promoted in all regions so that all implementers have the same understanding and get their commitment. It is recommended that step by step procedures be documented separately from the policy. This is done to formulate a process flow document for easy reference for the officials involved in the programme.
Management should ensure that a clear definition of this learnership/apprenticeship programme is made to ensure that it is not confused with the other forms of learnership.

It is recommended that learners’ contracts be specifically designed to cater for the applicable trades on the programme and provide relevant duration of training. These contracts should stipulate all the phases of training to be undertaken by the learners until they exit the programme. There should be terms and conditions for attaching learners to private contractors. The Department must also look at the issue of IOD, frequently raised by private contractors.

**5.4.2 Budgeting for APTCD Programme**

The APTCD programme should be identified as a budgetary item to which a set allocation of funds be made available. Management should ensure that the number of learners to be enrolled in a year is aligned to the budget, to avoid under/over-expenditure. Also, the system with which these learners are paid should be improved/automated, e.g. consider use of PERSAL to manage and improve the frequency of these payments.

The department should write a proposal to the Department of Public Service and Administration for the re-evaluation of packages for qualified artisans. This will assist in making this skill attractive to young people, ensure commitment and willingness to go through trade test.

The department should adhere to the Health and Safety regulations by ensuring that a budget is available for the purchasing of protective clothing and any other health and safety needs. The department should also consider requesting sponsors from other stakeholder as a contribution to the so noble initiative. Budget should also be availed for the training of the so called mentors to be assessors and be able to transfer the skills.
In addition to the above, an official fully responsible for coordinating the programme, should be appointed to ensure that all these processes are implemented and immediately deal with challenges as they arise.

5.4.3 Recruitment of Learners
The recruitment of learners should be informed by the projected number and duration of projects where the learners will be attached and the kind of trades that are needed for those projects. This will address a number of challenges currently experienced, such as the non availability of projects to attach learners, absenteeism and a lack of commitment because learners will always be busy.

Learners should get into the programme with a clear plan which will be understood by both the learners and the mentors.

5.4.4 Development of a Training Programme
The Department of Public Works together with Indlela Training Institutions in Oliphantsfontein and the Construction Education and Training Authority (CETA) should develop a process plan for each trade that can be improved annually for the development of artisans. The plan should be marketed to other industry players for their comment to ensure that all institutions involved are aware of the programme to be followed in developing artisans. The plan should include time frames to perform each task for the first two years. Thereafter the learner should go for a pre-assessment examination which will inform a structured programme to fill the gaps identified. Training institutions’ independent opinions can play a major role in assessing the learner and come up with a programme to be followed. This exercise will ensure who more learners that go for a trade test do qualify.

5.4.5 Marketing of the Programme
The programme should be marketed to all infrastructure role players. This will assist in getting more projects for the exposure of learners and also marketing learners themselves so that all those who are not absorbed by the department
may be easily absorbed by the industry. Learner artisans need to learn their skills from different structures and buildings not only on projects implemented by the department.

The department should have their own mini-training centres where mock projects are done to train learners, fresh from school before attaching them to the projects. During that time, continuous assessment should be made to prepare the learners for real projects. It is recommended that these highlighted problems be addressed as a matter of urgency in order to ensure the effectiveness of the programme.

5.4.6 Development of a clear Exit Strategy
The Department of Public Works should develop clear exit strategies for the learners which they can commit to. If the department’s exit strategy is to absorb the learners they should be absorbed as soon as possible. If they are going to be utilised as specialist contractors then that should be done. This will encourage other learners who have not yet passed trade test to be committed to their training and look forward to a trade test so that they can be independent.

Business training management skills should be introduced, in order that those who are aspiring to be specialist contractors can exit the programme having such skills. The department should also develop a web based database which can be accessible to the public, to market fully qualified artisans so that contractors who are looking for artisans can contact them directly.

5.5 Conclusion
The close link between skills development for growth and sustainability is the main concern underlying the investment efforts by the state and private sector. The possibility of achieving equilibrium is much higher where there is concerted effort towards achieving of the same goal. In this case skills development is not only a means to economic growth, it is an end in itself.
The construction sector largely derives its growth prospects from public spending and the onus rest with private industry to meet the states effort by mutually embrace the skills development and training policies.

