An Impact Assessment of the DBSA / SALGA ICT Internship Programme: A Case Study

Mini- Dissertation

by

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Abstract

The aim of this descriptive and evaluative research study is to assess the impact achieved by the DBSA/ SALGA ICT Internship Programme, a national local government internship programme that was undertaken by South African Local Government Association (SALGA) and the Development Bank of Southern Africa (DBSA) Development Fund in partnership with the South African Communication Forum (SACF), Department of Provincial and Local Government (DPLG) and SIEMENS Ltd Training Institute.

A supply-side internship programme in nature, its strategic objectives were to train and equip young South Africans with ICT skills, give youth learners workplace experience in the ICT functional area within their respective municipalities, create employment opportunities for youth and economic development for local municipalities in alleviation of scarce-critical ICT skills to capacitate the local government sector.

Forty (x40) learners from Further Education and Training (FET) Colleges were recruited from various rural municipalities to undertake ICT training with SIEMENS Training Institute and given workplace experiential learning with fifteen x15 host municipalities under the banner of the South African Local Government Association.

This descriptive and evaluative study is undertaken in a case study format with particular interest in the retention levels of graduate learners endowed with scarce skills in the context of the skills challenges facing the local government sector. The study also focuses on unique challenges and interventional measures that could be undertaken by designers of public education and training programmes to ensure efficiency of internship programmes and optimal benefit of publicly-funded internship programmes to youth learners.

This research study not only has internal validity in terms of the operational delivery of internship programmes but also external contextual importance for publicly-funded learning and placement programmes within the larger human resources development (HRD) domain and local government sector.

In the process of conducting the study, stratified random sampling is utilised due to the multi-stakeholder nature of the programme. A stratified survey sample comprising fifty percent (50%) of the total survey population of forty (40) former ICT learners who participated in the internship programme is selected whilst a sample of sixty percent (60%) of the fifteen (15) host municipalities who participated in the programme is also selected using stratified random sampling.

The findings of the study indicate that participation in the DBSA/ SALGA ICT Internship Programme has positively promoted the employability of former ICT learners. All ICT learner respondents confirmed current employment within the ICT functional area.

Research findings indicate that the local government sector has derived short term retention and benefit from the programme but has not been able to retain the skills of the majority of former ICT learners in the long term.

Although most of the former ICT learners have since migrated out of the local government sector, most former learners are still employed in the ICT field within the public sector and to some extent in the private sector of the South African economy. The study found out that most learners were able to assimilate and find employment within their host municipalities or were able to find ICT-related employment soon after graduation.

The research findings of this impact assessment study indicate that the DBSA/ SALGA ICT Internship Programme has positively transformed young inexperienced graduates into responsible young adults through the development of key life skills and work experiences to enable them to successfully navigate the path between the classroom and the challenging world of work.

Acknowledgements.

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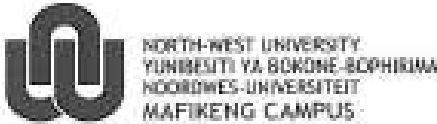
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I _Reginald Leagote_ declare herewith that the mini-dissertation/dissertation/thesis entitled, _An Implied Assessment of the DBSA/SALGA ICT internship Programme_

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Chapter 1: Introduction

The DBSA/ SALGA ICT Internship Programme commenced operations in June 2003 and folded its operations in November 2004. By nature a supply-side internship programme, its strategic objectives was to train and equip young South Africans with ICT skills, give youth learners workplace experience in the ICT functional area within their respective municipalities, create employment opportunities for youth and economic development for the local municipalities, promote the development of ICT skills and resources in the most neediest municipalities within South Africa, capacitate municipal officials to become workplace Mentors or Assessors of learning so that they can participate in future local governmental training and development programmes as well as assist the local municipalities to have access to ICT skills at their doorstep.

In total, fifteen (15) local authorities located in rural impoverished areas of South Africa namely the Ethekwini Metropolitan Municipality; Nelson Mandela Metro Municipality; Tshwane Metro Municipality; Buffalo City Local Municipality; Mhlontlo Local Municipality; Nquthu Local Municipality; Ugu District Municipality; Greater Sekhukhune District Municipality; Fetakgomo Local Municipality; Maluti-a- Phofung Local Municipality; Umsekeli Municipal Support Services; Mbhashe Local Municipality; Makhuduthamaga Local Municipality; Groblersdal Local Municipality; Marble Hall Local Municipality and Kwadukuza Local Municipality participated in the programme.

Forty learners from Further Education and Training (FET) Colleges (formerly referred to as Technical Colleges) were recruited from various rural municipalities to undertake ICT training with the SIEMENS Training Institute according to the curriculum of the National Certificate in Telecommunication Technology NQF Level 4.

Over a period of eleven (11) months, the internship programme trained forty (40) youth learners and facilitated workplace experience for thirty six (36) youth learners culminating in learner graduations on the 23rd November 2004. On the 8th April 2004, the programme was launched by stakeholders in Pretoria under the *motto "Local government empowering local communities in ICT skills".*

In order to better understand the potential impact of publicly-funded national internship programmes which are of similar nature to the DBSA/ SALGA programme, this research study is undertaken cross-sectionally using a multiple case study format.

The purpose of this study is to assess the impact of the programme on learners who participated in the programme between June 2003 and November 2004, the municipal workplaces where youth learners were placed at and generally assess the sector-wide impact of the programme in the local government sector.

This study seeks to primarily assess the DBSA /SALGA ICT Internship Programme's impact on the youth learners' personal lives in the form of access to job opportunities and employability within the ICT field and in the local government sector.

More specifically, this study aims to ascertain how the DBSA/ SALGA ICT Internship Programme influenced the youth learners' employability in the ICT functional area and their retention within the local government sector as well as any possible human resource developmental (HRD) benefits that participating municipalities could have gained.

1.1 Definition of Skill.

Individual skill can be defined as an individual's accomplishment, acquisition or attainment of an ability that has been acquired through training. Skills are an embodiment of an individual's acquired knowledge, experience and the practiced ability to read and respond to changes in the external environment with appropriate action and decisions to achieve a desired output. A skill is the learned capacity or talent to carry out pre-determined results often with the minimum outlay of time, energy, or both.

The Skills Development Strategy for Economic and Employment Growth Green Paper of the South African Department of Labour (1997) defines skill "as the necessary individual competencies that can be expertly applied in a particular context for a defined purpose".

Bloom's Taxonomy (1956) outlines a number of competencies that indicates what is meant by skill. These competencies are practical competence – an individual's ability to perform a set of tasks; foundational competence – an individual's ability to understand what others are doing and why they are doing this as well as reflexive competence – an individual's ability to integrate or connect performance with an understanding of the performance of others, so that the individual can learn from his/ her actions and to adapt to future changes and unforeseen circumstances.

Skills development simply means how an individual's skills are developed or rather, how an individual masters the process of turning knowledge into skills. Skills development is thus the training and development that an employer provides to employees in the workplace or on-the-job training provided by the employer. Skills development through training is a learning intervention that has stood the test of time, viability and cost-effectiveness worldwide as an instrument to transfer knowledge, skills and attributes to ensure that individuals are able to internalize learned theoretical information into practical work skills needed in the world of work.

1.2 Skills Development: A Legislative Overview

The key legislation affecting workplace education and training are the South African Qualifications Authority (SAQA) Act 58 of 1995, the Skills Development Act 97 of 1998[1], the Skills Development Levies Act 9 of 1999, the ABET Act 52 of 2005 and the Further and Higher Education legislation as tabled by the Department of Education. The SAQA Act of 1995 provides for the establishment of a National Qualifications Framework (NQF), oversees learning curriculum generation processes and the registration of national qualifications on the NQF through the establishment of national standards and standards generating bodies (SGB's).

In the late 1980s, the South African government started researching a new education and training system in the form of Outcomes Based Education (OBE) and the National Qualifications Framework (NQF) system.

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[1] The Skills Development Act 97 of 1998 makes provision for the establishment of sector education and training authorities (SETA)'s in accordance with certain criteria. SETA's in turn are responsible for the development and implementation of the Sector Skills Plans (SSP) which interface with the National Skills Development Strategies (NSDS I & II) targets, the promotion of learnerships as well as the collection and disbursement of skills development levies in the various sectors.

Outcomes Based Education and the workings of the NQF are couched in the belief that competence can be achieved not only through formal education, but also through informal on-the-job training as an expression of applied competence.

The purpose of the Skills Development Act of 1998 is to develop the skills of the South African workforce in order to improve the quality of life of workers, their prospects of work and labour mobility; to improve productivity in the workplace and the competitiveness of employers; to improve self-employment and to improve the delivery of social services. The secondary purpose of the Skills Development Act is to increase the levels of investment in education and training in the labour market to improve the return on that investment. Further, the skills development legislation aim to encourage employers to utilize the workplace as an active learning environment and to provide employees with opportunities to acquire new skills.

In response to the looming human capital challenges facing the country, the South African Minister of Labour launched the initial National Skills Development Strategy (NSDS I, 2001- 2005) in 2001. The second tier of the National Skills Development Strategy (NSDS II, 2005- 2010) was launched in 2005 as part of the essential components of the broader Human Resource Development Strategy (HRDS) of South Africa. The current custodian of skills development powers and functions is the Minister of Higher Education.

According to the South African government's skills development strategy NSDS II, development of skills is a key weapon in the battle to redress historical racial and gender social injustices whist enhancing economic productivity, employability and sustainable development. Flowing out of the Presidential Proclamation of the 10th May 2009, which saw the announcement of the National Skills Development Strategy III (2011 – 2016) as well as the transfer of legislated skills development administrative functions and powers from the Department of Labour to the newly-created Department of Higher Education & Training, legislative powers and functions on education have been split across the Basic Education and Higher Education & Training ministries.

Skills development and organizational capacity building have indeed been the main preserves of several noteworthy government capacity building initiatives such as Project Consolidate, Siyenza Manje, Core Councillor Training Programme (CCTP) and the Expanded Public Works Programme *(EPWP)* of the South African government.

Through strategic initiatives such as the Joint Initiative on Priority Skills Acquisition (JIPSA), there is an official acknowledgement by government that skills shortages constitute an obstacle to economic growth and that the benefits of skills development are not only limited to the individual alone but also encompass business, households and all sectors and industries of the South African economy.

Skills development remains a major instrument in the effort by the South African government to enhance employability and encourage sustainable development. It is intended to maximize the productive and competitive potential of individuals, enterprises and the entire economy through acquisition of knowledge and skills in order to raise the general quality and standard of living.

Both the Skills Development Act of 1998 and the Skills Development Levies Act of 1999 were enacted by the South African government to increase the responsiveness of the

education and training system to workplace skills needs and to increase the amount and quality of training taking place in the workplace. Increasing workplace training requires a growing commitment to and investment in training by employers in particular.

The key objectives of the NSDS I (2001- 2005) :-

1. To develop a culture of high quality life-long learning
2. To foster skills development in the formal economy for productivity and employment growth
3. To stimulate and support skills development in small businesses
4. To promote skills development for employability and sustainable livelihoods through social development initiatives
5. To assist new entrants into employment.

Key objectives of the current NSDS II (2005- 2010) :-

1. To prioritize and communicate critical skills for sustainable growth, development and equity
2. To promote and accelerate quality training for all in the workplace
3. To promote employability and sustainable livelihoods through skills development
4. To assist designated groups, including new entrants, to participate in accredited work integrated learning and work-based programmes to acquire critical skills to enter the labour market and self-employment
5. To promote the quality and relevance of training provision

The larger objectives of the National Skills Development Strategy *III is to* equip South Africans with the skills to succeed in the global market and to offer opportunities to individuals and communities for self-advancement to enable them to play a productive role in society. Of importance is the responsiveness of skills development interventions to supply the necessary skills required by the South African economy.

1.3 The Link between Labourforce Education/ Training and Quality of Skill.

From both macro-economic and enterprise–level perspectives, human capital development is now more than ever before an important determinant of competitive skill. In the face of increasing globalization, liberalization of markets for trade and deregulation of industries, labour economists such as Nelson and Phelps (1966: 69 -75) have found that macro-economic growth and investment levels of nations are complementary with the educational levels of the nation's workforce corps.

Various macro-economic and productivity studies such as Yamazaki and Resosudarmo (2007) have emphasised technological innovation as a key economic and competitive asset and have identified the need for educated and trained workers. This is in line with Mincer's (1974: 544- 545) theory on the role of human capital in the production process.

The corollary flowing from the above-mentioned is that in a rapidly changing information-based economic environment, where the cognitive abilities of individuals to analyze and process new information is key, more educated or trained individuals are generally more productive (Boddy et al, 2005 and Dearden et al, 2005).

Thus, skilled trained workers are generally more productive than unskilled workers within any setting within any enterprise production or service process, and are able to operate more sophisticated technologies that place greater demand on their intellectual capacities.

If intellectual skill carries with it greater ability to learn, produce new knowledge and adapt to change, then an educated and skilled labour force is able to achieve faster productivity growth, both through much quicker comprehending improvements in existing production processes and through the adoption and development of more advanced technologies as economic production methods innovate and change over time (Coulombe, Trembly and Marchand, 2004).

According to Autor et al (1998)'s research findings in the United States, capital investments in information and communication technology (ICT) strongly complements skilled workers in performing complex tasks whilst it substitutes lower skilled workers in manual tasks. Five years later, Autor et al (2003) confirmed that the computerization of work over three decades in the United States is associated with reduced labour input of routine manual tasks and increased labour input of non-routine tasks. There thus lies an underlying relationship between economic growth, labour force skills as well as training and development

1.4 <u>The Link between Labourforce Education/ Training and Income Levels.</u>

There exists ample empirical evidence alluding to a link between labour force training, productivity and labour income levels.

Barro and Sala-i-Martin (1995) conducted a comparative quantitative study spanning across several developed countries and found that the average years of a citizen respondent's schooling had a 30% positive effect on the gross domestic product (GDP) output of the respondent's country. Pscharapoulos (1994)'s comparative study found out that one additional year of schooling is associated with higher wage earnings of between 7% – 10%.

According to a study conducted by the Harvard University Centre for International Development, (2006: 14), "*higher education is correlated with better employment outcomes and greater labour market participation*".

In South Africa, the labour participation rates of workers with a Matric or less between 1995 and 2005 has declined from 54% to 49.7% whilst the unemployment of workers with a Matric or less rose from 15.2% to 28.2% within the same period. According to the Harvard study, *"it takes a completed university degree to mostly escape unemployment in South Africa"* (2006: 14).

According to Lloyd-Ellis (2000), in countries where tertiary education for dependants is still the responsibility of parents (as opposed to the state), parental incomes affect the human capital acquisition of their dependants.

According to the study by Lloyd –Ellis (2000), children of parents who cannot afford quality tertiary education are most likely not to send their offspring to tertiary education and this indirectly causes low future earning potential for the offspring. Thus, parents in the low-income earning bands are less likely to send their dependants to higher educational institutions, resulting in dependants earning lesser income in the labour market.

The above-mentioned findings are consistent with Leibbrandt et al (2005), who found that in South African, the decline in real individual income is attributable to the decline in returns to individual attributes such as educational background.

The purpose of this study is to assess the impact of the DBSA/ SALGA ICT Internship programme on learners and the municipal workplaces where youth learners were placed in the local government sector. In order to contextualise the DBSA/ SALGA ICT Internship Programme, it is important that a theoretical discussion of the linkages between the skills concept, individual earning potential and employability be understood in perspective.

Chapter 1 of this study introduces the study universe as well as provides background information relating to the SALGA ICT Internship Programme case study. A discussion on the theoretical overview and conceptual framework for the study helps chart the scope of the impact assessment study.

Chapter 2 entails a literature review exploring youth unemployment, ICT skills challenges as well as skills challenges facing the local government sector. The first subsection of Chapter 2 focuses on the scope and extent of youth unemployment in South Africa. This is necessary as the beneficiaries of the DBSA/ SALGA ICT Internship programme was primarily unemployed youth from impoverished backgrounds.

The second subsection of Chapter 2 discusses ICT skills shortages. A discussion on the size and nature of the ICT sector is important as the ICT sector is key to propelling macroeconomic growth and prosperity in South Africa. The third subsection of Chapter 2 entails a discussion on the skills challenges facing the local government sector. Organisational capacity building and skills development are some of the key legislated cornerstones maintaining the tenets of transformative local government.

Chapter 3 entails a discussion of the research methodology in the form of an outline of the data collection, data analysis methods and limitations encountered in undertaking the study.

Chapter 4 entails a discussion on the research findings and recommendations.

2.   Conceptual Framework and Scope of the Impact Study

The aim of this study is to evaluate and assess the impact of the DBSA/ SALGA ICT Internship Programme, as a structured workplace experiential learning programme, on the employability and current earning potential of learners as well as the value that host employers have derived from participating in the programme. According to Hunt and Baruch (2003:740), there is a growing interest in determining the effectiveness of training and development programmes.

This study seeks to primarily assess the DBSA /SALGA ICT Internship Programme's impact on the youth learners' personal lives in the form of access to job opportunities and employability within the ICT field and in the local government sector.

More specifically, this study aims to ascertain how the DBSA/ SALGA ICT Internship Programme influenced the youth learners' employability in the ICT functional area, improved their marketable skills, improved their current earning levels as well as any possible human resource developmental (HRD) benefits that participating municipalities could have gained.

De Cenzo and Robbins (1994: 255) define training as a learning experience that seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. Training can thus be defined as a deliberate process aimed at changing attitudes, knowledge or skilled behaviour through learning experience in order to achieve effective performance in an activity or range of work activities. Daniels (2003:39) states that many organisations have shifted their thinking about the importance of the training function. "Organisations have seen for themselves that training is where skills are developed, attitudes are changed, ideas evolve and the organisation is re-invented".

Whilst internship programmes generally consist of a workplace learning component alone, learnership programmes on the other hand are aimed at unskilled learners who do not have the theoretical training as well as the necessary workplace experience. As opposed to internships, learnership programmes thus generally consist of two components in the form of theoretical (classroom) training and workplace experiential learning taking place simultaneously. Whereas a learnership programme in the South African context consists of both classroom based training and experiential learning, an internship programme consists exclusively of an experiential learning component only.

Internship programmes provide planned workplace experience to learners over a specified period of time. It also interlinks with classroom training by linking theoretical learning concepts with practical work experience as well as the provision of mentoring and coaching to learners to enable the holistic development of individuals in the workplace in line with the adult learning principles of lifelong learning and self-directed personal learner development.

Internship programmes are structured training programmes to provide graduate learners who have already completed their theoretical learning with opportunities for experiential learning through structured workplace exposure with the aim of fast tracking critical high level skills and increasing employability opportunities of graduates by providing workplace experience and empowering graduates with workplace practical knowledge.

Training is an intervention that has stood the test of time, viability and cost-effectiveness worldwide as an instrument to transfer knowledge, skills and attributes to ensure that individuals are able to internalise learned theoretical information into practical work skills that are needed in the world of work.

From the researcher's perspective, it is crucial to identify the impact of formal skills development programmes on the lives of the individual learners/ Interns, the impact of the internship programme on the host employer as well as the sector-wide impact of learning programmes. Whereas the national economic benefits of skills development are clear, the underlying questions remain as to what benefits do individual learners participating in skills development programmes derive from learning programmes and what benefits do the employer gain from implementing internship/ learnership programmes in their respective workplaces?

This descriptive, evaluative and interpretative qualitative study is undertaken in a case study format with particular interest in the retention levels of graduate learners endowed with scarce skills in the context of the ICT skills challenges facing the local government sector. In the researcher's personal capacity as a Programme Manager within the Development Bank of Southern Africa's Vulindlela Academy, the researcher's position allows him to undertake the research study from an Education Training and Development (ETD) practitioner perspective according to Pritchard (2002: 2).

Within the context of the DBSA / SALGA ICT Internship Programme however, some form of classroom-based training (in the form of N+ core ICT Technical re-training of learners) did take place whilst learners were already placed in their respective workplaces. Thus, the DBSA/ SALGA ICT Internship programme could be strictly speaking be analysed as a learnership programme as opposed to a pure internship.

The assumptions behind this study are couched in the Cognitive Constructivist learning theory that learning is an active process in which adult learners construct new ideas based upon their current knowledge. Garavan (1997:40) defines development as "an act or process of gradual unfolding or growth in an individual." According to Gilley and Eggland (1989:4) development entails the "advancement of knowledge, skills, competencies and the improved behaviour of people within the organisation for both their personal and professional use".

In contrast with behavioural learning theories, cognitive learning theorists assume that knowledge is constructed through active cognitive (mental) processing, affective (emotional) and psychological interpretation by the adult learner. Although andragogical learning theories have only recently developed as an offshoot from traditional pedagogical learning models, they have altered the understanding and learning approaches adopted by education and training practitioners in the workplace.