Since there are no quick fixes in the development of artisans, in any trade there is a need for clear guidelines that demonstrate a step-by-step process in producing properly qualified artisans. The Department of Public Works together with Indlela training Institutions should work together in developing the plan to address the concerns and recommendations made by participants in improving the programme. As indicated earlier on, the developed plans should be updated annually to catch up with technological advancement.
6. References


17. Eastern Cape Today, 30 October 2008

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26. www.ceta.org

27. www.thepresidency.gov.za

28. www.dpsa.gov.za

29. www.ecdpw.gov.za

30. Mlambo Ngcuka P, ASGISA Annual Report 2007,

31. www.labour.gov.za

REQUEST FOR PERMISSION TO UNDERTAKE RESEARCH

I am currently registered for the degree of Master of Public Administration at the Nelson Mandela Metropolitan University. My studies include a treatise on the following research topic.

AN ASSESSMENT OF THE ACCELERATED PROFESSIONAL TRADE COMPETENCY DEVELOPMENT PROGRAMME WITHIN THE DEPARTMENT OF PUBLIC WORKS IN THE PROVINCE OF THE EASTERN CAPE.

The main purpose of this study is to assess effective implementation of the programme and contribute towards addressing challenges facing its implementation.

I hereby request permission to undertake research on the APTCD programme in all the regions. Participation of the respondents will be voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation. An informed consent will be requested before the respondents’ participation in the research process.
Confidentiality will be ensured. Information obtained will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that the respondents cannot be identified. Therefore the final report will not include identifying information.

Questionnaires will be used to collect data from selected programme managers, mentors and artisan learners. Respondents will be informed that they are not obliged to answer all questions. If they feel uncomfortable answering certain questions they may not answer them.

By participating in the study, respondents can contribute towards improving the implementation of the programme and addressing the skills shortage in the construction sector.

The research findings will be disseminated to the senior managers of the department to assist in the implementation of the Accelerated Professional and Trade Competency Development programme.

Your co-operation in this regard will be highly appreciated.

Yours truly,
Thembakazi George (Miss)

Approved / Not Approved
Comments........................................................................................................................................
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Mr Bongani Gxilishe
Acting Head of Department

Date:
REQUEST FOR PROGRAMME MANAGERS’ PARTICIPATION IN THE STUDY

I am currently registered for the degree of Master of Public Administration at the Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic.

AN ASSESSMENT OF THE ACCELERATED PROFESSIONAL TRADE COMPETENCY DEVELOPMENT PROGRAMME WITHIN THE DEPARTMENT OF PUBLIC WORKS IN THE PROVINCE OF THE EASTERN CAPE.

The main purpose of this study is to assess effective implementation of the programme and contribute to addressing challenges facing its implementation.

I hereby invite you to participate in my study by completing a questionnaire. Participation is voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation.
Your responses will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that you cannot be identified. Therefore, the final report will not include identifying information.

You are not obliged to answer all questions. If you feel uncomfortable answering any question, you need not answer it.

By participating in the study, you could contribute towards the improvement in the implementation of the Accelerated Professional and Trade Competency Development programme.

The research findings will be disseminated to the Head of Department and all the senior managers involved in the programme to enhance the programme.

Your co-operation will be appreciated

Yours faithfully

George Thembakazi (Ms)
REQUEST FOR MENTORS' PARTICIPATION IN THE STUDY

I am currently registered for the degree of Master of Public Administration at Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic.

AN ASSESSMENT OF THE ACCELERATED PROFESSIONAL TRADE COMPETENCY DEVELOPMENT PROGRAMME WITHIN THE DEPARTMENT OF PUBLIC WORKS IN THE PROVINCE OF THE EASTERN CAPE.

The main purpose of this study is to assess effective implementation of the programme and contribute to addressing challenges facing its implementation.

I hereby invite you to participate in my study by completing a questionnaire. Participation is voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation.
Your responses will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that you cannot be identified. Therefore, the final report will not include identifying information.

You are not obliged to answer all questions. If you feel uncomfortable answering any question, you need not answer it. By participating in the study, you could contribute towards the improvement in the implementation of the Accelerated Professional and Trade Competency Development programme.

The research findings will be disseminated to the Head of Department and all the senior managers involved in the programme to enhance the programme.

Your co-operation will be appreciated

Yours faithfully
George Thembakazi (Ms)
REQUEST FOR LEARNERS’ PARTICIPATION IN THE STUDY

I am currently registered for the degree of Master of Public Administration at the Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic.