The andragogical learning model as conceived by Malcolm Knowles is based on four basic assumptions about adult learners within the workplace, all of which have drastic reflections about a learner's ability, needs, and desire to take responsibility for learning. The underlying implication is that in order to increase individual competence levels, new individual competencies are adopted by actualizing cognitive processes in the form of new theoretical concepts into practical application through psychological and emotional interpretation.

The underlying assumptions behind this study are also couched in Ference and Vockell (1994:25)'s characterization of the adult learner in the workplace as:-

1. <u>"Active learner:</u> Adult learners are usually willing to participate in the learning process. Given the opportunity and the proper incentives, they often prefer to be active rather than passive learners.
2. <u>Experience based:</u> Adult learners bring a wide variety of prior educational and life experiences to a new learning situation.
3. <u>Expertise:</u> Adult learners are capable of being more self-reliant. Adult learners operating as independent individuals tend to want to accomplish things for themselves. They are often inclined to draw and rely on their own personal experience and knowledge to seek answers to questions and to solve problems.
4. <u>Hands-on Approach</u>: Adult learners are typically faced with important matters in everyday life. As a result, adult learners tend to focus attention on real-world situations.
5. <u>Task-Centredness</u>: Adult learners are typically more active in performing tasks directed toward reaching a goal or solving a problem.
6. <u>Problem-Centredness</u>: Adult learners are more focused on dealing with problems they encounter in their particular life situation.
7. <u>Solutions-driven</u>: Adult learners operate in the real world, focus on real-life problems and often actively seek out solutions to their problems.
8. <u>Value-driven</u>: Adult learners *need to know* why they should learn something before undertaking to learn it. Given the rationale for learning something, they will often invest considerable energy in investigating the increased benefits gained from the learning experience and the consequences of not learning it.
9. <u>Skill-seeking</u>: Adult learners often actively seek out the attainment of new and improved skills in order to better meet and solve real-life problems.
10. <u>Self-direction:</u> Adult learners usually perceive themselves to be independent and responsible for their own actions and have a deed to be directly involved in planning and directing their learning activities.
11. <u>External Motivation</u>: Adult learners are often externally motivated by such factors as better jobs, increased promotional opportunities, and higher salaries.
12. <u>Internal Motivation</u>: Adult learners are often internally motivated by such factors as self-esteem, recognition, confidence, career satisfaction, and the overall quality of life".

The underlying assumptions behind this study are also motivated by the Human Capital theory. According to proponents of the human capital theory, expenditures on education and training are investments that individuals make in themselves to increase their personal earnings, marketable skills and productivity.

In order to rationalize on the underlying reasons for personal earning differentials amongst labour resources, labour economists focus on individual differences in years of schooling and length of on-the-job training and the factors that cause some individuals to invest in more human capital than others. Human capital theorists argue that the demand for human capital and the supply of funds for human capital skills investment both affects the decision on how much human capital investments an individual makes.

According to Moleke (2005: 1), the demand for human capital is influenced by the returns that an individual can earn from an additional amount spent on it. This depends on other factors such as a persons' ability, quality of schooling received and the extent to which a person is discriminated against.

Demand for human capital is subject to diminishing marginal returns, personal intelligence and learning capacity. Since individuals have a fixed mental capacity, additional expenditure on learning increases productivity at a diminishing rate, causing the rate of return to decline as more and more education is acquired. According to human capital theorists, additional learning leaves the individual with fewer working years to recoup the costs of learning whilst differences in the demand for education is caused by factors such as differences in ability (or intelligence) and learning capacity.

The quality of learning also leads to earning differentials as an individual that receives learning of a higher quality would receive higher earnings and greater returns than individuals with lower quality of learning. This is the assumption even if the two individuals had similar abilities and access to financial resources.

Human capital theorists acknowledge that availability and cost of funds influences the volumes of individual learning that an individual acquires. In this regard, Moleke (2006:2) indicates that parental income plays a role in the volumes of education that individuals acquire.

Human capital theorists recognize that opportunity differences **(**differences in access to funds or the cost of available funds) plays a crucial role in the demand for human capital investment and latent earnings. The more unequal the distribution of opportunity in the population, the more unequal the distribution of earnings will be.

In terms of the human capital theory, the interaction of demand and supply in the market for human capital skills acquisitions determines the amount of financial resources that individuals invest in themselves, the rate of return on the investment and the level of earnings.

According to Moleke (2006:2), the following predictions can be made in line with the principles of the human capital theory.

1. Any factor that reduces the cost of education (in the form of bursaries, scholarships, as well as availability and access to study loans) leads to an increase in participation in education by making learning accessible and attractive.

2. Age plays a significant role in decision to acquire human capital. The older a person is, the fewer the years of working life remain over which to recoup the investment. Hence younger people are keener on education than older people.

3. People with more education have higher earnings in their peak work years. This could be regarded as the reward for postponing earnings and consumption while acquiring an education. If the earnings of a person with less education were similar to the earnings of a person with more education, there would be little financial incentive to acquire education.

4. Those who do not expect to spend a long period in the labour force working continuously will acquire less education. This is because the shorter time spent working will not be enough to recoup the investment. For example, women may knowingly choose to acquire less education because they plan to interrupt or stop work to raise a family.

The primary underlying assumption is thus that trained skilled workers are more likely to perform better than their lesser skilled counterparts at any task that requires application of cognitive concepts beyond than the routine application of physical labour. The secondary underlying assumption behind this study is that trained skilled employees are generally more competent and employable than their unskilled counterparts and derive value to an employer. The tertiary assumption is that human capital accumulation is an important determinant of the earning potential of individuals and their employment prospects. In undertaking this qualitative, evaluative and descriptive study, the researcher seeks to answer the following research problem:-

What impact has individual learner participation in the DBSA/ SALGA ICT Internship Programme derived to the learners who participated in the programme and the municipal workplaces which hosted them? More specifically, this study seeks to answer the following research questions:-

➢ What effects does Intern training during the internship programme have on the employability of learners and their current levels of marketable skills?
➢ What effects does learner participation in structured learning programmes have on learner's current earning potential?
➢ Which benefits do municipal host employers derive from participating in internship programmes?

This qualitative evaluative study seeks to determine the impact of skills development on the lives of individual learners, to gauge learners' levels of marketable skills gained, current earning potential achieved as well as determine the value that former Interns/ learners brought into the municipal workplaces that hosted them.

The Organisation for Economic Co-operation and Development (OECD) defines human capital as "the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being"(OECD, 2001:18) For the purposes of this project, human capital encompasses formal and nonformula education and training for children and adults.

There is a general acceptance by economists and human resource development (HRD) practitioners that educated and trained workers generally have more improved individual employability prospects and have higher individual earning potential than their unskilled counterparts. Human capital accumulation is also an important determinant of the earning potential of individuals and employment prospects.

According to the findings of a skills survey study commissioned by the eThekwini Metropolitan Municipality (2006: 22) in Kwazulu Natal, it was found that in the ICT industry, graduates with an IT diploma or an IT vendor certificate are more employable than graduates with a degree as diplomates are seen as having more extensive practical application of learning concepts.

The assumptions behind this study are also based on Mincer (1974)'s theory of human capital detailing the strategic role of human capital in workplace production processes.

Empirical studies within the domain of labour productivity and human resource development also indicate that trained skilled workers derive value to employers due to the tendency to become more innovative, easily harness new technologies and production methods, have greater problem-solving and communication abilities, learn faster, adapt better to changing economic and work circumstances and are generally more productive (Coulombe et al: 2004).

Empirical studies by Nelson and Phelps (1966) emphasise the crucial role played by human capital in enabling countries to become better innovators and catch up with the global technological divide.

The above-mentioned empirical findings are supported by Mincer (1974) detailing how pre-labour market investments (in the form of schooling) and post-labour market investments (workplace training) lead to higher wage earnings on average within the duration of employees' working lives and how the above-mentioned cumulative human capital investment in training leads to higher total factor productivity (TFP) of nation's economies due to the proliferations of skills. According to the Accelerated Shared Growth Initiative South Africa (ASGISA) discussion paper (2006:2- 4), the shortage of skilled labour is amongst other key constraints to South African economic growth.

McGrath (2002) advocates for greater emphasis on improving access to education and the quality of training ad further asserts that improved skills offer individuals, enterprises and economies a better chance of responding more successfully to globalization. Internationally, skills development has been identified as one of the new elements of public policy that can form part of a strategy for responding to globalization.

According to the Harvard University Centre for International Development (2006: 58), the South African pool of the employed has "tended to become more skilled while the less skilled have more often become relegated to the ranks of the unemployed. This global phenomenon is referred to as "skill-biased technical change", a global phenomenon that is not unique to the South African economy.

Bhorat and Leibbrandt (2001) conducted a study of the estimated returns to education for unemployed Africans in the South African labour market and found that primary and secondary education did not significantly improve chances of increasing earnings or finding employment. Tertiary education on the other hand improved chances of finding employment and increasing earnings. According to Moleke (2006:2), education opens doors to substantially higher-paying jobs for most individuals.

Empirical studies by Dearden et al (2005) and Boddy et al (2005) further assert that nations more endowed with skills tend to harness and utilize existing technology more efficiently and that enterprises and entrepreneurs in such countries are apt to become better innovators. Van Reenen (2005) asserts that the United States economy has higher total factor productivity than Britain due to higher skills and investment in human capital training.

Higher national skills inventories have positive spillover effects for national economies as the proliferation of certain generic skills within a nation's labour *corps* ensure that labour resources are able to better comprehend and acquire new skills. According to studies by Lucas (1998) and Azariadis and Drazen (1990), skilled workers are more productive in workplaces when working with other skilled workers and there is knowledge spillovers from more skilled workers to lesser skilled workers.

Empirical findings by Schwerdt and Turunen (2007) and Baldwin and Gu (2007) contend that the European Union countries and Canada have gained a substantial increase in the labour productivity of their employees due to improvements in the educational backgrounds of their national labour corps (labour quality) between 1984 to 2005.

Proponents of the new endogenous economic growth theories such as Barro (1991) Mankiw and Weil, (1992), Dowrick, (2002), Akinlo (2006) and Landau (1983) assert that national macroeconomic growth can only be achieved by increasing exports from within and contend that only through sustained investment in labour corps skills can higher economic and productivity growth be attained.

The objective behind this section was to discuss the theoretical and conceptual framework underpinning the study. From the above-mentioned theories discussed, it is clear that there exists a strong link between training and development, labour productivity, employability and earning potential. The corollary is thus that through involvement in the DBSA/ SALGA ICT Internship programme, that youth learners will be expected to become more employable, earning higher income than normal as well as become highly skilled and productive employees. This is the main underlying assumption behind this study.

The following section entails a document review of the DBSA/ SALGA ICT Internship programme

Chapter 2: Literature Review.

2.1:   Charting the Scope of the South African ICT Sector.

In order to comprehensively understand the South African Information Communication Technology (ICT) sector, it is important to delineate the size and scope of the sector.

According to empirical studies by the South African Information Technology Industry Strategy (SAITIS, 2000:3) programme, Organisation for Economic Cooperation and Development (OECD, 2002: 18) and the CSIR Meraka Institute (2006:3), ICT refers to the combination of manufacturing and services industries that capture, transmit and display data and information electronically.

According to the definition by the Information Systems Electronics and Telecommunications Technology Sector Education and Training Authority (ISETT SETA), the sector comprises three distinct but inter-linked sub-sectors, namely the information technology (IT), telecommunications and electronics sub-sectors (DTI/ ISETT SETA Skills Audit, 2005:141).

Empirical studies by James et al (2006: 5) on behalf of the Council for Scientific Information Research (CSIR) Meraka Institute indicate that the Information Technology (IT) subsector mainly focuses on computer systems design and integrated solutions, programming, hardware and software engineering whilst the Telecommunications field deals with wired telecommunication, cellular, paging, television, radio network signal distribution and satellite telecommunications. The Electronics subsector focuses mainly on electronics equipment and some element of manufacturing.

The definition adopted by the ICT Empowerment Charter Working Group (2004), assumes a more broader definition by including the use of photographic, optical, electrical and manual principles to capture, display, transmit, store and record information (voice, data, image, text or a combination of these) including the analyses and manipulation of information and content, and/or value addition such as accounting, calculating and data processing.

Moleke, Patterson and Roodt (2003: 639), states that ICT workers are found in every sector of the South African economy. Based on James et al (2006: 6), there are two types of ICT workers in the form of core ICT workers and end- users. Core ICT workers are employees who are primarily involved in "the conception, design, development, adaptation, implementation, deployment, training, support, documentation and management of information technology systems, components, or applications" to support the needs of end users.

According to James et al (2006), core ICT workers are like doctors and engineers who must master the body of knowledge relating to their area of specialisation to harness the mechanics of the way in which the technology operates.

ICT end-users on the other hand are ordinary employees that use a computer as an integral part of their daily job functions in any sector but are not involved in ICT core work. End-users are employees whose core function is to support business process operations in any of the economic sectors.

According to James et al (2006: 4), ICT refers to the combination of manufacturing and services industries that capture, transmit and display data and information electronically. ICT is thus a means of obtaining content, such as education, information, and entertainment. This definition refers to the following South African Standard Industrial Classification (SIC) codes as per Table 1 below.

SIC Code	Description
Manufacturing	
35791	Manufacture of alarm systems
Services	
75200	Telecommunication
75201	Wire telecommunication carriers
75202	Television broadcasting, television and radio signal distribution
75203	Cable networks and programme distribution
75204	Telephone
75205	Wireless telecommunication carriers except satellite
75209	Television broadcasting
75210	Telecommunications
75211	Telecommunications and wired telecommunication carriers
75212	Paging
75213	Cellular and other wireless telecommunications
75214	Satellite telecommunications
75215	Other telecommunications
75216	Security systems services except locksmiths
75217	Office automation, office machinery and equipment rental, leasing including installation and maintenance
86000	Computer and related activities
86001	Software publishers
86002	Computer systems design and related services
86003	Computer facilities management services
86004	Electronic and precision equipment repair and maintenance
86005	Computer retail and leasing
86006	Computer programming services
86007	Other computer related activities
86008	Call centre systems development and installation activities
86009	Computer systems design services and integrated solutions
86010	Consumer electronics repair and maintenance
86011	Computer and office machine repair, maintenance and support services
86012	Communication equipment repair and maintenance
86013	Other electronic and precision equipment repair and maintenance
86014	Repair and maintenance of electronic marine equipment
87142	Research and development of electronic equipment and systems
87143	Information technology import and product integration of pre-manufactured electronics IT and telecommunications equipment
87146	Research and development in the physical and engineering sciences
87147	Electronics importation and product integration of pre-manufactured electronics IT and telecommunications equipment
87148	Telecommunications importation and product integration of pre-manufactured electronics IT and telecommunications equipment
96131	Providing radio and television transmission signal
96133	Installation, maintenance and repair of tracking devices for cars

Source: Government Gazette, March 2005

Table 1: Standard Industrial Classification Codes of the ICT sector

Based on the ICT Empowerment Charter (2004: 10), the ICT sector has been recognized by government as being of strategic importance to the future growth and prosperity of South Africa's economy. Despite its infancy, the ICT sector is ranked amongst the top five sectors in terms of its contribution to the Gross Domestic Product (GDP) of South Africa.

Moleke, Patterson and Roodt (2003: 635) state that Information, Communication and Technologies (ICT)s have emerged as a major driver of employment in the developed world, especially within the financial services sectors. The ICT Empowerment Charter (2004: 10) notes that most socio-economic initiatives of the South African government such as poverty alleviation and eradication, grant administration, education & training as well as the national healthcare system depend on the availability of a sound national ICT infrastructure.

In line with the DTI/ ISETT SETA Skills Audit (2005: 1), the South African Information and Communications Technology (ICT) industry is one of the fastest growing sectors of the economy, and cuts across a wide range of sector domains as a successor to the industrialisation era.

Alongside the economic growth experienced through the ICT sector, there is an acknowledgement by policymakers and labour market economists that skills development in the information sector is one of the main drivers of economic and social development in light of the globalisation of economies and growth of information skill applications. The increasing data transmission capacities presented by the new power of fibre optic networks, more powerful computers, satellite communication and other broadband technological developments has led to a steep demand for ICT professionals and workers.

According to the eThekwini Metropolitan Municipality ICT Skills Survey (2006: 6) the South African government has placed a strong emphasis on ICT sector development through the implementation of a national ICT strategy, infrastructure, partnerships and task forces that will help South African communities play a role in the global economy through the utilization of ICT. The ICT sector is positioned as an enabler of increasing global competitiveness in other sectors, as a source of future export earnings, as a key enabler to achieve development goals and, at the same time, as an enabler of social equity.

According to Brandt (2006: 173), by providing Internet connections and ICT facilities at schools across the country, where not only learners at the school but also the local community can access the facilities, the digital divide in South Africa can be bridged. According to Brandt (2006: 173), the bridging of the ICT digital divide will not only serve to attain the strategic economic development and competitiveness imperative but also facilitate social development and cohesion as part of the realisation of a networked society with collective intelligence (Cornu, 2004).

Cornu (2004) states that in a networked society, people and information are connected in a network and are able to communicate with each other, irrespective whether they know each other or not. This ultimately will result in a change in the relationships between people and between people and information.

Indeed, the CSIR Meraka Institute (2006:2) also reinforces the understanding that the current access to and the use of ICT is directly linked to social and economic development in the future and the promotion of social development of previously marginalized sections of society such as blacks, women, the disabled and unemployed youth as a means to stimulate participation in Science, Engineering and Technology (SET).

Based on a survey conducted by the University of the Western Cape (UWC) Education Policy Unit and the International Development Research Centre (IDRC) (2000: 3), the effective use of ICTs in a country impacts strongly on the competitiveness of that economy within the global marketplace as well as the ability of governments to deliver on their social goals. As such, the development of ICTs in education is seen as an important priority by most countries.

Moleke, Patterson and Roodt (2003: 635) assert that Information, Communication and Technologies (ICT) alone cannot sustain the country's competitive advantage. An appropriate combination of ICTs and human resource skills is necessary to leverage the potential advantage of ICT as an economic competitive advantage.

ICT has also been identified as a strategic tool to enhance and enable learning and development within the South African society with specific emphasis during foundational learning at primary and secondary schools within the general education and training (GET) band.

The findings of the survey by the University of the Western Cape (UWC) Education Policy Unit and the International Development Research Centre (IDRC) (2000: 3) indicate that factors which accompany successful implementation of ICTs in schools include networks of connectivity as well as structured continuous programs that work to educate and train teachers to make effective use of the technology for teaching and administrative purposes.

Brandt (2006: 2) states that networking and specifically connectivity to the Internet opens up a world of information and opportunities for communication. In the schooling environment this implies that computers are not only tools for producing reports and making presentations, but tools to facilitate research and provide access to knowledge repositories for teachers and learners.

In the South African primary and secondary schools in the GET band, one of the limiting factors constraining the wide usage of ICT is the unequal spread and access to ICT hardware and connectivity within various provinces in South Africa and the income gap prevalent in previously disadvantaged schools and privileged Model C schools.

According to Summerly and Marquard (1996), ICT usage and Internet access in South African schools is concentrated in the Western Cape, Gauteng, Eastern Cape and KwaZulu-Natal. Recent studies by the University of the Western Cape (UWC) Education Policy Unit and the International Development Research Centre (IDRC) (2000: 3) have established that schools in the Western Cape and Gauteng provinces have better ICT infrastructure and access than schools in other provinces such as Free State, KwaZulu-Natal, Mpumalanga and the North West Province which had an intermediate position in terms of ICT resources.

According to the above-mentioned study, schools in the Eastern Cape, Northern Cape and the Northern Province have the least ICT infrastructure and access to ICT.

There are varied estimations of the size of the ICT workforce. According to Molefe Patterson and Roodt (2003: 640) the ICT workforce ranged from 45 000 – 82 000 employees between 1991 and 2001. More recently the Statistics SA 2005 Labour Force Survey No 12 as well as James et al (2006:9) indicates that the total ICT workforce comprises over 1 090 044 ICT workers comprising of:-

- 18 691 ICT Managers
- 193 425 Core ICT workers (93 454 are high-level core ICT workers)
- 877 928 ICT End-users

However, according to the data findings from the ISETT SETA Skills Survey (2005), the total size of the ICT labour force is depicted as per table below:-

Sector	Sub-sector				Total	% of Total
	IT	Telecomms	Electronics	Unknown		
ISETT	22 907	91 623	15 826	0	13 0356	57.2
Non-ISETT	22 451	64 249	10 506	338	97 544	42.8
Total	45 358	155 872	26 332	338	227 900	100.0
% of total	19.9%	68.4%	11.6%	0.1%	100%	

Table 2: Breakdown of the ICT sector per Subsector

Source: ISETT SETA (2005)

According to the 2005 ISETT SETA Skills Audit (2005:11) the number of levy paying companies within the ISETT SETA database is 4613. Of the ICT employer companies, 92.07% are SMMEs (which employed less than 49 employees) whilst 5.37% medium sized companies employed up to 149 employees. A 2.54% of large sized ICT levy-paying companies employed over 150 employees.

Company Size	Companies	% of Total	Sample Data	% of Total	% Sample per Company Size
1-49 Organisations	4247	92.07%	817	89.58%	19%
50-149 Organisations	249	5.40%	49	5.37%	20%
150+ Organisations	117	2.54%	46	5.04%	39%
Total Organisations	**4613**	**100.00%**	**912**	**100.00%**	

Table 3: Distribution of ISETT Companies per Size

Courtesy of ISETT SETA ICT Skills Audit 2005

The total distribution of ISETT levy- paying and non-levy paying companies within the three ICT subsectors (Telecommunication, Electronics and IT) is indicated as per Figure below:-

28

Technical Employees per Sector per Sub-Sector
(*Total = 227900*)

Sub-Sector / Employees chart:

IT — Non-ISETT: 22451, ISETT: 22907
Telecommunications — Non-ISETT: 64249, ISETT: 91623
Electronics — Non-ISETT: 10506, ISETT: 15826
Unknown — Non-ISETT: 338, ISETT: 0

Legend: ISETT, Non-ISETT
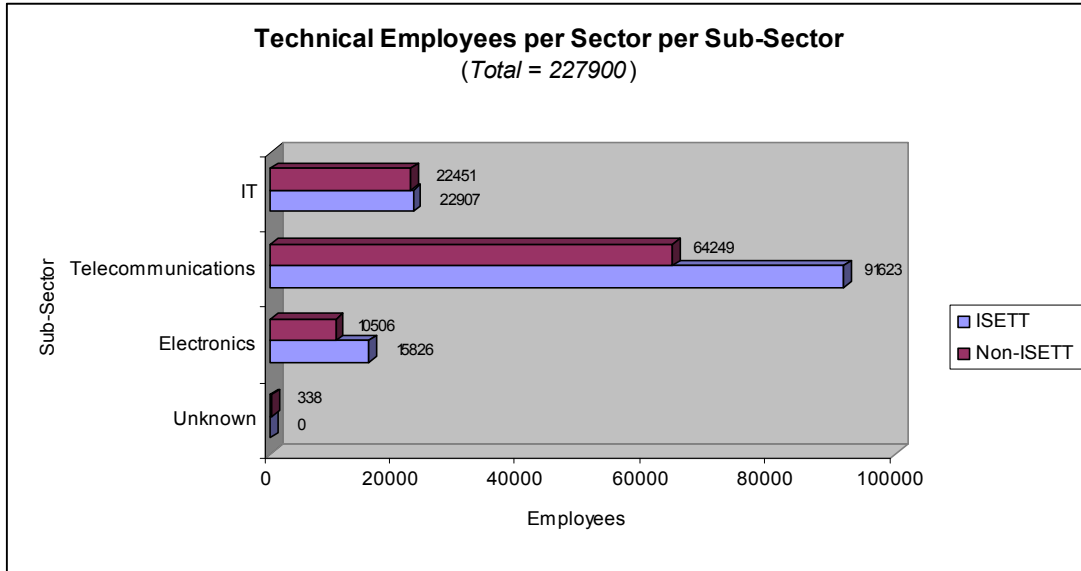
Figure 1: Distribution of ICT employees per Subsector

The figure above illustrates the distribution and number of ICT employees in the various ICT subsectors. It is clear that unlike common perceptions of ICT workers being seen as Information Technology work exclusively, the Telecommunications subsector employ a majority of ICT workers within ISETT SETA levy paying companies and those ICT companies who do not pay their skills levies directly to the ISETT SETA.

Numbers chart by functional area: ICT technicians, ICT artisans, Technical sales, ICT programmers, ICT engineers, ICT managers, System analysts
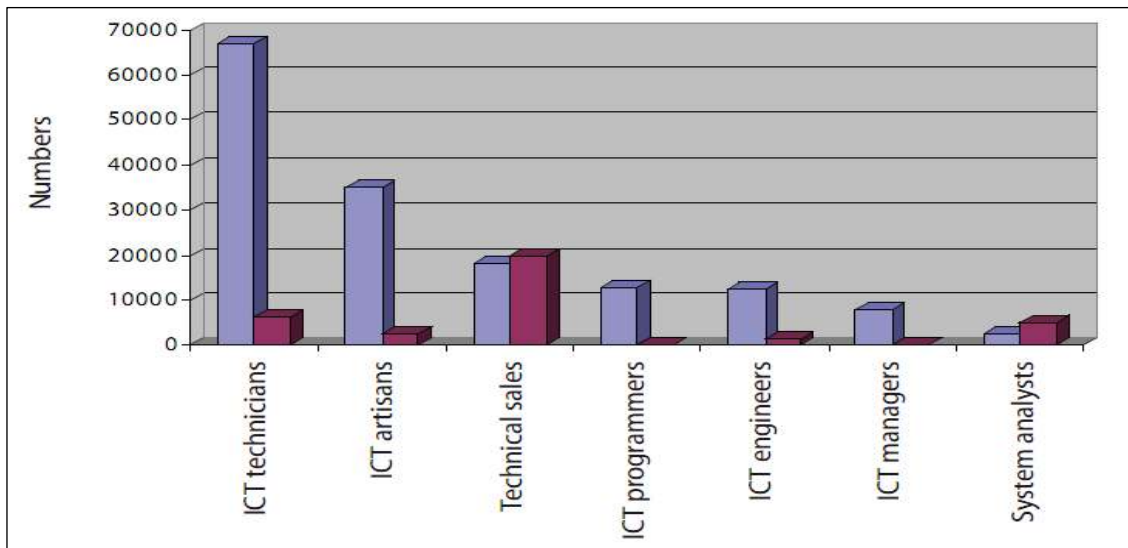
Figure 2: Distribution of core ICT workers per functional area

From the above figure, it is clear that the bulk of male core ICT workers are clustered in the entry level occupation of ICT Technicians and Artisans and that an overwhelming majority of Technicians and Artisans are males. Female core ICT workers on the other hand dominate the occupational fields of Technical Sales and System Analysis.

2.2   Educational Background of ICT Workers

According to the findings by James et al (2006: 12) and Roodt (2003) around 75% percent of ICT workers hold intermediate post-school qualifications from private training institutions. According to James et al (2006:12), private training providers provide courseware for learners with various needs such as:-

- Those who require product-specific training and application-specific training
- Those who do not qualify for university or university of technology training and seek intermediate skills
- Those who cannot afford higher education fees
- Those who can study only part-time
- Those who wish to specialise in a particular area of ICT
- Those who wish to upgrade their skills base.

James et al (2006: 12) also found that the bulk of courseware provided by private ICT-training providers is presented at NQF Levels 4 and 5, the equivalent of a post-school qualification whilst less than 1% of all courses provided by private ICT training institutions are equivalent to a higher education qualification such as at an undergraduate degree level.

Based on the findings of a skills survey commissioned by the eThekwini Metropolitan Municipality in Durban, Kwazulu Natal (2006: 30), it was found that in the ICT industry, a diploma is more valued than a degree whilst vendor certification in addition to a degree or a diploma is more valued. In the ICT sector, experience with no qualifications is more valued above qualifications without experience. The most valued qualification is a diploma coupled with vendor certification over a degree coupled with no experience. The least preferred qualification is a non-vendor accredited IT course done with a private college.

From the ISETT SETA Skills Audit (2006) it becomes clear that the most preferred qualification preferred by end users is the End User Certificate (EUC) whilst the most preferred qualification for Core ICT Workers is the vendor accredited qualifications such as A+, N+, Microsoft Certified Systems Engineer(MCSE) and related courses.

Type of User	Qualification	Number	% Sub-total	% Total
End Users	Pre-matric	4749	3.80%	2.38%
	Matric	2778	2.22%	1.39%
	End User Computing	117364	93.97%	58.71%
	Sub-total Low level	**124891**	**100.00%**	**62.48%**
Core ICT Workers	Post-matric	3416	4.55%	1.71%
	Certificate	17156	22.87%	8.58%
	Diploma	13349	17.80%	6.68%
	Post-diploma	985	1.31%	0.49%
	Degree	6806	9.07%	3.40%
	Post-graduate	768	1.02%	0.38%
	Vendor accreditations A+, MCSD, MCSE etc.	32520	43.36%	16.27%
	Sub-total High level	**75000**	**100.00%**	**37.52%**
	Total	**199891**		**100%**

Courtesy of ISETT SETA ICT Skills Audit 2005

Table 4: Registered ICT Students per Qualification level (2005)

Training Providers: Institution Type

Private Training Provider - Single Location
63
35.20%

Other
3
1.68%

University
20
11.17%

Technical College
25
13.97%

Private Training Provider - Multi-Location, Franchise
27
15.08%

Private Training Provider - Multi-Location, Non-Franchise
41
23%
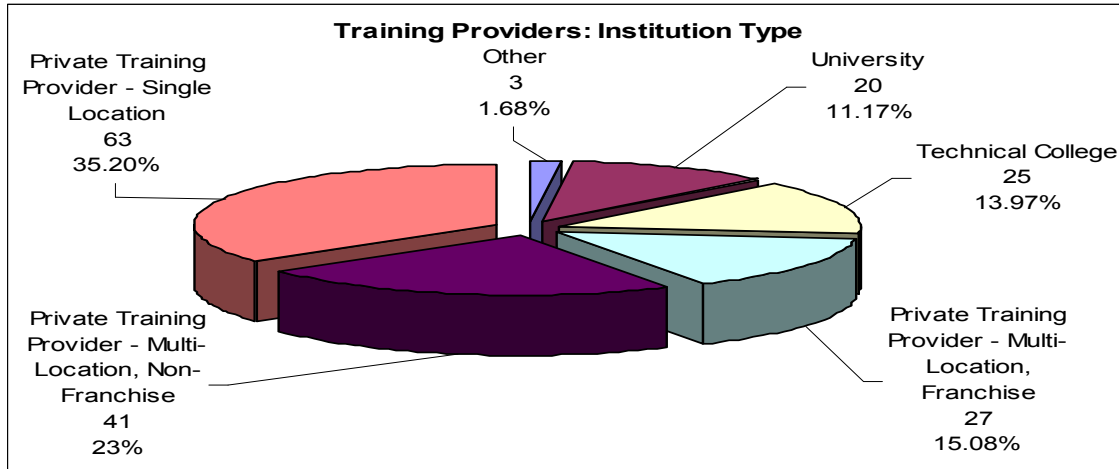
Figure 3: Type of Training Institution   Courtesy of ISETT SETA Skills Audit (2005)

Based on the findings of the ISETT SETA Skills Audit (2005: 20), the majority of ICT training providers (74%) are privately owned institutions with single to multi-location sites with the Further Education and Training (former Technical Colleges) accounting for 13.97% and university (including former Technikons) accounting for 11.17% of the total training providers of ICT training.

Training: Response per Province

Mpumalanga
8
4.47%

Northern Cape
6
3.35%

Eastern Cape
5
2.79%

Northwest
9
5.03%

Free State
10
5.59%

Limpopo
13
7.26%

Gauteng
52
29.05%

Western Cape
32
17.88%

KwaZulu-Natal
44
24.58%
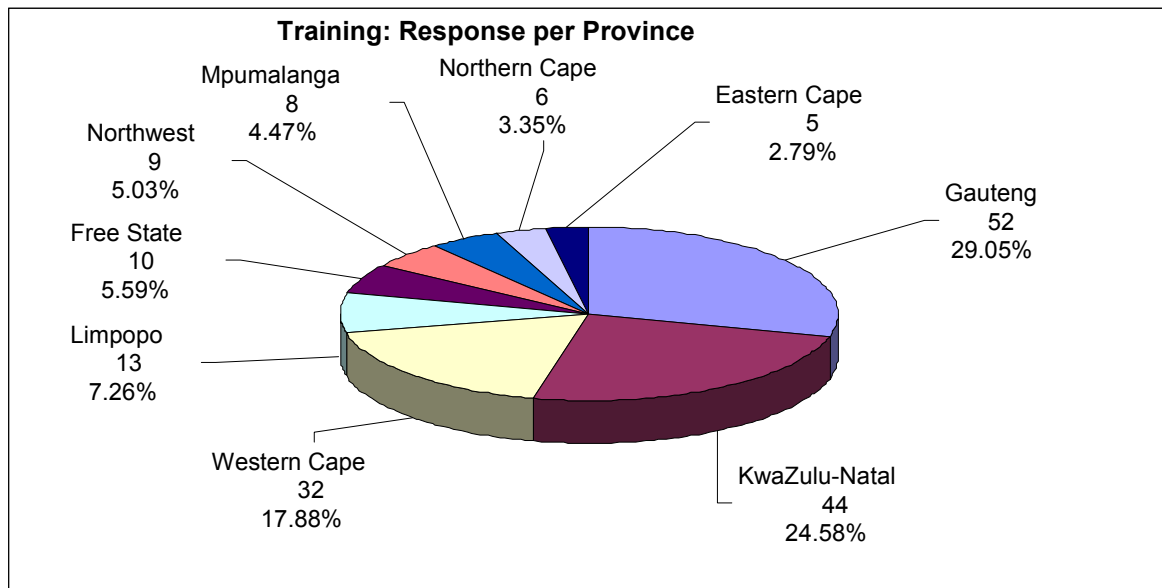
Figure 4: Geographical Distribution of Training Providers

Courtesy of ISETT SETA Skills Audit (2005)

From Figure it is clear that most ICT training providers are located in Gauteng (29.05%), KwaZulu-Natal (24.58%), and the Western Cape (17.88%) whilst the rests of the provinces combined account for 25% of the total geographical distribution of ICT training providers.

According to James et al (2006: 9), systems and curricula at universities and universities of technology are often outpaced by rapid changes in technology. Continual ICT training is an ongoing necessity for skills relevance and employability for both for both core ICT workers and end-users.

Private training providers offer short ICT courses to gain initial access to the ICT sector as well as product specific courses that are modified based on the changes in the ICT market. Private training providers keep open the opportunity for almost anyone to enter the ICT-labour market and allow for responsiveness to changing skills needs in the industry.

Race	Number of students	Student %	Population %
African	48261	55.00%	77%
Indian/Asian	12430	14.17%	2%
Coloured	6908	7.87%	9%
White	20147	22.96%	11%
Total	**87746**	**100%**	**99%[2]**

Table 5: Racial Distribution of ICT Trainers   Courtesy of ISETT SETA Skills Audit (2005)

Compared to the overall demographical statistics of the South African population, it is evident that there is a gross under-representation of Africans and Coloureds within the ranks of ICT learning and an over-representation of whites and Indians in the ICT training sector.
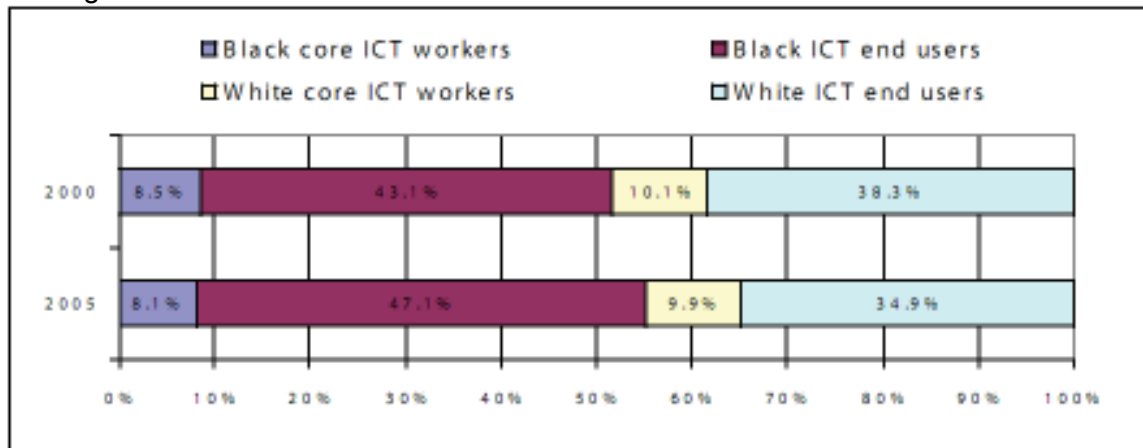
Figure 5: Racial Breakdown of core ICT workers and end-users

According to James et al (2006: 41) the racial demographics of the ICT labour force has changed between 2000 and 2005 with a 4% increase in the number of black ICT end users. In 2000, whites constituted 48.4% and blacks 51.6% of the ICT workforce. In 2005, whites constituted 44.8% and blacks 55.2% of the ICT workforce.

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[2] The rest (1%) of the Race distribution comprises other minority groups.

According to the 2006 annual ITWeb Salary survey, female ICT managers at strategic management positions increased by 4% from 8% in 2005 to 12% in 2006 and 18% of female ICT managers are at operational management. The white ICT workforce has declined from 75% in 2004 to 66% in 2006. At the strategic management level, white ICT managers constitute 81% in 2006 as compared to 83.5% in 2005.The number of Africans in the ICT sector at staff level is 19% with 8% Africans at tactical middle management and 5% Africans at strategic management level.

According to the 2006 ITWeb survey, the number of Indians in the ICT sector increased by 3% from 8% in 2005 to 11% in 2006 with 10% of Indian Managers at strategic level and 8% at operational management level. James et al (2006) however predict that further changes in the racial composition of the ICT workforce can be expected with the new ICT Charter's emphasis on the development of skills in the ICT sector as one of the major catalysts for transformation.

Gender	Number of students	%	South Africa %
Male	43845	49.97%	46%
Female	43901	50.03%	54%
Total	**87746**	**100%**	**100%**

Table 6: Gender Breakdown of ICT learners

Based on the findings of the ISETT SETA Skills Audit (2005: 26), the gender distribution of ICT students in South Africa is almost equal with a difference of 0.06% between male and female. When compared to the South African gender demographics becomes clear that the women are underrepresented in terms of training in the ICT sector.
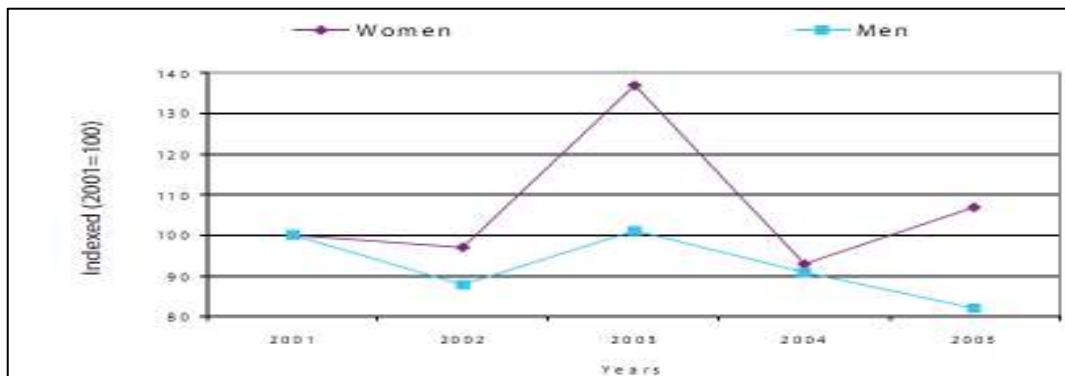
Figure 6: Gender Breakdown of FET Graduates in Technical Computer Courses

Courtesy of James et al (2006: 32)

From the above figure, it is clear that the number of women who passed Technical computer related courses at Further Education and Training Colleges (N4, N5 and N6 courses) has increased from 4 353 in 2001 to 5 824 in 2005 by 7.5% annually. This implies that FET Colleges are producing more female graduates than men compared to private Colleges and universities.