AN ASSESSMENT OF THE ACCELERATED PROFESSIONAL TRADE COMPETENCY DEVELOPMENT PROGRAMME WITHIN THE DEPARTMENT OF PUBLIC WORKS IN THE PROVINCE OF THE EASTERN CAPE.

The main purpose of this study is to assess effective implementation of the programme and contribute to addressing challenges facing its implementation.

I hereby invite you to participate in my study by completing a questionnaire. Participation is voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation.
Your responses will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that you cannot be identified. Therefore, the final report will not include identifying information.

You are not obliged to answer all questions. If you feel uncomfortable answering any question, you need not answer it.

By participating in the study, you could contribute towards the improvement in the implementation of the Accelerated Professional and Trade Competency Development Programme.

The research findings will be disseminated to the Head of Department and all the senior managers involved in the programme to enhance the programme.

Your co-operation will be appreciated

Yours faithfully
George Thembakazi (Ms)
REQUEST FOR CONTRACTORS’ PARTICIPATION IN THE STUDY

I am currently registered for the degree of Master of Public Administration at the Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic.

AN ASSESSMENT OF THE ACCELERATED PROFESSIONAL TRADE COMPETENCY DEVELOPMENT PROGRAMME WITHIN THE DEPARTMENT OF PUBLIC WORKS IN THE PROVINCE OF THE EASTERN CAPE.

The main purpose of this study is to assess the effective implementation of the programme and contribute to addressing challenges facing its implementation.

I hereby invite you to participate in my study by completing a questionnaire. Participation is voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation.
Your responses will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that you cannot be identified. Therefore, the final report will not include identifying information.

You are not obliged to answer all questions. If you feel uncomfortable answering any question, you need not answer it.
By participating in the study, you could contribute towards the improvement in the implementation of the Accelerated Professional and Trade Competency Development Programme.

The research findings will be disseminated to the Head of Department and all the senior managers involved in the programme to enhance the programme.

Your cooperation will be appreciated

Yours faithfully
George Thembakazi (Ms)
The Chief Executive Officer  
Indlela Institute  
Olifantsfontein  
Johannesburg  
2001

Dear Sir,

REQUEST FOR INDLELA INSTITUTE’S PARTICIPATION IN THE STUDY

I am currently registered for the degree of Master of Public Administration at Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic.

AN ASSESSMENT OF AN ACCELERATED PROFESSIONAL TRADE COMPETENCY DEVELOPMENT PROGRAMME WITHIN THE DEPARTMENT OF PUBLIC WORKS.

The main purpose of this study is to assess effective implementation of the programme and contribute in addressing challenges facing its implementation.

I hereby invite you to participate in my study by completing a questionnaire. Participation is voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation.
Your responses will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that you cannot be identified. Therefore, the final report will not include identifying information.

You are not obliged to answer all questions. If you feel uncomfortable to answer any question, you may not answer it.
By participating in the study, you could contribute towards the improvement in the implementation of the Accelerated Professional and Trade Competency Development programme.

The research findings will be disseminated to the Head of Department and all the senior managers involved in the programme to enhance the programme.

Your cooperation will be appreciated

Yours faithfully
George Thembakazi (Ms)
Annexure G

Research Questionnaires

1. PROGRAMME MANAGERS
1. How long have you been involved in the APTCD programme? Year

2. Is there a policy guiding the implementation of the programme? Yes or No

3. Do you have a properly qualified workforce to assess learners in this programme? Yes or No

4. Are there trainings that are conducted to update the assessors? Yes or No.

5. Does the workforce involved in the current projects of the Department include any learners? Yes or No

5. If Yes, for which trades? Carpentry, electricity, bricklaying, other Specify
7. Does anyone monitor the performance of the learners in the project? Yes or No ………………………
If Yes, which tools are used to monitor their performance?
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8. Is the final product of the project affected by the inclusion of learners in the workforce? Yes or No
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9. Would you say the learners’ skills are improving as a result of their involvement in the projects of this programme? Yes or No, Can you elaborate on your answer?
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10. How many learners have gone to a trade test since the start of the programme?
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11. How many have passed their trade test? (Number)
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12. Are you satisfied with the number of those who have passed? Yes or No. If Yes, why?
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13. Are you aware of any challenges facing the successful implementation of this programme? Yes or No If yes, can you elaborate on your answer?
14. Do you have any suggestions for improving the programme?