Within universities and universities of technology in the Higher Education and Training band, the graduate output and student enrolment is more skewed towards males as depicted in the figure below.
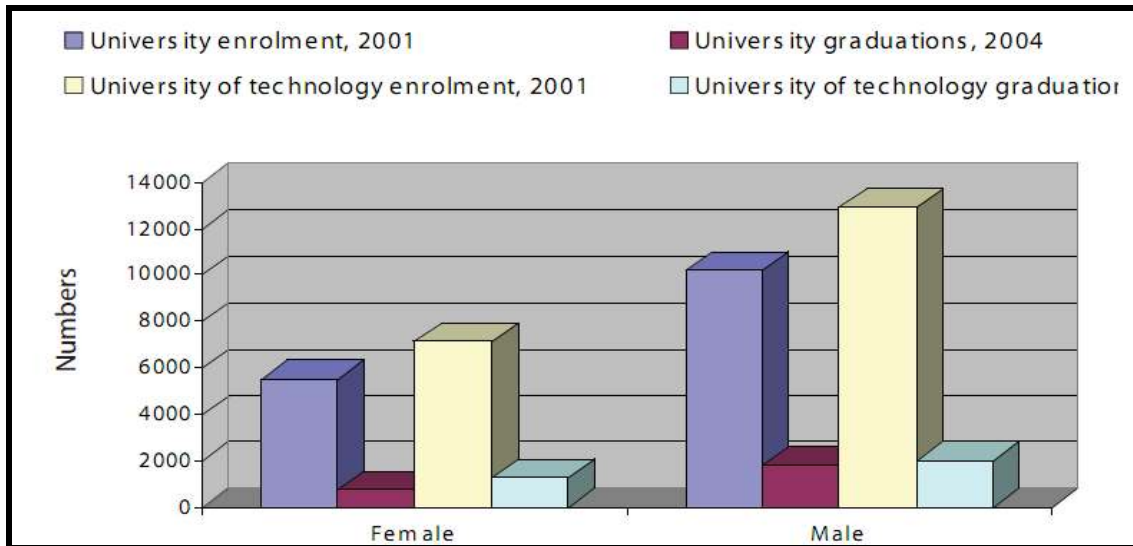
Figure 7: Gender Breakdown of HET Graduates

Graduations four years after enrolment for ICT courses at universities and universities of technology by gender Courtesy of James et al (2006: 35).

Occupation		Men				Women			
		Qualification level							
		HET	FET	GET	Total	HET	FET	GET	Total
ICT manager	N	2829	5116		7944		220		220
	%	35.6	64.4		100		100		100
ICT engineers	N	10539	1764		12303	1605			1605
	%	85.7	14.3		100	100			100
ICT programmers	N	11300	1534		12834				
	%	88.0	12.0		100				
ICT technician	N	27486	37337	1893	66716	1459	2877	2119	6455
	%	41.2	56.0	2.8	100	22.6	44.6	32.8	100
Systems analysts	N	1471	1352		2823	5313			5313
	%	52.1	47.9	0.0	100	100			100
Technical sales	N	1427	16254	736	18417	7550	11926	406	19882
	%	7.7	88.3	4.0	100	38.0	60.0	2.0	100
ICT artisans	N	2864	18773	9721	31357		2410	178	2588
	%	9.1	59.9	31.0	100		93.1	6.9	100

Source:LabourForce Survey No. 12 (Statistics South Africa 2005)

Figure 8: Gender Breakdown per ICT Functional Area and Qualification

According to the Statistics South Africa Labour Force Survey No. 12 (2005), 52.6% of core ICT workers had Further Education and Training (FET) level qualifications, 39.5% had Higher Education and Training (HET) level qualifications whilst 7.9% had General Education and Training (GET) level qualifications in 2005. It is thus clear that the bulk of core ICT workers possess qualifications ranging from N6 to National Diplomas from FET as well as industry qualifications in the form of vendor certification.

Amongst the female core ICT workers, 44.2% had HET level qualifications as opposed to 38.4% of the males. 48.3% of the female core ICT workers had FET level qualifications, whilst 53.6% of the men core ICT workers had FET qualifications. On the other hand, only 8.1% males and 7.5% female core ICT workers had general education and training (GET) qualifications. The figures from the Statistics SA Labour Force Survey No. 12 (2005) indicate that more female ICT workers have university qualifications and that a majority of males hold FET qualifications. This does not tally with the findings from the 2005 ISETT SETA Skills which found that universities are producing more male ICT graduates and that the bulk of female ICT workers are graduates from FET Colleges.

According to James et al (2006: 37), women make up 52% of the adult population of South Africa and 41% of the working population. According to James et al (2006), the influx of women into the labour force, together with the political, social and economic efforts to advance gender equity in the work place is resulting in increasing numbers of women occupying positions of leadership in South Africa. The disproportional under-representation of females generally occurs still occurs in all areas of the South African labour force and becomes even more pronounced as one moves up the ranks of the working population.

James et al (2006: 37) note that there has been a significant increase in the employment of females in the ICT sector since 1994 and that further changes in the racial composition of the ICT workforce can be expected with the new ICT Charter's emphasis on the development of skills in the ICT sector as one of the major catalysts for transformation.

2.3   Conclusion

The objective of this chapter was to conduct a literature review to chart the scope and size of the South African ICT sector. From the above literature review, it is clear that ICT workers are found in every sector of the South African economy.

There are two types of ICT workers in the form of core ICT workers and end-users. The number of black ICT end users has increased and so has the ranks of female ICT managers in management positions. An increase in the number of female managers at operational management levels occurs faster than the increase in female ICT managers at strategic management positions. Alongside an increase in the number of blacks and females in management positions, the number of white core ICT workers is on the decline. This trend is likely to continue with the implementation of the ICT Charter and Broad based Black Economic Empowerment (BBBEE) legislation.

The bulk of core ICT workers possess industry qualifications in the form of vendor certification (A+, N+, MCSD, MCSE) as well as FET College qualifications ranging from N6 to National Diplomas. A minority of core ICT workers hold university qualifications and matric. An overwhelming majority of core ICT workers have studied for their qualifications from privately-owned training institutions.

The following section entails a literature review on the extent of youth unemployment.

Section 2.4: <u>Youth Unemployment</u>

Any coherent discussion on youth skills shortages within the South African economy and in particular a discussion on ICT skills and skills shortages within the local government sector, would not be properly understood in context if the scope and extent well as underlying reasons for youth unemployment are not extrapolated. Thus, any discussion on youth skills availability and scarcity needs to be preceded by an analysis of the status of youth in the South African labour market.

Although the South African economy has grown at an annual rate of 4% annually since 2004, the economy does not create enough employment opportunities to absorb the growing ranks of unemployed citizens. South Africa is thus endowed with a high population growth rate and jobless economic growth. The productive capacity of the South African economy is constrained by the high rate in population growth that far exceeds the ability of the economy to create jobs. The above-mentioned, coupled with high inflationary pressures caused by rising international oil and electricity energy prices has led to a higher cost of living.

South Africa's economic problem is exacerbated by the tendency of key South African economic role-players within the primary, secondary and tertiary industries to undermine the strategic importance of labour inputs in mainstream production processes.
Thus, whenever key employers such as mines and parastatals (such as Transnet & South African Airways) confront adverse market trading conditions, jobs are always first in line to be shed in the name of improving enterprise efficiency and productivity.

Jobless economic growth from a macro-economic perspective is thus also characterized by wholesale shedding of jobs, sector-wide retrenchments and downsizing in the name of improving enterprise productivity and profitability. Many sub-Saharan African countries often deal with employment rigidities in the formal sector labor market by encouraging the growth of a strong informal sector. South Africa however has a relatively small informal sector relative to its African neighbors due to the lack of a spirit of entrepreneurship that was actively discouraged under Apartheid.

It is necessary that a realistic picture of the extent of youth unemployment be more fully explored as youth make up a significant percentage of the unemployed ranks. Further, it is the very ranks of the unemployed who are the ideal targets and recipients of government programmes aimed at skills development. To better understand the ICT skills needs as well as address the skills shortages afflicting local government, an understanding of the root causes and trends in South African unemployment is imperative.

The policy debate as to whether youth unemployment constitutes a welfare issue or not is a closely contested subject-matter. According to the Umsobomvu Youth Fund's study titled 'Young people in South Africa" (2005: 11), South Africa is a "young country" with more than forty percent (40%) of its population aging between 18 – 35 years of age.

The argument in favour of an unemployment grant for youth has gained momentum due to numerous empirical studies such Leibrandt et al (2000) and Nattrass and Seekings (2001) who have established the link between unemployment and poverty in South Africa.

Nattrass (2001: 1) states that households without any members in employment are typically poor and households with unemployed members and no pensioner are the poorest of the poor (Seekings, 2000). According to Banerjee et al (2006), many households still survive the hardships of unemployment due to the state old age pension system.

Some labour market studies have even suggested that over-reliance on the state old age pension system has contributed to unemployment and the unwillingness of South African youth to find work. However, studies by Posel, Fairburn & Lund (2004) and Edmonds, Mammen & Miller (2003) have indicated to the contrary by stating that the state old age pension system facilitates the departure of prime-age women from the households to permit them to migrate in search of work.

Nattrass (2001) further asserts that the typical argument in favour of targeting young unemployed people instead of all unemployed persons, is that most unemployed people are young and are at a labour market disadvantage relative to older unemployed people.

The argument in favour of regarding youth unemployment as a welfare issue is underpinned by a school of thought that asserts that a pattern of labour market disadvantage affects young inexperienced jobseekers as they cannot compete with older more experienced labour market participants and thus ultimately fail to develop the skills and experience necessary to make them productive adults.

According to Nattrass (2001) the above-mentioned school of thought asserts that addressing youth unemployment qualifies as a welfare measure by virtue of the fact that it is targeting a particularly disadvantaged constituency that, in the absence of targeted support, would find itself falling to the bottom of the income distribution and remaining trapped there. The above-mentioned assertion rests on the assumption that older jobseekers necessarily have the kind of experience and skills demanded by employers and are thus in a superior position to younger jobseekers.

However, according to Nattrass (2001: 3), in South Africa where unemployment has been high and rising since the mid-1970's, a substantial proportion of older jobseekers have never been employed "or have been unemployed for so long that the labour market advantage they may have had from previous work experience has long disappeared".

According to an analysis of the unemployed conducted by Banerjee et al (2006:17) based on whether the unemployed have worked before or not, under 60% of the unemployed were found to have never worked before and of those who have worked before, 58.6% were found to have been unemployed for a year or more. The study noted with concern that within the ranks of the unemployed, that young people constituted a majority of those who have never worked before in their lives (2006:17).

According to Nattrass (2001), such long-term unemployed individuals are even less likely to be employed than recent school-leavers as they have spent more time outside of education and training, are less familiar with modern technology than recent school-leavers and potential employers are likely to be wary of unemployed persons who have had no visible legal means of support for long periods of time.

Another argument in favour of regarding youth unemployment as a national welfare issue is the fact that the impact of unemployed youth on society is worse than that of other groups of unemployed people. The above-mentioned argument intends avoiding an entire age cohort being marginalised and excluded from the labour market force. Policy makers worry about effects of sustained youth unemployment making young people hostile to the world of work, more receptive to drugs and crime and a disruptive influence to society in general.

Empirical studies by Banerjee et al (2006) indicate that whilst individual-level transitions to work is dynamic in some parts of the South African labour market, it is generally difficult to search for a job in South Africa as geographical distances between where the unemployed reside and where potential employers are often located makes job searching difficult if not expensive. Empirical studies even indicate that job transitions by urban Africans (who tend to live in outlying township areas) from informal to formal sector jobs are rare due to latent discrimination against the employment of African workers.

Banerjee et al (2006) further assert that the effects of historically low investments in African education still impact current post-Apartheid employment outcomes as factors such as the quality of education, distance from where jobs are located, personal networks that lead to employment etc, are still correlated with race and still impact on the labour market status of African workers.

According to Nattrass (2001), employment is increasingly a function of social networks. Young unemployed persons from different neighbourhoods and social classes will have varied access to jobs. According to Harrison (1976: 135-136), youth unemployment is more likely to be characterized by segmentation with chronically excluded groups of young people (such as urban youth who have become socialised into gang culture and may not even want formal employment).

According to Nattrass (2001), a graduate in electrical engineering is not only likely to earn a better salary but is also less likely to spend more time unemployed than a less educated person his or her own age. Similarly, a young man with gang tattoos and a prison record is less likely to be employed than his more innocent looking counterpart and a young person living in a middle-class neighbourhood is more likely to find work than a person with similar characteristics living in a rougher area.

Young persons who have studied, lived or worked with currently-employed persons are more likely to find work than those whose social circle comprises the long-term unemployed. Potential employers tend to ensure that new employees fit into the firm and do not upset existing employees. Thus, middle class employees are more comfortable with other middle-class employees, resulting in employment workplaces being less likely to opt for a young person from a rougher social back-ground.

This practice of employment through 'word of mouth' by employers results in existing employees influencing new appointments in workplaces. Employment agencies using the same recruitment practices report that they search for suitable candidates for specific jobs by contacting persons already working in such jobs and asking them if they have any friends with similar qualifications/experience.

According to Nattrass (2001), employment agencies state that the above-mentioned type of recruitment method constitutes a very efficient way of targeting potential employees because people who study together or share similar working interests tend to know each other. The above-mentioned serves to reinforce the growing tendency to link employment to social networks.

There are also underlying racial discriminatory undertones implicit in labour market participation trends. Banerjee et al (2006: 13) find that African unemployed workers are less likely to find work than Indians, Coloureds and Whites.

According to Banerjee et al (2006: 13), in 1995, the labor force participation of Africans was only 45.9%, their employment rate was 36.7%, and their unemployment rate was 20.1%. In 2005, the labour force participation rates of African unemployed workers increased by 10% to 55.9% yet unemployment increased by over 50% within the same period. In 2005, on the other hand, the labour participation rates of Coloureds, Indians and Whites increased above 60% with unemployment rates standing at 13.8% for Coloured unemployed workers, 9.3% for Indian unemployed and 3.3% for White unemployed workers. This clearly indicates that African unemployed persons are most unlikely to find employment.

In an effort to coherently address the problem of youth unemployment, various employment delivery solutions such as the concept of youth brigade, a jobs corps or a national youth service have been suggested. However, the concept of a national youth service has not been a success in South Africa. According to Chisholm et al *(*1996: 89), between October 1993 and April 1995, the South African National Youth Service Initiative (NYSI) aimed to use community service as a vehicle for youth education, training, communication and health skills and was established with the ambitious target of reaching 10 000 young people. Two years after the establishment of the programme however, the National Youth Service Initiative (NYSI) had created only four projects accommodating 350 young people.

Commentators such as Nattrass (2001) are of the opinion that the NYSI has failed due to the preference for youth self-help programmes over greater contact with potential employers and the need to designing training and work experience to fit the requirements of a modern South African economy. According to Sifuna (1996:56) youth brigades such as the Kenyan Youth Brigades, although organized along paramilitary lines, tend to over-emphasize occupational and 'character' training rather than addressing real unemployment challenges of the youth.

One of the problems with providing training to young unemployed people as a means of increasing their employability is that it is often uncertain whether it is a lack of skills which condemns so many young people to unemployment such as whether employers have prejudices about young people, (Nattrass, 2001:20).

According to Nattrass (2001:22), there remains a serious concern on the part of employers to expose themselves to the risk of hiring young people when they see the costs of firing them as being onerous. Banerjee et al (2006: 4) conducted a study titled *"Why has Unemployment Risen in the New South Africa"* on behalf of the Harvard University Centre for International Development and the Accelerated Shared Growth Initiative of South Africa (ASGISA).

According to Banerjee et al (2006: 16), the composition of the South African labour force has changed substantially since the end of Apartheid in 1994 as the share of Africans in the labour force has increased considerably as has the share of young people and females.

The above mentioned study indicated that the supply of labour within the South African economy increased after the fall of Apartheid due to an unprecedented influx of African women into the labor market. These new entrants into the labour market tended to be lesser skilled. At about the same time, the demand for labor did not increase and, in the mining and agricultural sectors, the demand for labor fell. The above-mentioned shrinking economic sectors also tended to employ relatively less-skilled labor.

Further contributing to the decline in the demand for unskilled labor, skill-biased technical change occurred in South Africa (as well as the rest of the globe). The shrinking demand for and huge influx of relatively unskilled labor caused unemployment among the less-skilled and/or less-experienced workers to balloon.

According to Banerjee et al (2006), highly-skilled workers have seen their employment share and their real wages increase as industries as the economy as a whole shifts towards more skilled workers. The unemployed are becoming, on average, lesser skilled and the gap is widening between their skill level and the skill level of the employed. This has important policy implications as the unemployed became ever less-skilled, and those employed yet more skilled, policies to transition the unemployed into the labor market face even greater hurdles.

Banerjee at al (2006:4) assert that on average, worker wages were kept from declining "due to a persistent union wage differential suggesting that unions are keeping wages higher for union members than they might otherwise be". According to Banerjee et al (2006), this is good news for employed union members, but it poses additional challenges to addressing the unemployment problem.

According to the Banerjee et al (2006) study, unemployment doubled between 1995 and 2001 from 15.6% to 30.3%. Since then unemployment has declined but is still higher than in 1995 (15.6%).

According to Banerjee et al (2006: 10), whilst unemployment is much higher in both urban and rural areas, labour discouragement (the amount of unemployed people who have given up on finding employment) within the South African workforce is higher within rural areas than urban areas. The more rural the area, the higher is the concentration of discouraged workers.

Banerjee et al (2006) find that since the end of apartheid in 1994, that labour force participation has increased by 6% with labour participation rates and employment being more much higher in urban areas than in rural areas (Banerjee et al, 2006: 10).
In 2005, males were found more likely to participate in the labour market and less likely to be unemployed with female unemployment rates being about 50% higher than those for males (Banerjee et al, 2006:12).

In terms of labor market performance by educational attainment, empirical studies indicate that higher education is correlated with better employment outcomes and greater labor market participation.

The employment rate for individuals with Matric decreased from 54% to 49.7% in 1995 - 2005 whilst their unemployment rates increased from 15.2% to 28.2%. Indeed the study by Banerjee et al (2006) noted that it takes a completed university degree to mostly escape unemployment in South Africa (2006:15).

In terms of labour demand, the structural shift of employment from the primary industries to the tertiary industries accounts for the large decrease in employment of the lowest-skill workers and for the increase in the share of individuals with at least some secondary education. The pool of the unemployed is becoming more unskilled.

According to Banerjee et al (2006), urban citizens are more likely to be employed or in the formal sector, and less likely to be in the informal sector than are rural citizents. The informal sector is overwhelmingly African and female, which likely reflects the proportion of the informal sector made up by domestic workers. The study found that:-

1. 9.6% of unemployed adults between the ages of 16 - 64 years find employment in the formal or informal sector after six months.
2. Discouraged unemployed persons most frequently transition into actively searching for work as the hardships of unemployment endure.
3. Discouraged unemployed workers are twice more likely to transition into the informal than the formal sector.
4. 12% percent of formerly unemployed persons who initially work in the informal sector, transition within six months to the formal sector.

According to Banerjee et al (2006:38), it may be that those formerly unemployed persons who are in the informal sector are able to travel to where the jobs are. It also may be that informal sector workers recognize that the informal sector is sub-optimal, and that for many informal sector workers, "informal employment" implies informal employment plus job search.

Banerjee et al 2006 states that the underlying reasons for high South African youth unemployment are hinged on low outflows because job searching is not very successful, and high inflows because high school drop-outs go directly into unemployment and likely remain there.

It was found that youth between the ages of 16-24 years who are searching for a job are much more likely to transition into discouraged worker status than they are to obtain employment in the formal or informal sector. It was also found that 22% of youth who are classified as being not economically active (NEA), (mostly being students), transition out of the "not economically active" status within six months, the bulk of them becoming unemployed persons (18.5%) whilst only 3% transition into employment.

It was also found that the retention rates of youth in the informal sector is quite low (28%) and suggests that youth who are employed in the informal sector are employed so on a casual basis rather than being permanently attached to the informal sector. It was also found that 8.5% of youth in the informal sector transition into the formal sector.
This indicates that young persons who are employed or self-employed in the informal sector are least likely to find formal sector employment and emphasizes the importance of getting youth into their first job as school-to-work transition is key to unraveling the problems of youth unemployment, especially for African and Coloured youth.

Banerjee et al (2006: 39), notes that job search is more effective for Whites and Indians than it is for Africans and Coloureds. An African unemployed job seeker is more likely to remain unemployed and become discouraged to stop looking for work than any other population group.

The problems associated with job searching costs is also attributable to the fact that a substantial part of the South African population grew up far from the centers of business and industry and reside in townships where there is poor infrastructure for job searching purposes such as lack of access to fax machines, Internet shops etc.

Thus, African unemployed persons from townships in the urban areas or outlying rural areas need to search for jobs far from their homes and this is becomes a major factor leading to job search discouragement. According to Banerjee et al (2006), even in ultra-mobile societies such as the United States, most unemployed persons prefer to stay where they were born even when potential wages are much higher elsewhere.

This factor explains why unemployed persons from the former apartheid homelands namely Transkei, Bophuthatswana, Venda and Ciskei, elect to stay where their family lives and look for a job that they will not find rather than stepping into some distant unknown world in search of a job.

According to Bertrand et al, unemployed persons who have family members on pension and can survive without having to take a job will do so for as long as their elders are willing to support them. This implies that such unemployed persons will tend to put in less effort into job search and "become fussier about jobs that they take".

2.5 Conclusion

The objective of this chapter was to conduct a literature review on youth unemployment and the underlying role of the youth within the South African labour market. From the literature review conducted, it becomes apparent that South African youth constitutes a large segment of the unemployed and that the South African population is growing faster than the capacity of the economy to create enough employment. This has resulted in jobless economic growth.

South African blacks and youth have also not fully embraced entrepreneurship and self employment as an alternative avenue towards economic mobility.

The ability of young South Africans to find employment is determined by social networks, geographical locations and individual social class. There are also racial tendencies that negatively affect the ability of black youth to find work.The majority of female unskilled workers are employed in the domestic work sector. Urban unskilled males are more likely to find employment than females and other males from rural areas. Unemployment is much higher in rural areas than urban areas.

Section C of Chapter 3 entails a literature review of the skills challenges facing the local government sector.

Section 2.6: <u>Skills Development in the Local Government Sector.</u>

According to the Local Government Sector Education and Training Authority (LGSETA) sector skills plan (2005: 5), local government in South Africa is responsible for delivering basic services to communities, investing in and maintaining physical and social infrastructure and promoting economic growth and poverty alleviation.

In order to enable a more clearer dialectical understanding of the underlying conceptual foundations underpinning the study, especially when referring to local government skills development, it is important to understand the link between the concepts capacity building and skills development as these two concepts are sometimes used synonymously, whilst at times skills development is regarded as one of several activities that comprise capacity building.

According to the Municipal Demarcation Board (2003) assessment of municipal capacity, local authorities tend to be better at performing their income generating functions as opposed to the performance of their service delivery and developmental functions. However, as the LGSETA sector skills plan (2005: 5) indicates, the high levels of municipal debt, service delivery protests by communities and illegal connections to water and electrical services suggest poor capacity.

According to the LGSETA sector skills plan (2005:2), in the context of local government, a lack of capacity is often demonstrated through:-

♦ Municipalities lacking financial resources to meet service delivery obligations due to the poverty of their community.
♦ Municipalities having large number of staff vacancies
♦ Employed municipal staff not having the minimum level of competence or attitude necessary to do the job for which they were employed
♦ Absent or poorly developed operational systems and processes.
♦ Employees lacking the tools or hardware to do their jobs.

According to the department of Cooperative Governance and Traditional Affairs (COGTA)'s National Capacity Building Framework for Local Government policy document (COGTA: 2004: 6), capacity building within the context of local government has three dimensions in the form of components which must be in place to achieve functional institutions. This is in the form of:-:

♦ <u>Individual Capacity</u>- The potential and competency found within an individual, reflected as specific technical and generic skills, knowledge, attitudes and behavior accumulated through education, training and workplace experience.

♦ <u>Institutional Capacity</u>- The potential and competency found within organizations including human resources, strategic leadership, organizational purpose, support systems, infrastructure and financial abilities.

♦ <u>Environmental Capacity</u> – The potential and competency outside a municipality's formal structures referring to factors such as taxation base, demographic composition, political, legislative, social capital as well as available natural resources.

Bolger (2000) suggests that capacity development refers to the approaches, strategies and methodologies used by developing countries and/or external stakeholders to improve performance at the individual, organizational, sector or broader system level. Its objective is to enhance, or more effectively utilize skills, abilities and resources; strengthen understanding and relationships and address issues of values, attitudes, motivation and conditions to support sustainable development. Essentially capacity development is about change and transformation.

Several local government empirical studies have specifically identified skills shortages and lack of capacity as key impediments leadfing to service delivery challenges in South Africa. These studies include amongst others, the Wits Entreprise Local Government Skills Audit (2004), SALGA Skills Profiling Report (2006), Dermacation Board Skills Report (2008) and the LGSETA Sector Skills Plan (2005 -2010).

Various empirical and industry studies such as the National Skills Development Strategy III and the Sector Skills Plan (2005 -2010) of the Local Government Sector Education and Training Authority (LGSETA) indicate that there are high vacancy rates of up to 90% in municipalities within Technical functional areas such as Artisans, Plant Operators, Civil Engineers, Information Technology workers, Town Planners and Water Services Process Controllers.

The lack of adequately skilled human capital in municipalities has in certain instances directly or indirectly contributed to poor service delivery by municipalities, leading to community unrest, financial losses for municipalities, the outbreak of diseases as well as the non-payment of services by local communities. Service delivery at local level in South Africa is severely hampered by a lack of sufficient and adequately skilled management capacity in a significant number of municipalities in South Africa.

According to the Cogta Local Government Skills Audit undertaken by the Local Government Leadership Academy (Logola, 2004: 6), the National Capacity Building Framework, states that a municipality has capacity if it has the following criteria:-

1. Strategic leadership to steer the municipality towards achieving its vision
2. Clear organisational purpose and orientation
3. Flexible and robust structures (institutional arrangements, organizational division of responsibilities, hierarchies and spans of control, decision-making arrangements, reporting channels, distribution of workloads)
4. Efficient and effective systems (models, frameworks, processes, practices, procedures, rules and regulations)
5. Sufficient resources (infrastructure, equipment, realisable assets, portfolio of land and property, opportunities to mobilise assistance through partner networks, solid inter-governmental relations and readily available capital and operating funds)
6. Skills, knowledge, attitude (skills and capability to achieve developmental local government)
7. Can positively engage with its environment forming and mobilising inter alia community participation and effective partnerships.

Capacity development as a concept has been preceded by a number of other developmental processes and notions.
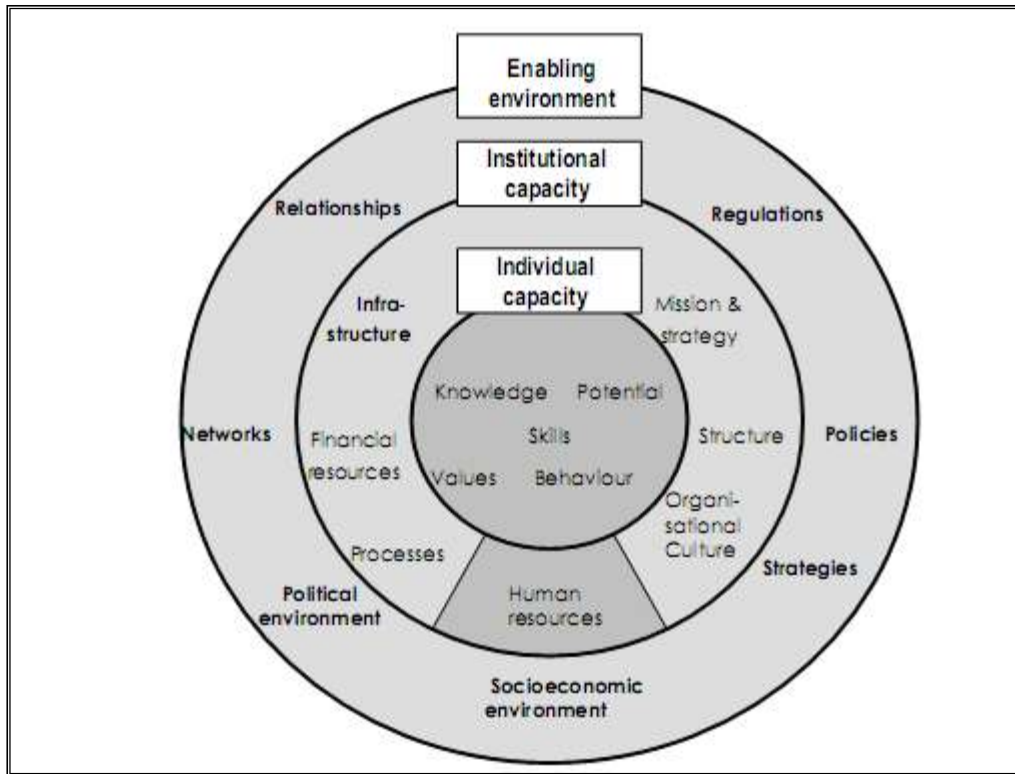
Figure 9: Dimensions of Capacity

Courtesy of Water Research Commission (2007: 3)

In the earlier 1950's to 1960's, capacity development was initially referred to as institution building where the objective was to equip developing countries with the basic inventory of public sector institutions required to manage programmes or public investments.

Later in the 1960's to the 1970's capacity development was referred to as institutional strengthening in order to improve the performance of institutions. In the early 1970's and 1980's human resources development then dominated the notion of capacity development with an emphasis on people and the importance of education, health and the population. In the 1980's and 1990's the focus switched to new institutionalism emphasizing the sector level in the form of collaborations, networks and the external environment with the aim of shaping national and economic behaviour.

According to Lusthaus et al (1999), capacity development is the latest concept that has become the way to attain development. At sector level, capacity development take into account the coherence of sector policies, strategies and programming frameworks as well as the effective co-ordination of these policies and frameworks within and across the development sectors.

According to Lavergne and Saxby (2001), the principles governing capacity development must include co-operation, local participation, ownership and control, an understanding of local conditions and a coaching and supportive role by those providing technical assistance utilizing an iterative, flexible, systematic and long-term approach.

There are different approaches towards capacity development. According to Hilderbrand and Griddle (1996), the organizational approach refers to improving the ability of the public sector, singly or in cooperation with others to perform their tasks.

According to Cohen (1994), the institutional approach on the other hand builds the capacity to create, change, enforce and learn from the processes and rules that govern society. Beer (1986) states that the systems approach is multidimensional, holistic and takes into consideration the fact that organizations are related to each other. In the systems approach, capacity development should strengthen on what exists rather than build new systems. Systems extend beyond the individual and organizational levels to systems of organizations, their interrelationships and the rules that guide them.

Fowler (1997)'s participatory approach emphasizes the importance of the development process and sees development as people-centred and non-hierarchical. Development must be empowering and involve those it affects as partners who have a high degree of the ownership of the process.

The need for concerted organisational capacity building and skills development have always been amongst some of the key legislated cornerstones maintaining the tenets of transformative local government. Several statutes and government policy documents affecting local government such as the Constitution of the Republic of South Africa (RSA), the Reconstruction and Development (RDP) White Paper, the White Paper on Local Government, the Municipal Systems Act, the Municipal Finance Management Act, Skills Development Act of 1998 and the Public Services Act have all placed emphasis on the development of communities as part of the participative local governance process.

For participative local governance to be attained however, municipalities need to have the optimal capacity and be staffed by the necessary skilled human capital to be able to deliver services efficiently to communities as responsible local government.

The Reconstruction and Development White Paper further emphasizes that in the process of meeting basic community needs through service delivery, that education and training shall be available to all. The ethos of community lifelong learning as encapsulated in the RDP White Paper includes not only formal education and training that takes place in secondary and tertiary education but in all areas of society such as in homes, workplaces, public works programmes, youth development programmes and in rural areas.

Skills development and organisational capacity building have indeed been some of the main preserves of several noteworthy local government initiatives such as the Siyenza Manje Programme of the Development Bank of Southern Africa (DBSA), Core Councillor Training Programme (CCTP) of SALGA, Expanded Public Works Programme (EPWP) of the Department of Public Works (DPW) and Project Consolidate of Cogta amongst others.

The DBSA/ Wits Enterprise Feasibility study (2004) noted skills and management deficiencies of local government Councilors as a key cause to capacity challenges and recommended targeted training for Councilors in the functional areas of finance, administration, local government legislation, integrated development planning, local economic development and management development.

The Local Government Municipal Demarcation Board Capacity study (2008) found that the scarcity of relevant skills and experience has led to municipal vacancy rates as high as 40% in local municipalities.

The study also found that 46% of Municipal Managers were employed for a duration of less than 1 year (during the same period) and that the national average of Municipal Managers employed in temporary acting capacities was as high as 11% with approximately 28% of Municipal Managers having less than 5 years of management experience in local government. The study found that 23% of the Municipal Chief Financial Officers (CFO's) do not have tertiary qualifications and only possess Grade 12 certificate qualifications. The study also found that 64% of municipal Technical Services Directors have less than 4 years working experience with a significant number of Technical Directors not being professionally registered as engineers with the Engineering Council of South Africa (ECSA) in line with the Engineering Professions Act 46 of 2000.

The South African Local Government Association (SALGA) Skills Profiling Survey (2006:1) found that only 4% of Councillors have a university degree, 16% a diploma and that 30% of municipal Councillors have a certificate qualification. The survey also found that at least 50% of municipal Councillors have only grade 12 qualifications or below.

The SALGA study also found that 67% of municipal Councillors are in office for the first term, with 25% of Councillors in office for the second term and that only 8% of municipal Councillors are in office for a third term or longer. This indicated that there is a capacity disjuncture in terms of experience and educational levels of Councillors and that this is caused by loss of institutional management skills due to the labour turnover of Councillors as a result of re-elections and redeployments of Councillors amongst others. This implies that after every 5 yearly election of local government Councillors, the new cadre of Councillors need to be trained and developed for local government leadership and management.

2.7 <u>Scope of the SA Local Government Sector</u>

According to Reddy (2005: 1), the Republic of South Africa has a population of 43 426 386 citizens. It is a unitary state with nine provinces and 284 municipalities. According to Reddy (2005), local government has been constitutionalized in chapter 7 of the Constitution of the Republic of South Africa Act 108 of 1996. The constitutional basis of local government is further supported by chapters 3 and 13 which facilitate cooperative governance and financial matters respectively. There are three distinct categories of municipalities, metropolitan, district and local councils.

According to the LGSETA Sector Skills Plan (2005: 12), the South African local government sector provides for around 5% of formal sector employment in the country and employs approximately 200 000 people with approximately 2% employees with physical disabilities. According to the Commonwealth Local Government Forum (CLGF), local government contributes about 7.5 per cent to the Gross Domestic Product (GDP) of South Africa (2004:140).

Almost 44% of employees in the local government sector are in the elementary occupations, 36% in semi-skilled and 15% in highly-skilled occupations.

In the local government sector, 41% of jobs are held in elementary occupations by Africans, with a further 22% in semi-skilled and 6% in highly-skilled occupations.
Males account for almost 75% of all jobs in municipalities. Nearly 36% of all male jobs are in elementary occupations, 26% are in semi-skilled occupations, and 9% in highly-skilled occupations. For females, the respective proportions are 8%, 10%, and 5%.

According to the LGSETA sector skills plan (2005: 15), the percentage distribution of local government workers by occupational categories and province is as follows:-

Province	% Leadership & Governance	% Highly Skilled	% Semi Skilled	% in Elementary Occupations
Eastern Cape	6	25	26	43
Free State	3	12	35	11
Gauteng	5	11	22	62
KwaZulu Natal	5	9	46	40
Limpopo	8	12	34	46
Mpumalanga	15	10	35	40
Northern Cape	6	19	47	29
North West	9	10	44	38
Western Cape		26	46	29

Table 7: Percentage Geographical Distribution of Local Government Employees

According to the LGSETA sector skills plan (2005: 15), the distribution of municipal jobs by occupation and gender is as per table below:-

Occupation	Male (%)	Female (%)	Total (%)
Elementary	36	8	44
Semi-Skilled	22	10	32
Highly-Skilled	9	5	14
Other	8	2	10
Total	75	25	100

Table 8: Percentage Gender & Geographical Breakdown of Local Government Employees

Overall, approximately 2% of those employed in the sector are people with disabilities (LGSETA, 2002) According to the LGSETA Sector Skills plan (2005: 16), over 50% of people with disabilities are employed in elementary occupations and are beneficiaries of training and skills development opportunities.

Although a study by the Medical Research Council and Buffalo City Municipality has indicated that 10,3% of municipal employees were HIV positive, that temporary employees had higher incidence of HIV infection than permanent employees and that the HIV/AIDS epidemic in the Buffalo City municipality workplace is estimated to cost the municipality a 0.9% of the wage bill through absenteeism, lost productivity and medical costs, a similar trend at sector level has not been established.

Although significant labour turnover at local government sector level is caused by ill-health and mortality rates however the link between high mortality and HIV/ AIDS remains pure conjecture (LGSETA, 2005:16).

A significant factor leading to poor institutional capacity within the sector is caused by retrenchments of older skilled staff and the considerable outflow of skills from the sector because of resignations particularly in the managerial and skilled technical occupations.
In addition to the escalating needs for training due to staff replacement, the HIV/AIDS pandemic affecting communities places an institutional strain on the sector given its service delivery focus, with greater demands being placed on health care systems, appropriate housing, water service delivery and increasing demand for child care (LGSETA, 2005: 16) .

The causes of labour turnover in the local government sector are depicted as per table below:-

Reason for Leaving	% of Total
Resignation	29.4
Dismissal	8.7
Retirement	15.8
Medical Grounds	4.4
Retrenchment	0.2
Mortality	23.8
Other	17.7

Table 9: Causes of Labour Turnover of Local Government Employees

Reddy (2005: 41), states that whilst considerable progress has been made in transforming the local government system, there are however serious socio– economic challenges that has to be addressed such as poverty alleviation, unemployment, capacity development and most importantly financial viability of the new local government system.

The key documents and legislation regulating skills development in the local government sector are the:-

2.7.1   Constitution of the Republic of South Africa

Section 152 (1) of the Constitution states that the objectives of local government are to:-

1. Provide democratic and accountable government for local communities;
2. Ensure the provision of services to communities in a sustainable manner;
3. Promote social and economic development;
4. Promote a safe and healthy environment; and
5. Encourage the involvement of communities and community organizations in matters of local government.

According to the Constitution, a fully capacitated municipality is one that is able to fully subscribe to the above-mentioned Constitutional obligations.

2.7.2   South African Qualifications Authority (SAQA) Act 58 of 1995

The SAQA Act of 1995 provides for the establishment of a National Qualifications Framework (NQF), oversees learning curriculum generation processes and the registration of national qualifications on the NQF through the establishment of national standards and standards generating bodies (SGB's).

The South African Qualifications Authority (SAQA) is responsible for overseeing the quality assurance of education and training within the country through the accreditation of Education & Training Quality Assurance (ETQA) bodies.

2.7.3   White Paper on Local Government (1998)

The White Paper recognizes the importance of skills development in ensuring that municipalities acquire the necessary capacity to deliver basic services to communities.

According to the Cogta Local Government Skills Audit (2005: 12), the White Paper on Local Government states that municipalities need to develop at least three sets of capacities in order to play an effective developmental role and to improve performance with respect to service delivery in the form of:-

- Strategic capacity to assess, plan and develop innovative programmes to meet local needs and to make a significant contribution to social and economic development.
- Integrated capacity to co-ordinate and integrate outputs from inside and outside the administration to ensure developmental outcomes.
- A community orientation to inform user-friendly, relevant and quality services to local communities.

2.7.4   Skills Development Act 97 of 1998 and Skills Development Levies Act of 1999.

Both the Skills Development Act of 1998 and the Skills Development Levies Act of 1999 were enacted by the South African government to increase the responsiveness of the education and training system to workplace skills needs and to increase the amount and quality of training taking place in the workplace. Increasing workplace training requires a growing commitment to and investment in training by employers in particular.

In order to support increases in both the quality and amount of workplace –related training taking place within the country, the above-mentioned skills development legislation introduce and enabling environment consisting of:-
- New workplace skills planning techniques.
- New occupationally and workplace -directed learning programmes called learnerships and skills programmes.
- Sector training co-ordination entities called Sector Education and Training Authorities (SETA)'s
- A compulsory skills-levy grant scheme that aims to encourage employers to increase investment in the training and skills development of their workforce.

The Skills Development Act of 1998 aims to improve delivery of social services by providing employees with skills necessary to deliver social services effectively. Its purpose is to develop skills for the workplace and promote employment prospects for all citizens.

2.7.5 The Municipal Systems Act 32 of 2000

According to Ramphele (2000: 7) the Municipal Systems Act of 2000 and various associated policies and guidelines were introduced to guide municipalities in establishing systems, procedures and structures.

The Municipal Systems Act requires that a municipality must develop its human resource capacity to a level that enables it to perform its functions and exercise its powers in an economical, effective, efficient and acceptable way. For this purpose, it must comply with the Skills Development Act and the Skills Development Levies Act.

The Municipal Systems Act also spells out the capacity required to ensure that the municipality can meet its constitutional obligations and it also stipulates that a person appointed as a municipal manager must have the appropriate skills and expertise necessary to perform duties associated with this position.

2.7.6 Municipal Structures Act No 117 of 1998

The Municipal Structures Act defines municipal capacity as the administrative and financial management capacity and infrastructure that enables a municipality to collect revenue and to govern on its own initiative the local government affairs of its community.