Thank you for your co-operation
Annexure H

Research Questionnaires

2. MENTORS /ASSESSORS

1. How old are you?
   30  40  50  60  other. Male / Female
   (Tick or Specify)

2. In which trade are qualified? Tick
   Carpentry, Plumbing, Brick Laying, Electricity, Other Specify

3. How long have you been involved in the APTCoD Programme? (Number of years.)
   ……………………………………………………………………………………………
   a) How many learners are you mentoring in this programme? Number
   b) In which trade categories do the learners you are mentoring fall?
      Carpentry, Electricity, Bricklaying, Plumbing, Other Specify

4. How do you monitor the performance of the learners you are mentoring?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
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5. Is the final product of the project affected by the inclusion of learners in the workforce? Yes or No
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

6. If Yes, How?
   ……………………………………………………………………………………………
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   ……………………………………………………………………………………………
7. Would you say the learners’ skills are improving as a result of their involvement in the programme? Yes or No

Can you elaborate on your answer?

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8. How many learners have gone to a trade test since you became involved in this programme? (Number)
How many have passed the trade test? (Number)

9. Are you satisfied with the number of those who have passed? Yes or No
   If No, why?

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10. Are you aware of any challenges facing the successful implementation of this programme? Yes or No

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11. If yes, can you elaborate on your answer?

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12. Can you make any suggestions for improving the programme?

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Thank you for your co-operation
Annexure I

Research Questionnaires

3. LEARNERS
1. How old are you? Above 20, 30, 40 Please Specify
   ……………………………………………………………………………………………

2. How long have you been in this programme?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

3. What educational qualifications do you have?
   Grade passed ____ Matriculation Apprentice (specify trade)
   Single trade (specify) Multi-trade (specify) Craftsman
   Other ___________________

4. What do you want to achieve from programme?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
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5. In which trade category are you? Carpentry
   Electricity, Bricklaying
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

6. Is the practical work which you now do related to what you learnt at the
   FET College?
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7. Does anyone monitor your performance in the project? Yes or No
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   ……………………………………………………………………………………………
8. If yes, how is it monitored?

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9. Do you always know what is expected of you? Yes or No
Elaborate on your answer
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10. Is the final product of the project affected by your involvement as learner artisans? Yes or No
Elaborate on your answer
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11. Would you say your skills are improving as a result of your involvement in the projects of this programme? Can you elaborate on your answer?
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13. Have you ever been to the trade test? Yes or No?
What is your experience regarding the trade test?
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14. Are you aware of any challenges facing the successful implementation of this programme? Yes or No
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Can you elaborate on your answer?
15. Do you have any suggestions for improving the programme?

Thank you, for your co-operation
Annexure J

Research Questionnaires

4. THE CONTRACTORS

1. Are you aware of a programme implemented by the Department of Public Works aimed at developing artisans? Yes or No

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2. Would you be willing to attach learners to your projects if approached by the department? Yes or No

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3. Have you ever worked with a learner artisan in your projects? Yes or No

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4. If yes, what is your view about the inclusion of learners in the project?

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5. Does the inclusion of these learners affect the quality of your work? Yes or No. how?

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6. Have you benefited in any way by utilizing the learners? If yes, how?
7. Is there any advice that you can give to the Department to strengthen the programme relating to the use of learners in construction projects?

8. Did you have concerns when you were approached to make use of the learner artisans? Yes/ No

9. Will you ever use the learner artisans on your projects? Yes or No
   Elaborate on your answer

Thank you for your cooperation
Annexure K

Research Questionnaires

5. Indlela Testing station

1. How long have you been with the institution?
   5yrs..10yrs..15yrs…other (Specify)
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

2. Approximately how many learners come to the institution for trade test per year? (Specify Number)
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

3. Approximately how many of them pass the trade test? (Number)
   ……………………………………………………………………………………………
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4. In your view do you think there is still a need for qualified artisans?
   Yes /No
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5. If yes, how can you assist institutions that are developing artisans?
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   ……………………………………………………………………………………………

6. Do you know of the APTCD programme aimed at developing qualified artisans implemented by the Department of Public Works?
   Yes or No
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
7. Based your experience can you map up a step by step plan for the development of artisan for each trade when asked to do so by the department? Yes / No

8. For how long must an artisan be trained? Tick
   2 years
   3 years
   5 years
   Specify Other

9. Is your institution in possession of modules for the training of assessors/mentors? Yes / No

10. According to your requirement does one need to be an assessor to train artisans

11. Can your institution avail itself of assistance if requested to do so by the department? Yes/ No

Thank you for your cooperation