The Municipal Structures Act of 1998 divides municipalities into three categories namely Category A municipalities in the form of metropolitan; Category B municipalities in the form of local municipalities and Category C municipalities in the form of district municipalities to oversee and support groups of local municipalities. There are currently 6 Metropolitan, 231 Local and 46 District municipalities (LGTAS, 2009: 8).

2.7.7 National Skills Development Strategies NSDS I, NSDS II and NSDS III

In response to the looming human capital challenges facing the country, the South African Minister of Labour launched the initial National Skills Development Strategy (NSDS I, 2001- 2005) in February 2001, three years after the enactment of the Skills Development Act of 1998.

The second tier of the National Skills Development Strategy (NSDS II, 2005- 2010), which was launched in 2005, forms part of the essential components of the broader Human Resource Development Strategy (HRDS) of South Africa. In 2009, the national skills development landscape underwent a major overhaul with the transfer of skills development from the Minister of Labour to the Minster of Higher Education.

A. The key objectives of the NSDS I (2001- 2005) were:-

1. To develop a culture of high quality life-long learning
2. To foster skills in the formal economy for productivity and employment growth
3. To stimulate and support skills development in small businesses
4. To promote skills development for employability and sustainable livelihoods through social development initiatives
5. To assist new entrants into employment.

B. <u>The key objectives of the NSDS II (2005- 2010) were:-</u>

1. To prioritize and communicate critical skills for sustainable growth, development and equity
2. To promote and accelerate quality training for all in the workplace
3. To promote employability and sustainable livelihoods through skills development
4. To assist designated groups, including new entrants, to participate in accredited work integrated learning and work-based programmes to acquire critical skills to enter the labour market and self-employment
5. To promote the quality and relevance of training provision

The larger objectives of the National Skills Development Strategy II *was to* equip South Africans with the skills to succeed in the global market and to offer opportunities to individuals and communities for self-advancement to enable them to play a productive role in society.

C. <u>The current key objectives of the NSDS III (2011- 2015) are:-</u>

1. To attain an impact on equity impact through the eradication of inequalities caused by class, racial, gender, HIV/ AIDS, disability and age.
2. To attain ethical skills development through compliance with Codes of Ethics.
3. To strengthen the skills and human resource base through targetting the employed and unemployed through skills programmes
4. To meet the critical needs for economic growth and social development through pivotal professional, vocational, technical and academic learning' programmes.
5. To attain decent work through learning programmes via Recognition of Prior Learning (RPL), information, career guidance access and progression.
6. To engender innovation through programmes that build the academic profession.

According to the Department of Higher Education and Training (DHET) NSDS III Strategic Framework (2010:6) the single greatest contributors to poverty are unemployment and low paid work.

According to the NSDS III, the new development and growth path for South Africa requires the participation of all economically active South Africans in productive activity to achieve faster growth, higher employment and reduced levels of poverty to assist not only the formal private sector growth but also labour-intensive industries, infrastructure investment, public service delivery and rural development.

2.7.8   <u>LGSETA Sector Skills Plan 2003-2005 and 2005 -2010</u>

The Local Government Sector Education and Training Authority (LGSETA) was established in terms of the Skills Development Act (1998). In terms of the provisions of the Act, the SETA was recertified by the Minister of Labour in March 2005, with a reduced scope of coverage, as the Local Government SETA.

The responsibility for water services training and development was transferred by the Department of Labour to the Energy SETA with effect from 1 April 2005 involving 20 000 water employees, approximately 185 employers and approximately R 11 million in skills levies.

The standard industrial classification codes for the local government sector are depicted as per table below:-

SIC Code	Main Activity
50493	Any utility or agency, wholly or partially owned by a municipality providing local government services under contractors or a municipality
91201	All functions, services and facilities provided by a metropolitan council as determined by 84 (1): (2) and (3) of Act 117 of 1998 – Local Government Municipal Structure Act of 1998
91202	Category B Municipalities: all functions, services and facilities provided by local council as determined by 84 (1), (2) and (3) of Act 117 of 1998 - Local Government Municipal Structure Act of 1998
91203	Category C municipalities: all functions, services and facilities provided by a district council and district area management as per Act 117 as determined by 54 (1), (2) and (3) of Act 117 of 1998 Local government Municipal Structure Act 1998
91204	Organised local government: an statutory or regulatory body assigned the function as per constitution of RSA, to deal with matters at an executive level within local government

Table 10: Standard Industrial Classification (SIC) Codes of Local Government

The key stakeholder bodies within the LGSETA are:-

♦ Department of Cooperative Governance and Traditional Affairs
♦ Provincial Departments of Housing, Local Government and Traditional Leaders
♦ SA Local Government Association (SALGA)
♦ Provincial structures of SALGA (represented at provincial level)
♦ South African Municipal Workers Union (SAMWU)
♦ Independent Municipal and Allied Trade Unions (IMATU)

On a five yearly basis and in line with the National Skills Development Strategy, the LGSETA is tasked by the Skills Development Act of 1998 to conduct a sector wide audit of the demand and supply of skills within the local government sector, conceptualise and consolidate a strategic plan in the form of the sector skills plan.

2.7.9   National Capacity Building Framework for Local Government (2004)

According to the Cogta Local Government Skills Audit (2005: 5) the National Capacity Building Strategy Framework (NCBF) was launched by Cogta in 2004 and formed the lynchpin of government's revised policy to build capacity at local government level.
The aim of the resultant NCBF is to establish a structure and guidelines to direct all capacity building for municipalities so that they may meet their obligations for rendering their powers and functions and for developmental local government.

Capacity building is described in the National Capacity Building Framework as all the interventions required to address the gap between the capacity dimensions of a municipality and the capacity it requires to efficiently, effectively and sustainably achieve its objectives.

2.7.10 <u>Local Government Turnaround Strategy (LGTAS)</u>

In 2009, the department of Cogta unveiled its Local Government Turnaround Strategy (LGTAS) to transform local government.

Through the LGTAS, Cogta has identified the following factors as developmental risks undermining the optimal efficiency and service delivery capacity of local government namely:-

i. Systemic factors linked to the current model of local government;
ii. Policy and legislative factors;
iii. Political factors;
iv. Weaknesses in the accountability systems;
v. Capacity and skills constraints;
vi. Weak intergovernmental support and oversight; and
vii. Issues associated with the inter-governmental fiscal system.

The LGTAS is an off-shoot of the old Cogta 5 Year Local Government Strategic Agenda (1999 – 2009) which had at its core, five key performance areas for local government in the form of:-

a) Service delivery
b) Financial viability
c) Local economic development
d) Institutional transformation
e) Good governance

Empirical studies such as the Water Research Commission's (2007: 4) Capacity Needs for the Water Services Sector study have identified the following as the core critical causes of local government skills challenges:-

2.8 Shortages of Engineering Professionals.

According to the Water Research Commission (2007: 4), there is a general shortage of engineers in South Africa. Therefore, water services institutions struggle to compete with the private sector for the limited number of experienced engineers because of poor conditions of service in municipalities.

The low number of trained Water Process Controllers to conduct operational maintenance of water treatment plants in South Africa and qualified graduates who are qualified Water Chemists to manage water treatment plants as Plant Operators is also a contributing factor.

1. Technical Skills
There is a limited focus on promoting operational level technical training for the lower echelons of municipal staff whilst neglecting strategic technical levels skills.

2. Health and Hygiene Practitioners

There is a shortage of health and hygiene practitioners in rural municipalities where there is the greatest need for health and hygiene education in order to ensure that the provision of water and sanitation services leads to improved health for beneficiary communities.

3. Financial Skills

There is a general shortage of financial skills in most municipalities, which has been exacerbated by the implementation of the Municipal Finance Management Act 56 of 2003.

4. Strategic Management and Leadership

Despite availability of training providers and programmes in strategic management and leadership, several studies reviewed have cited a lack of strategic management and leadership in municipalities as a capacity gap. This perceived gap may be due to the generic nature of the training provided which is not appropriate for the developmental local government environment under which municipalities operate.

5. Developmental local government skills

The additional role of local government as an agent of local economic development and poverty eradication requires municipal employees with skills in community development and entrepreneurship.

6. Lack of skills and knowledge necessary to turn policy into practice

Changes in local government legislation has resulted in the devolution of regulatory functions to water services authorities and this necessitates the acquisition of a new set of skills by technical and management staff of the municipalities. The stipulation of the national skills development policy that 80% of the skills fund should be spent on people under the age of 35 years and unemployed youth marginalizes the older and more experienced staff members who could benefit more from the training.

2.9 Sectorwide Municipal Challenges

On an institutional and sector wide basis, municipalities are affected by the following factors in general:-
1. Labour Turnover of Councillors due to elections.
2. Political interference by Councillors in operational management of municipalities.
3. Politically-motivated staff appointments and resultant deployments of unskilled municipal officials.
4. Gross under spending and poor accountability on the utilization of municipal grant funding.
5. Strong unionization, poor labour productivity and poor service delivery track records.
6. Poor capacity to deliver services and collect rates.
7. Illegal service connections and unwillingness to pay rates by ratepayers.
8. Fraud and financial malpractices in public tendering processes.

2.10   Conclusion

The objective behind this chapter was to discuss the skills challenges facing the local government sector. From the literature review conducted, it is clear that due to the shortages of skills, municipalities do not have the institutional and individual capacities to deliver services.

From the literature review conducted, it is clear that municipalities lack financial resources to meet service delivery obligations, there are large staff vacancies, poor individual competence and poor operational systems and processes.

There is a high volume of labour turnover of municipal officials due to resignations, dismissals, retirement, medical retrenchments and mortality. When skilled municipal officials leave the workplace, they take their knowledge, skills and experiences with them away from the institutional memory reservoir of the local government workplace.

The appointment of under qualified officials, high unionization of municipal workplaces, non-permanent nature of management appointments and the need to frequently retrain newly elected Councillors has led to poor labour productivity, internal dysfunctionality and the inability of municipalities to meet their service delivery obligations to their own communities.

Chapter 4 entails a discussion on the research methodology utilized in the study.

Chapter 3: Case Study Overview

In order to shed a thorough understanding of the DBSA/ SALGA ICT Internship Programme, this chapter entails a document review of the programme in order to chart the background to the case study.

Information on the multiple case study is based on a document review of the Business Plan and Final Report historical documents of the programme. The necessity to conduct a document review is consistent with the researcher's approach to the study from an Education Training and Development practitioner's perspective. Merriam (1989:104) states that historical documents are "*ready-made sources of data*" that is easily accessible to the researcher.

In an effort to more concisely evaluate the highlights and achievements of the DBSA/ SALGA ICT Internship Programme, a document review of the programme, based on the 2004 Final Report was conducted by the researcher. The Business Plan (2004) document yielded vital programme information such as stakeholder roles, programme management structure and roles, learner recruitment and selection criteria applied, training curriculum content, learner training and work-placement schedules as well as planning and budgetary allocations.

The Final Report (2004) details a narrative of the overall progress and activities attained during the rollout of the programme since inception and closure and contain an account on total learner deployment and transfers, a report on learner retentions and programme exit outcomes.

The strategic objectives of the DBSA/ SALGA ICT Internship Programme was to train and equip young South Africans with ICT skills; give youth learners workplace experience; create employment opportunities for youth and economic development for the local municipalities; promote the development of ICT skills and resources in municipalities within South Africa; capacitate municipal officials as well as assist the local municipalities to have access to ICT skills.

As part of the programme, forty (40) learners from Further Education and Training (FET) Colleges (formerly Technical Colleges) were recruited from various impoverished district municipalities to undertake ICT training with the SIEMENS Training Institute based on the training curriculum of the *National Certificate in Telecommunication Technology NQF Level 4 qualification*. Out of the forty (40) ICT learners that joined the DBSA/ SALGA ICT Internship Programme, only thirty six (36) completed their workplace experiential learning as three (3) resignations and one (1) dismissal (due to abscondment) of ICT learners took place.

As part of the programme, fifteen (15) local authorities participated in the DBSA /SALGA ICT Internship Programme. Municipalities that participated in the DBSA/ SALGA ICT Internship Programme are the:-

1. Ethekwini Metropolitan Municipality
2. Nelson Mandela Bay Metro Municipality
3. Tshwane Metro Municipality
4. Bufallo City Local Municipality
5. Mhlontlo Local Municipality

6. Nquthu Local Municipality
7. Ugu District Municipality
8. Greater Sekhukhune District Municipality
9. Fetakgomo Local Municipality
10. Maluti-a- Phofung Local Municipality
11. Mbhashe Local Municipality
12. Makhuduthamaga Local Municipality
13. Groblersdal Local Municipality
14. Marble Hall Local Municipality
15. Kwadukuza Local Municipality.

The ICT Internship Programme was fully funded by the Development Bank of Southern Africa (DBSA) Development Fund and supported by other stakeholder in the form of the South African Local Government Association (SALGA), South African Communications Forum (SACF), SIEMENS Training Institute and the Department of Provincial and Local Government (DPLG), now-called Cooperative Governance and Traditional Affairs (COGTA).

The overall purpose of the DBSA/ SALGA ICT Internship Programme was:-
1. To promote the development of ICT (information, communication and technology) skills and resources in the rural municipalities within South Africa.
2. To train and capacitate local youth in ICT skills and give youth opportunities to be placed within their respective municipalities.
3. To create employment opportunities for youth and economic development for the local municipalities.
4. To assist the local municipalities to have access to ICT skills at their doorstep and thereby support their own local economic developmental (LED) programmes.
5. To train municipal officials to be Mentors/ Assessors so that they can participate in any training and development programmes.
6. Encourage training and development to benefit local communities

The strategic outcomes of the programme were aimed at attaining:-
1. The creation of employment opportunities within local municipalities
2. Practical testing of ICT curriculum and unit standards
3. Attaining Service Delivery Improvement
4. Development of local skills
5. Capacity to Mentor by Municipal Officials in local/ district municipalities
6. The effective utilisation of Information Technology by district/ local municipalities.
7. The development of local youth through ICT sector training.
8. The adequate staffing of municipal IT departments within ISRDP local/ district municipalities.

The strategic oversight and tactical direction of the programme was charted by a multi-disciplinary task team from the programme stakeholders namely the Development Bank of Southern Africa (DBSA), South African Local Government Association (SALGA), South African Communications Forum (SACF), SIEMENS Training Institute and the Department of Provincial and Local Government (DPLG) who together constituted the Steering Committee of the programme.

The operational aspects of the programme and resolutions of the Steering Committee were implemented by a Programme Co-ordinator and Programme Manager under the oversight of the multi-stakeholder Steering Committee which deliberated on a monthly basis. The Steering Committee of the programme directed and monitored the operational and strategic activities of the programme on a monthly basis and appointed a Programme Co-ordinator and Programme Manager to operationally implement all decisions of the Steering Committee submit progress reports and executing all decisions mandated by the Steering Committee.

The DBSA/ SALGA ICT Internship Programme consisted of stakeholders from the following institutions:-
1. SALGA (South African Local Government Association)
2. DPLG (Department of Provincial and Local Government)
3. DBSA (Development Bank of South Africa) Development Fund
4. SACF (South African Communication Forum)
5. Siemens Training Institute Ltd.

3.1 Background Information about the Programme Stakeholders.

1. South African Local Government Association (SALGA)

The South African Local Government Association (SALGA) is the representative local government organization mandated by the South African Constitution to assist in the wholesale transformation of local government in South Africa through developmental service delivery. Its membership is constituted by all the local municipalities and its executive functions are led by elected Councilors from the various constituent local authorities across the country.

SALGA plays a crucial role in a variety of areas related to local government transformation and acts as a national representative of the local government sector and its employees.

The role of SALGA is to:-

1. Represent, promote and protect the interests of local government.
2. Transform local government to enable it to fulfill its developmental role.
3. Enhance the role of provincial local government associations as provincial representatives and consultative bodies on local government.
4. Raise the profile of local government.
5. Be recognized by national and provincial governments to be the national representative of local government and consultative body in respect of all matters concerning local government.
6. Ensure full participation of women in local government.
7. Act as the national employers' organization for the municipalities and provincial local government associations.
8. Regulate the relationship between local authorities, Councillors and unions within the confines of the Labour Relations Act No. 66 of 1995.
9. Provide legal assistance to its member in its discretion in connection with matters, which affect employee relations.

SALGA played an executive and facilitation role of the entire programme and provided political support (SALGA, 2004: 8) and interface with municipalities and provinces.

2. The Department of Provincial and Local Government (DPLG)- now called the Department of Cooperative Governance and Traditional Affairs (COGTA)

COGTA is a national government department whose function is to develop national policies and legislation with regard to provinces and local government, to support provinces and local authorities in fulfilling their constitutional and legal obligations as well as to monitor legislative implementation with regards to inter-governmental relations, municipal property rates, the roles of traditional authorities, local government disaster management and municipal demarcations.

 COGTA's vision is to support a capable and integrated system of government working together to achieve sustainable development and enhanced service delivery in a developmental state.

COGTA's overall mission is to provide professional and technical support to the South African government by:-

3   Creating enabling mechanisms for communities to participate in governance.
4   Developing appropriate policies and legislation to promote integration in government's development programmes and service delivery;
5   Providing strategic interventions, support and partnerships to facilitate policy implementation in the various provinces and local authorities

DPLG will offer Government support and give guidance especially with the ISRDP nodes and will play a funding role

3. Development Bank of Southern Africa (DBSA) Development Fund

The Development Bank of Southern Africa is a parastatal development bank that is wholly-owned by the South African government and reports to the National Treasury.
Its primary purpose is to promote economic development, growth, human resources development and institutional capacity building through mobilising financial and other resources from national, international, private and public sectors for sustainable developmental projects and programmes.

The Development Bank of Southern Africa (DBSA)'s purpose is to accelerate sustainable socio-economic development by funding physical, social and economic infrastructure with the goal of improving the quality of life of the people in South Africa and within the Southern African region. The Bank plays a multiple role of Financier, Advisor, Partner, Implementer and Integrator to mobilize finance and expertise for development projects.

The DBSA Development Fund is a non-profit subsidiary of the Development Bank of Southern Africa (DBSA).The DBSA Development Fund was incorporated in 2001 to address sustainable capacity building at municipal level and to support municipalities in enhancing service delivery and local economic development.

The DBSA Development Fund's vision is to become a leading catalyst in municipal capacity building to maximize the impact of development finance in South Africa by:-

1. Capacitating municipalities and communities for effective service delivery and economic development to improve the quality of life of the people of South Africa.
2. Delivering capacity building funding through grants
3. Mobilizing and deploying technical and financial expertise for infrastructure project implementation
4. Facilitating development through technical support and knowledge sharing.

The DBSA Development Fund advanced funding totalling one million rands (R1 000 000.00) to the DBSA/ SALGA ICT Internship Programme as the main funding partner, gave strategic direction and also played a monitoring and evaluation role to ensure that the objectives of the programme are met.

4. <u>South African Communications Forum (SACF)</u>

The SACF is a non-profit, non-governmental industry association which was formed in 2001 as a successor of the African Telecommunications Forum (ATF) established in 1993. The SACF is a membership organisation and a representative forum of all the stakeholders in the South African ICT sector, representing stakeholders in the Telecommunication, Information Technology, Electronics and Broadcasting Industries.

The SACF aims to be a leader in promoting the growth and development of ICT and Broadcast industries, to reduce socio-economic inequalities, broaden participation and enhance the prosperity of all South Africans by advocating for universal access to ICT throughout the South African society to enable a knowledge economy.

<u>The SACF aims to attain its objectives through:-</u>

1. Creating a representative forum for role players in the ICT industry
2. Influencing policymakers and regulators to create a more conducive environment for developing ICT in SA
3. Consolidating and increase membership of the SACF
4. Mobilizing resources to further the mission of the SACF
5. Defining the skills requirements and promoting skills development amongst stakeholders in the ICT industry
6. Advancing Black Economic Empowerment (BEE) in the ICT sector by facilitating dialogue between government and industry and advising the ICT Charter Council
7. Encouraging and supporting enterprise development and SMME participation in the industry
8. Promoting investment in the industry by stimulating new business development.

Within the DBSA/ SALGA ICT Internship Programme, the SACF played the role of project manager by giving operational and tactical support to the Programme Coordinator on behalf of the South African Local Government Association, the implementation partner.

5. <u>SIEMENS Training Institute</u>

SIEMENS Training Institute is a subsidiary of SIEMENS Telecommunications and part of the SIEMENS Southern Africa Group. SIEMENS South Africa, the local holding company, is currently part of the worldwide Nokia SIEMENS Networks Group with more than 60,000 employees in over 150 countries and one of the largest telecommunications hardware, software and services companies in the world.

Nokia SIEMENS Networks produces and services mobile, fixed and converged network technologies as well as professional services including consulting and systems integration, network implementation and maintenance.

In late 2003, SIEMENS Training Institute recruited forty (x40) unemployed ICT learners from various Technical Colleges in the under-serviced areas to undergo a four-month practical training course in Telecommunications, Information Technology and Electronics.

The above-mentioned training consisted of A+ and N+ core technical training curriculum based on the unit standards composition of the National Certificate in Telecommunications Technology NQF 4 qualification.

Upon completion of the aforesaid training, at the Siemens Training Institute, the x40 ICT learners were placed with the South African Local Government Association (SALGA) (primary employer) in order to be able to undergo their six-months of workplace experience.

Within the DBSA/ SALGA ICT Internship Programme, Siemens Training Institute fulfilled the role of lead training partner and played an advisory role as SIEMENS possesses al lot of experience in the ICT sector.

3.2   <u>Overview of the Training Curriculum</u>

In June 2003, forty ICT graduates were recruited by SIEMENS from various Further Education & Training (FET) colleges in the Eastern Cape, Gauteng, Limpopo and Kwa-Zulu Natal provinces and selected for advanced technical training based on learning curricula of the CompTIA Network Plus (N+) and A Plus (A+) ICT industry qualifications.

The ICT graduates were purposefully selected based on an analysis of the most impoverished areas in terms of the Integrated Sustainable Rural Development Strategy (ISRDS) of the Department of Provincial and Local Government (COGTA). All selected ICT learners came from rural under-developed areas of the country.

All the learners selected for the internship programmes initially possessed an N6 level Certificate from their respective FET College but had not yet undergone the compulsory one–year workplace experience to qualify to be awarded their National Diploma (ND) qualification.

Four groups of ICT learners were recruited by SIEMENS from the following FET Colleges:-

1. East London FET College- Eastern Cape province
2. Soshanguve FET College- Gauteng province
3. Durban FET College – Kwazulu–Natal province
4. Pretoria West FET College- Gauteng province
5. Mamelodi FET College- Gauteng province
6. Polokwane FET College- Limpopo province

Seven (7) learners (4 Females; 3 males) were recruited from East London FET College whilst four (4) learners (2 males; 2 females) were selected from the Soshanguve FET College. A total of seventeen (17) learners (8 males; 9 females) were selected from the Durban FET College whilst four (4) learners were selected from Mamelodi FET College (2 Females; 2 males). Four (4) learners were recruited from Pretoria West FET College (2 males; 2 females) whilst four (4) learners (2 males; 2 females) were recruited from Polokwane FET College in Limpopo province.

Table 11 depicts the total learner recruitment based on gender and geographical location:-

FET College	Province	Total Recruited	Males	Females
East London	Eastern Cape	7	3	4
Soshanguve	Gauteng	4	2	2
Durban	Kwazulu–Natal	17	8	9
Pretoria West	Gauteng	4	2	2
Mamelodi	Gauteng	4	2	2
Polokwane	Limpopo	4	2	2

Table 11: Distribution of ISETT Companies per Size

A block-release learning programme outline was planned with learners being envisaged to spend at least three months in the workplace and alternating for the next three months within the classroom.

The rationale for re-training learners who already have foundational knowledge in telecommunications was to merge classroom learning attained at the FET College with relevant industry knowledge and applicable workplace practices as practised within the wider information, communications and technology functional area and its related subsectors. An additional objective for additional learner retaining on the N+ and A+ industry qualifications was to ensure that learners are multi-skilled and are able to fit and become productive within any working environment be it information technology or electronics subsectors.

Additional learner re-training also became necessary to minimize the time gap between foundational classroom learning at the FET College and practical application of learned concepts within the municipal workplace. The above-mentioned interconnectedness between theory and practice has been described by Paulo Freire (2001) as Praxis. According to Freire (2001:51) "Theory cannot be separated from practice".

In addition to the learner support training received by ICT learners from the SIEMENS Training Institute from June 2003 to December 2003, learners were also given additional support training between April 2004 and November 2004 in the form of Network Plus (N+) training from Torque IT and CTU Training Solutions in East London, Pretoria and Durban.

As the learning and workplace training component was based on the curriculum of the outcomes-based unit standards of the National Certificate in Telecommunications Technology (NQF Level 4), learners utilised a logbook which was completed and signed off on a daily basis by the learners as well as their workplace Supervisors (Coaches) to capture the activities of the learner on a daily basis and document their workplace experience in line with the overall type of learning exposure that learners need to be exposed to in line with their workplace training plan.

Based on an appraisal of historical evidence, in the form of learner timesheets, the average daily duties of SALGA ICT learners entailed operating the IT Helpdesk; connecting users to printers & local area networks; software installations; setting up user electronic mailboxes; installing anti-virus software; creating users' personal folders on the server; connecting operating systems software for new users; setting user permissions as well as terminating users who have resigned/ dismissed from the organisational network system.

The learning outcomes of the qualification are specified in terms of a combination of specific and critical cross-field outcomes to ensure that upon achieving this qualification, the learner is able to:-
1. Describe, interpret, relate and apply knowledge and competence in context while performing the tasks related to the installation, testing and handing over of telecommunication equipment.
2. Communicate with peers, customers and members of supervisory/management levels by demonstrating the ability to process information.

3.2.1   Fundamental Training entailed the following key learning areas:

1. Understanding Telecommunication specifications.
2. Installing Telecommunications Equipment and operating complex test equipment
3. Applying Basic Telecommunication Principles
4. Applying Telecommunication Regulations
5. Identifying, organizing and coordinating Project Life Cycle Phases for control purposes.
6. Installing, maintaining & repairing indoor radio frequency antennae.
7. Maintaining and repairing feeder cables.

3.2.2   Additional Elective Training entailed the following key learning areas:

1. Using mathematics to investigate and monitor the financial aspects of personal, business and national issues.
2. Applying knowledge of statistical probability to critically interrogate and effectively communicate findings on life related problems. (Mathematics)
3. Measuring, estimating and calculating physical quantities using mathematics.
4. Interacting orally and in writing in the workplace. (Communication skills)
5. Measuring, estimating and calculating physical quantities using geometrical relations.

3.2.3   Core Training Received by Learners

Unit Standard Title	Siemens Training Institute Course Names
Apply basic electronic principals	Electronic & Electrical Course
Perform basic rigging of equipment	Fall Arrest Course
Apply analytical fault finding techniques	Fault Finding Techniques
Project management skills	Project Management Skills
Soldering techniques	Soldering & Wiring Course
Wiring Techniques	Soldering & Wiring Course
Use and care of hand tools	Mechanical Skills
Use and care of power tools	Mechanical Skills
Interpret Engineering drawings	Mechanical Skills
Operate a personal computer system	Computer Literacy
Use and care of specialized tools and equipment	Specification Course
Characterise, splice and measure optic fiber	Optic Fiber Course
Apply basic business concepts	Soft Skills Course
Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities	Soft Skills Course

Table 12: Content of ICT Learner Core Training Curriculum

Upon completion of the aforesaid training through the Siemens Training Institute, learners were transferred from the classroom and placed under the indirect supervision of a Programme Co-ordinator employed on contract-basis by the South African Local Government Association (SALGA). Whilst the South African Local Government Association (SALGA) as project implementation agent and in terms of Section 18.2 of the Skills Development Act of 1998, assumed the responsibilities of the primary employer, the various host municipalities at which learners were placed fulfilled the role of secondary (actual) employers of the ICT learners.

The direct supervision of the learners that were placed at municipalities fell under the direct responsibility of the Information Technology (IT) Manager of the municipality who as workplace Coach assumed overall responsibility for ensuring that the learner is given all-rounded exposure to all aspects of ICT work. At an operational level, most ICT learners were placed under the supervision of experienced IT Technicians and shadowed them on a daily basis whilst attending to users in the municipal workplace.

In order to ensure strategic buy-in and support to and from IT Managers at host municipalities, the SALGA Executive Manager of ICT played a crucial role by assisting in charting out clear functional area development areas that ICT learners had to be exposed to in terms of their workplace training plan.

In addition to the block-release learning programme, learner placements in different municipalities were planned in such a manner that learners will spend the initial months within the workplace of a metropolitan municipality and the remainder of the internship within more poorly-capacitated municipalities. The rationale for the above-mentioned was to expose learners to different municipal information communications technology systems ranging from advanced systems utilised within well-resourced metropolitan municipalities to weak ailing rural municipalities in under-developed areas, to enable

learners to support a high number of ICT users and to be able to operate independently when being placed in municipalities where IT departments are poorly-resourced.

Learner placements within municipalities commenced very slowly but however later peaked with municipalities hosting the entire available pool of learners. Towards the end of the internship, all learners had been successfully placed. Over fifty percent of learner placements took place within municipalities in the Kwazulu Natal province.

There were also other municipalities such as the Uthungulu District Municipality (based in Richards Bay, Kwazulu Natal province); the Amajuba District Municipality (based in Newcastle, Kwazulu Natal province; the Ulundi District Municipality (based in Ulundi, Kwazulu Natal province) as well as the Msinga Local Municipality (based in Msinga, Kwazulu Natal province) who expressed interest in hosting ICT learners from the programme. Unfortunately no learners could be placed as the entire available pool of learners was all successfully placed beforehand.

According to the Final Report (2004: 20), some municipalities such as the Msinga Local Municipality also did not have the workplace capacity to host ICT learners due to existing inadequate IT infrastructure and Mentoring capacity at the prospective host municipality.

3.3 Nationwide Training of Municipal Officials

In order to support the placement of learners and ensure that learners are efficiently coached and receive adequate mentoring support within the various municipal workplaces wherein learners are placed, municipal officials from the host municipalities were identified for Mentorship Training.

An extra learning module on how to conduct outcomes based Assessments of Learning Interventions was also added to the Mentorship training course, which lasted three (3) days of classroom attendance. One extra day was dedicated for post-training learner support to municipal officials.

In order to also ensure proper Continuous Professional Development (CPD) for the identified municipal officials, it was envisaged that the municipal officials will perform workplace assessments within their respective functional areas and fields of subject-matter expertise. Selection of municipal officials for Mentorship and Assessor training was not limited to municipal officials within the ICT functional area only. Training was also extended to municipal officials from the Human Resources functional area that were willing to attend training and also expected to give support to learners from the programme.

Successful candidate Assessors had to then conduct an assessment and complete a portfolio of evidence (POE) to substantiate their own professional accreditation by the Education Training and Development Practices Sector Education & Training Authority (ETDP SETA) as NQF Level 5 Assessors and Workplace Mentors.

Flowing from agreements reached with the DBSA/ SALGA ICT Internship Programme, an accredited training service provider, Short Course Academy (Pty) Ltd, was appointed by the Local Government Sector Education and Training Authority (LGSETA) to undertake the above-mentioned training nationally.

The nationwide Mentorship and Assessor training of municipal officials was funded by the LGSETA with participating host municipalities nominating officials for training at no cost to the DBSA/ SALGA ICT Internship Programme.

Mentorship and Assessor training took place in five (x5) provinces namely, Eastern Cape, Kwa-Zulu Natal, Gauteng, Limpopo and the Free State provinces. On the 6 - 8th September 2004, Mentorship training commenced in Gauteng province where a total number of ten (x10) municipal officials and Councillors were trained. Training also took place in the Free State province on the 13 -15th September 2004 where thirteen (x13) officials were trained. On the 20 -22nd September 2004 and 21- 23rd September 2004, two training sessions were held in Hillcrest and Pinetown in Kwazulu-Natal respectively where a total of twenty nine (x29) officials received training. Training in Limpopo province took place on the 13 –15th October 2004 where twenty eight (28) officials were trained. Training in the Eastern Cape province took place on the 5 – 7th October 2004 where nineteen (x19) officials received training.

Eighty municipal officials from various municipalities across the country attended Mentorship and Assessor training. Training was also attended by non-participating municipalities and municipal human resource development (HRD) officials based at the respective provincial offices of the South African Local Government Association (SALGA) across the country.

3.3.1 <u>Overall Programme Highlights & Milestones:-</u>

1. On the 2nd April 2004, a Memorandum of Understanding (MOU) agreement between the Local Government Sector Education & Training Authority (LGSETA) and the Information Systems Electronics Telecommunications Technology Sector Education & Training Authority (ISETT SETA) was signed.
2. On the 8th April 2004, the DBSA/SALGA ICT Internship Programme was officially launched by programme stakeholders under the motto "*Local government capacitating local communities with ICT skills*".
3. Thirty six (36) ICT youth learners successfully completed their workplace experiential learning at the Kwadukuza, Nquthu; Buffalo City; Mangaung; Nelson Mandela Bay; Mhlontlo; Mbhashe; Ugu District; eThekwini Metro; Maluti a Phofung; Greater Sekhukhune District; Fetakgomo; Makhuduthamaga; Marble Hall and Groblersdal municipalities.
4. More than fifty percent (50%) of the ICT Interns were retained by their host municipalities to create twenty (20) fulltime and part-time employment opportunities for youth interns at Mangaung Municipality, Bloemfontein where three (3) learners were retained; at the Nelson Mandela Metropolitan Municipality, Port Elizabeth where four (4) learners were retained; Maluti a Phofung Local Municipality, Phuthaditjhaba where two (2) learners were retained and at the eThekwini Metropolitan Municipality, Durban where eleven (11) learners were retained on extended contracts. Some host municipalities such as eThekwini Metro also elongated the experiential learning and retained ICT learners beyond the agreed internship contractual period with the programme.
5. The DBSA/ SALGA ICT Internship Programme successfully procured dedicated subsidised funding from the Local Government Sector Education and Training Authority (LGSETA) for the training of eighty (80) municipal officials and Councillors who were successfully trained across the country as Assessors and workplace Mentors.

6. On the 23rd November 2004, a graduation ceremony was held in Midrand, Gauteng province for the thirty six (36) ICT learners who successfully completed their internship.

7. On the 23rd November 2004, an Honorary Award from the Chairperson of SALGA was awarded to all the participating host municipalities that hosted learners from the programme.

3.4   Programme Rollout Challenges Encountered

According to the DBSA SALGA ICT Internship Programme Final Report (2004), a number of ongoing challenges were encountered during the rollout of the internship programme. These challenges adversely affected learner placements at the host municipalities and included amongst others:-

- A lack of understanding of the skills development strategic agenda by senior municipal officials and resultant unwillingness to host ICT learners
- The absence of trained and capacitated Skills Development Facilitators (SDF) at potential host municipalities to help facilitate the learner placement process.
- The absence or non-appointment of Information Technology (IT) Managers at potential host municipalities.
- The wholesale outsourcing of municipal ICT services to private service providers resulting in a lack of host municipal capacity.
- Improper post-placement utilization of ICT learners at the host municipality.
- Ad-hoc or inadequate supervision and management of ICT learners to ensure structured learning.
- Resistance from municipal officials to host learners emanating from other municipal areas.
- Inadequate political support for the programme.
- Inadequate municipal IT infrastructure at poor potential host municipalities to justify placement of learners onsite.
- The resistance by municipal staff at host municipalities to integrate ICT learners into host municipal workplaces.
- Piece-meal adherence to the recommended learner Workplace Training Plan by host employer Coaches and supervisors.

According to the Final Report of the DBSA/ SALGA ICT Internship Programme
(2004: 11), "*there appears to be an old conservative school of thought*" amongst senior municipal management and Councillors which still views learnerships/ internships *"with an element of suspicion and scepticism"*.

This could possibly be attributed to a lack of understanding regarding skills development legislation or the aversion to perceived hidden financial commitments from host municipalities.

In some instances as in the case of the Polokwane and Newcastle Local municipalities, an audit of the available IT resources at the host municipalities indicated that the municipal IT department had adequate IT infrastructure, enough IT users and the necessary office space to be able to accommodate five or more IT learners yet, despite several attempts to facilitate placement, there appeared to be no interest by senior municipal management to take the decision to allow learners onto the workplace.

There have been serious adverse challenges during the implementation of the programme such as in the case of the Tshwane Metropolitan Municipality in Pretoria, where SALGA ICT Interns had to be redeployed after being promised fulltime employment and improperly utilized to perform menial administrative work at the municipal Licensing Centre instead of being properly allocated as understudies to more experienced ICT Technicians of the municipality.

Decisions by host municipal officials to host learners have mostly depended on the personal familiarity of the municipal officials with skills development legislation. In most cases, it had been convenient for potential host municipal officials to refuse learner placement on the basis of one reason or another: The most familiar reasons for not accepting learners:-

- *"The Council has not taken any resolution regarding skills development.*
- *The municipality will not host learners from outside its jurisdictional area.*
- *There are no computers, office space for the learners*
- *There is no appointed IT Manager responsible to make the decision.*
- *The municipality cannot accept ICT learners as the IT department is too busy.*
- *Learners will drop service levels and /or compromise information security or the confidentiality of municipal information systems".*

According to the DBSA/ SALGA ICT Internship Final Report (2004), challenges affecting the placements of SAGA ICT learners ranged from a lack of buy-in from potential host municipalities and the incapacity of the Skills Development Facilitators (SDF) at potential host municipalities.

At the time of the implementation of the programme, it was found that whilst some potential host municipalities have indeed appointed Skills Development Facilitators, such appointees were mostly very junior HR staff or sometimes staff members from outside human resources (HR) related disciplines with little or no authority to perform their duties within the constraints of the organisational organogram within which they are employed.

Also, the aforesaid municipal Skills Development Facilitators were, in most instances, unable to perform their duties adequately because of lack of the management support. It was noted that strategic level municipal officials generally also did not seem to understand how learnerships operated and what is expected from host municipalities.

As a result, strategic level municipal officials are most likely to avoid making commitments on any matter to do with participating in structured learning programmes.

3.5   Conclusion

The objective of this chapter was to introduce the case study through a document review of the DBSA/ SALGA ICT Internship Programme based on a post-facto appraisal of the programme Business Plan and Final Report historical documents of the programme. The third part of the study consists of a descriptive document review of the DBSA SALGA ICT Internship Programme.

The introduction into the case study attempted to shed more information regarding the programme stakeholders, the strategic objectives of the programme, milestones and key highlights of the programme.

The document review is conducted based on information sourced from historical documents such as monthly and closing reports of the Programme Steering Committee, learner logbooks/ timesheets, training attendance records and certificates.

From the programme document review, aspects of the programme implementation such as stakeholder roles, programme management structure and roles, learner recruitment and selection criteria applied, training curriculum content, learner training and work-placement schedules as well as the highlights and programme implementation challenges encountered were discussed.

From the review of the programme, it is clear that a lot was achieved through the programme such as the attainment of one hundred percent (100%) placement of SALGA ICT learners; the nationwide training of municipal officials as Assessors and Mentors as well as the retention of fifty percent (50%) of the placed learners by host municipalities.

Chapter 4 entails a discussion of the research methodology used.

Chapter 4: Research Methodology.

Skills development through training is a learning intervention that has stood the test of time, viability and cost-effectiveness worldwide as an instrument to transfer knowledge, skills and attributes to ensure that individuals are able to internalize learned theoretical information into practical work skills needed in the world of work.

From the researcher's perspective, it is crucial to identify the impact of formal skills development programmes on the lives of the individual learners/ Interns, the impact of the internship programme on the host employer as well as the sector-wide impact of learning programmes. Whereas the national economic benefits of skills development are clear, the underlying questions remain as to what benefits do individual learners participating in skills development programmes derive from learning programmes and what benefits do the employer gain from implementing internship/ learnership programmes in their respective workplaces?

This descriptive, evaluative and interpretative qualitative study is undertaken in a case study format with particular interest in the retention levels of graduate learners endowed with scarce skills in the context of the ICT skills challenges facing the local government sector. According to Yin (1994), a case study approach offers an in-depth investigation into a contemporary phenomenon in its real-life setting.

In the researcher's personal capacity as a Programme Manager within the Development Bank of Southern Africa's Vulindlela Academy, the researcher's position allows him to undertake the research study from an Education Training and Development (ETD) practitioner perspective according to Pritchard (2002: 2). This study is also conducted through a post positivism perspective of critical realism.

A critical realist believes that there is a reality independent of the researcher's thinking that science can study. Post-positivist critical realists thus recognise that all observation is fallible and that theories can be revised. Critical realism is thus critical of our ability to know reality with certainty.

According to Trochim (2002), post-positivists accept that researchers cannot be completely objective at all times and that subjectivity will be found in their work, but that they will endeavour to limit it. Post-positivists also accept that people cannot be held to the strict measurements of the positivist approach and that the information provided by the individual is important and cannot necessarily be generalised to others.

According to Bryan and Burgess (1999: 140), qualitative data collection methods such as observation, interview and historical documents from learners can be utilized. The above-mentioned enables the researcher to assess learners' opinions and experiences through open-ended questioning in the self-administered questionnaire and during focus group interviews. Merriam (1989:104) states that documents are "ready-made sources of data" that are easily accessible to the researcher. Historical documents to be utilized in the study include learner training attendance registers, logbook entries, certificates and learner portfolios of evidence (POE).

Internal data such as the learners' portfolios of evidence, certificates, training records and a document review of the final report of the programme will be used as a secondary data source whilst external data from the focus group interview and self-administered questionnaire-based survey will largely serve as the primary data collection source in the study.

Although learning programme impact evaluations are normally undertaken as longitudinal studies, this study is undertaken as a cross-sectional case study due to time and resource constraints. Some benefits of longitudinal research designs will however be attained due to the five year difference between the completion of the experiential learning programme in 2004 and the current date of completion of the study (2009 - 2010).

De Vos (1989:67) states that programme evaluation research entails a systematic application of social research procedures to assess the conceptualisation, design, implementation and the utility of a social intervention programme.

According to Van Rensburg (2003: 2), programme evaluation is a version of applied social science research which is described as a systematic, in-depth assessment of social interventions focusing on programme concept, design, implementation, applicability, relevance, utility, efficiency, effectiveness, achievement of intended results and impact. According to Van Rensburg (2003), the purpose of programme evaluation is to inform formative and summative decision and to generate knowledge that can be useful in similar contexts within the generic field of programme evaluation and to guide further research. Barbie (2007:350) also supports the above-mentioned definition and describes evaluation research as "the process of determining whether a social intervention has produced the intended result."

According to Van Rensburg (2003), the reasons why learning programmes are evaluated are mainly to judge merit / worth, to improve programmes, to contribute to knowledge generation and generalisation of knowledge.

Van Rensburg (2003) asserts that the usefulness (utility) of evaluation results is of prime importance as they inform learning, decision-making and further research. According to Bamberger et al (2006), there is an increasing demand from management, sponsors and programme beneficiaries for programme evaluation to provide answers to questions such as whether the programme has met its objectives, whether the programme had any impact, whether participants have benefited or not and in cases of formative evaluation, whether programme should be continued or not.

According to Van Rensburg (2003: 2) programme evaluation occurs in all the phases of a programme cycle and typically take the form of:-

1. Needs Assessments
2. Evaluability Assessments
3. Programme Monitoring
4. Impact Assessments
5. Cost-Effectiveness and Cost-Benefit Analyses
6. Utilisation Evaluations.

Programme evaluation studies serve to generate summative or formative evaluations of programmes. In summative programme evaluation, the evaluation provides decision-making advice on whether a programme should be continued, terminated or if at all undertaken. In formative evaluation of learning programmes on the other hand, decision-making advice is provided on programme modification, cost –benefit and cost-effectiveness. According to Van Rensburg (2003:4), the "multi-dimensional nature of programme evaluation makes it possible to use both qualitative and quantitative methods for evaluations" as well as "mixed method designs".

Van Rensburg (2003: 5) further differentiates between various types of programme evaluations based on the status quo programme evaluation phase, the type of research methodology normally utilized as well as the type of evaluation generated from the study.

Programme Evaluation Phases	Typical Research Methodology Utilized	Evaluation Type
Needs Assessment	Qualitative or quantitative methodology can be employed, although traditionally quantitative methods were commonly used, but qualitative methods can be equally useful.	Summative: It informs decision-making on whether or not a programme should be undertaken or not.
Evaluability Assessment	Authors like Rossi and Freeman (1989: 149 - 156) are in favour of qualitative evaluability assessments, whilst Hornick and Burrows (1988: 404 - 411) prefers a more quantitative approach.	Formative: Availability needs to be built into programmes, and difficulties with evaluability will rarely lead to the termination of a programme.
Programme Monitoring	A mix of qualitative and quantitative methodology is used.	Formative: Informs programme modifications.
Impact Assessment	Quantitative methodology is mostly employed, sometimes performed as a "traditional, quasi- or true experiment" (De Vos, 2002: 367).	Summative: Influences continuance or termination of programmes.
Cost-Effectiveness and cost-benefit studies	Mostly quantitative.	Formative or summative. Used to indicate if programme was worth the effort (time money and human resources).
Utilisation evaluation	Almost exclusively qualitative	Formative.

Table 13: Various Types of Programme Evaluations

Courtesy of Van Rensburg (2003:5)

According to McKendrick and Tripodi in De Vos (2002: 376), programme evaluations is determined by a number of steps in the form of :-

1. A Decision on What is to be Evaluated
2. Stakeholder Identification
3. Obtaining Staff Cooperation
4. Specification of Programme Objectives
5. Specification of Evaluation Objectives
6. Choice of Research Variables
7. Choice of Research Design
8. Implementation of Measurement
9. Analysis and Interpretation of Findings
10. Reporting and Interpretation of Research Results
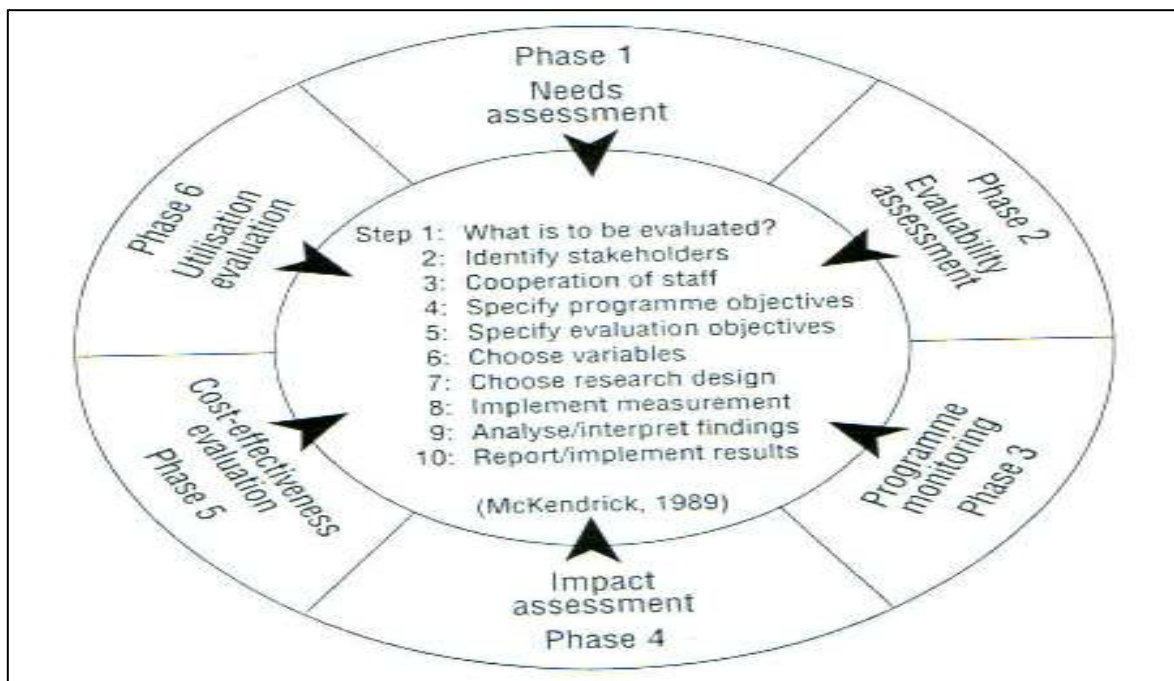
Figure 10: McKendrick's Integrated Model of Programme Evaluation

McKendrick in De Vos,(2002: 376) courtesy of Van Rensburg (2003: 5)

According to Patton (1997: 235) and van Rensburg (2003) evaluation of programme implementation is informed by a chain of events from programme inputs and resources to activities, levels of participation, reaction of participants, changes in attitudes, skills and knowledge, adoption of new practices and behaviour over time; impact on the overall problem as well as the ultimate consequences of the intervention.

Babbie and Mouton (2003:339) assert that programme evaluations are conducted to improve understanding of how programmes work and how people change their attitudes and behaviour because of successful programme interventions.

Program Chain of Events (Theory of Action)	Matching Levels of Evidence
7. End results	7. Measures of impact on overall problem, ultimate goals, side-effects, social and economic consequences.
6. Practice and behaviour	6. Measures of adoption of new practices and behavior over time
5. Knowledge, attitude and skills changes	5. Measures of individual and group changes in knowledge, attitudes, and skills.
4. Reactions	4. What participants and clients say about the program; satisfaction; interest, strengths, weaknesses.
3. Participation	3. Characteristics of program participants and clients; numbers, nature of involvement, background.
2. Activities	2. Implementation data on what the program actually offers or does
1. Inputs	1. Resources expended; number and types of staff involved; time extended

Figure 11: Critical Steps in Programme Evaluation

Patton (1997: 235), courtesy of Van Rensburg (2003:4)

In order to post facto evaluate and assess the impact of the DBSA/ SALGA ICT Internship Programme, as a structured workplace experiential learning programme, on the employability and current earning potential of learners as well as the value that host employers have derived from participating in the programme, the researcher has chosen to conduct the evaluation study in the form of an impact assessment study design which will be summative in nature.

Impact assessment studies are important instruments which help to measure and evaluate the effectiveness of learning programmes. Engaging in impact assessment studies of programmes which involve multi-stakeholders such as the DBSA/SALGA ICT Internship Programme is not an elementary process and requires a well-conceptualised research approach in order for the researcher to be able to produce valid, reliable and accurate data.

According to Van Rensburg (2003: 6), impact assessments (of publicly-funded learning programmes) take note of changes in individual competence, on the job performance, organizational improvement, levels of service delivery to the public and achievements of results linked to specific (donor) programmes.

The key question in assessments on impact of training and development interventions is whether the training and training alone caused the observed change. Impact assessments focus on the outcome or effectiveness of inputs and seek to determine if measurable, radical change has taken place in the desired direction.

Specific, clearly identified objectives and success indicators are required, and both direct and indirect impact on participants, larger systems and the community needs to be assessed.

Although learning programme impact assessment studies are best undertaken as longitudinal studies, this study is undertaken as a cross-sectional study due to time and resource constraints. The aim of this descriptive and evaluative research study is to assess the impact achieved by the DBSA/ SALGA ICT Internship Programme, a national local government internship programme that was undertaken by South African Local Government Association (SALGA) and the Development Bank of Southern Africa (DBSA) Development Fund in partnership with the South African Communication Forum (SACF), Department of Provincial and Local Government (DPLG) and SIEMENS Ltd Training Institute.

This descriptive and evaluative study is undertaken in a multiple case study format with particular interest in the retention levels of graduate learners endowed with scarce skills in the context of the skills challenges facing the local government sector. The study also focuses on unique challenges and interventional measures that could be undertaken by designers of public education and training programmes to ensure efficiency of internship programmes and optimal benefit of publicly-funded internship programmes to youth learners.

Maykut and Morehouse (1994:44) assert that the outcome of a study is not the generalisation of the results, but to gain a deeper understanding of the experiences from the perspective of the participants. According to Merriam (1998:7), a qualitative researcher aims at understanding a situation as it is experienced by the participants. The key concern for the researcher is to understand the phenomenon of interest from the participants' perspective and not the researchers' perspective.

According to Patton (2002:48), qualitative research implies going into the real world of programmes and getting close enough to the people and their circumstances to capture what is actually happening. Within qualitative empirical studies, the researcher relies on the views of the respondents by asking broad general questions and collects data consisting largely of words (or text) from the participants. The researcher describes and analyses these words for themes and conducts the inquiry in a subjective, biased manner (Creswell, 2002:39).

According to Hammersely and Gomm (2000) and Yin (2003), every case study consists of one or more cases which allow for the development of theory (Babbie, 2004; George and Bennett, 2005). The research designs of most programme impact assessment studies are designed along the Kirkpatrick model where evaluation takes place according to four levels namely:-

Level 1, (Reaction Evaluations), where feedback is provided on initial participant reactions at the end of the programme. Satisfaction with the training and applicability of skills on the job are often measured at this level.

Level 2, (Improved Proficiency), where the amount of learning (on a cognitive or a behavioral level) that occurred during the training programme is assessed. Typically, participants' knowledge or skills are measured both before and immediately after training.

Level 3, (Behavioral and Performance Changes), where an assessment is made whether participants are actually using the learned skills on the job. Typically, self- and multi-rater assessments of participant performance are often used.

Level 4, (Organizational Impact and Return on Investment (ROI), where an in-depth assessment of the post-programme changes in one or more of the critical success factors that are directly linked to training is made. Typically within the context of organizational internal learning programmes, a cost-benefit analysis is often used to quantify the outcomes of a programme in monetary terms.

The research design of this impact study largely follows the Kirkpatrick model but only seeks to determine programme impact on three levels namely:- **Micro**, **Macro** and **Meso** levels. At micro level, an evaluation of the individual impact of the programme on the former participants of the programme will be conducted whilst at macro level, the institutional impact of the DBSA/ SALGA ICT Internship Programme on the former host employers, the participating municipalities which hosted the ICT learners will be conducted.

Meso Level (Macro Economic Impact)

Macro Level (Institutional Impact)

Micro Level (Individual Impact)
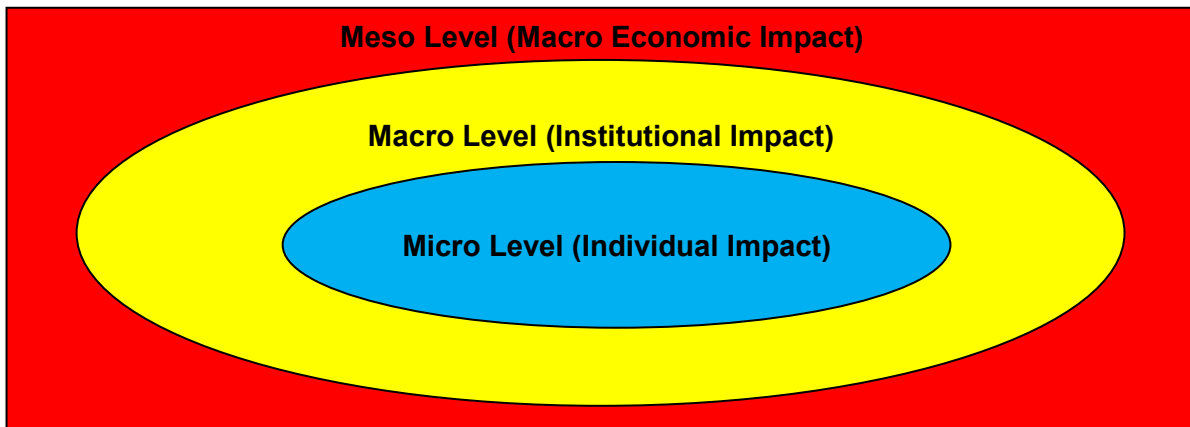
Figure 12 Programme Impact Assessment Design

There is inadequate programme data to conduct an in-depth macro-economic (Meso-level) impact evaluation of the programme on the South African economy.
However, a comparative analysis of post-programme learner income levels within the ICT sector will be conducted to gauge the programme's impact on employability and average macro-economic earning levels.

According to Zikmund (2003:100), research objectives explain the purpose of the research in measurable terms and define standards in terms of what the research study aims to accomplish. This assists in ensuring that a research project is manageable in terms of size. In order to be able to evaluate the impact of the DBSA/ SALGA ICT Internship Programme.

The following key impact areas were identified for evaluation based on the overall strategic objectives of the programme:-

1. The promotion and development of Information, Communication and Technology (ICT) skills and resources in the rural municipalities of South Africa
2. The training and capacitation of local youth in ICT skills and the availing of work-placement experience within their respective municipalities
3. The creation of employment opportunities for youth and economic development for the host local municipalities
4. Local economic development and the availability of ICT skills to local municipalities.
5. The training of municipal officials as workplace Mentors and/ or Assessors to enable municipal officials to participate in training and development programmes.
6. The encouragement of training and development to benefit local communities

Programme Objective (Impact Area)	Key Impact Evaluation Question	Evaluation Criteria	Data Collection Tools
Development of ICT skills and (labour) resources in rural municipalities and internal capacity benefits for the host municipality.	*Has the host municipality benefited from an ICT skill infusion through its labour resources?* *Has the internal ICT capacity of the host municipality strengthened as a result of hosting Interns from the programme?* *Did the Intern go beyond work expectations to add value into the workplace?*	The number of ICT Interns employed on fulltime/contract basis at the end of the internship by the host municipality. The number of ICT Interns employed on fulltime/contract basis currently by the host municipality. (retention levels) The number of retained ICT Interns who received internal promotions at the host municipality. The average labour turnover rate of retained ICT Interns at the host municipality. The current Standard Occupational Code (SOC) Codes of the ICT Interns currently employed within the local government sector. The number of positive feedback received from host local government Managers.	**Semi-structured Telephonic Interviews Questionnaire Stakeholder Interviews**
Training of local youths and work placement in local municipalities	*Has there been any meaningful training of youth Interns in preparation for work or at the host municipality?* *Were youth learners given workplace experience?* *If yes, was the experiential learning given at the Intern's domiciled local municipality?* *Was the ICT Intern physically placed at a local, metropolitan or district municipality or other-related office?*	The number and type of training courses attended by the ICT Intern in preparation and during the workplace experiential period. The number of ICT Interns trained and given workplace experience by a host municipality. The number of ICT Interns given host workplace experience at their domiciled municipality. The number of ICT Interns trained and given workplace experience at a local municipality.	**Stakeholder and Focus Group Interviews** **Questionnaire**

Creation of employment opportunities and economic development for local municipalities	*Has any permanent or contract employment opportunity been created at the host local municipality?* *Has there been any economic development spin-off for the local municipality? (trickle-down effect)*	The number of ICT Interns employed on fulltime/contract basis at the end of the internship by the host municipality. The number of ICT Interns employed on fulltime/contract basis currently by the host municipality. The number of retained ICT Interns who received internal promotions at the host municipality. The average salary levels of ICT Interns currently employed at a local municipality. The average salary levels of ICT Interns currently employed in other economic sectors.	**Stakeholder and Focus Group Interview** **Semi-structured** **Telephonic Interview Questionnaire**
Municipal training of officials as Mentors/ Assessors	*Has there been any training of municipal officials as Assessors/ workplace Mentors?* *Has the above training enhanced the participation of municipal officials in local government ETD programmes?* *Has management development increased as a result of the Assessor training?* *Were retained ICT Interns allocated Mentors during experiential learning?*	The number of host local municipal officials trained as Assessors/ Mentors. The number of host municipal officials who received N+ training during the internship period. The number of municipal officials who submitted their POE and are now accredited constituent Assessors for the local government sector.	**Stakeholder Interviews Questionnaire** **Questionnaire**
Encouragement of Training and Development	*Has the programme advanced the principles of lifelong learning at the host municipality and in local government?* *Currently, how many other SETA-sponsored Internship/ Learnership programmes does the municipality currently participate in?* *Were retained ICT Interns encouraged to stay on in the employment of the host municipality?* *Is the currently placed ICT Intern willing to continue working in the local government sector?* *Is the ICT Intern still prepared to find employment in the local government sector?*	The number of other similar internship/learnership HRD programmes that the host municipality has subsequently engaged in after the completion of the programme to date. The willingness of the host employer to host new learners in future.	**Stakeholder Interviews**

	Does the municipality have a Skills Development Facilitator (SDF)? *If yes, is the SDF part of the Human Resources function at the host municipality?* *If yes, is the SDF at management level? (Y/N)* *Did the municipality engage the services of a Skills Development Facilitator during the internship period?* *If so, to what extent did the Skills Development Facilitator interact with the placed Intern?* *What caused the host municipality to retain/ not retain the Intern placement at the host municipality?* *Would the host municipality like to host a similar group of Interns in future?*		

Table 14: Key Programme Impact Evaluation Criteria and Approach to gauge Impact

Creswell (2002:80) indicates that a research problem becomes more clearly defined when the researcher asks, "What is the need for the study?" or "What problem influenced the need to undertake this study?"

In attempting to assess the impact of the programme, emphasis was placed on the impact of the programme on the lives of the individual learners/ Interns, the impact of the internship programme on the host municipality as well as the sector-wide impact of the programme on the local government sector.

In order to efficiently assess the impact of national learning programmes over extended periods of time, impact assessment studies of learning programmes are best conducted in the form of longitudinal studies as opposed to cross-sectional studies. This is the case as within longitudinal studies, long-term learner behavioural changes, growth and development are better tracked and recorded over extended periods of time.

This descriptive, evaluative multi-case qualitative impact assessment study, although conducted cross-sectionally, retains some of the above advantages of longitudinal designs, as the study is conducted nearly five years after learners have exited the internship programme as per Figure 14 below.

This allows sufficient time for learners to develop efficiently and sufficiently walk the path of life within their professional as well as private lives.
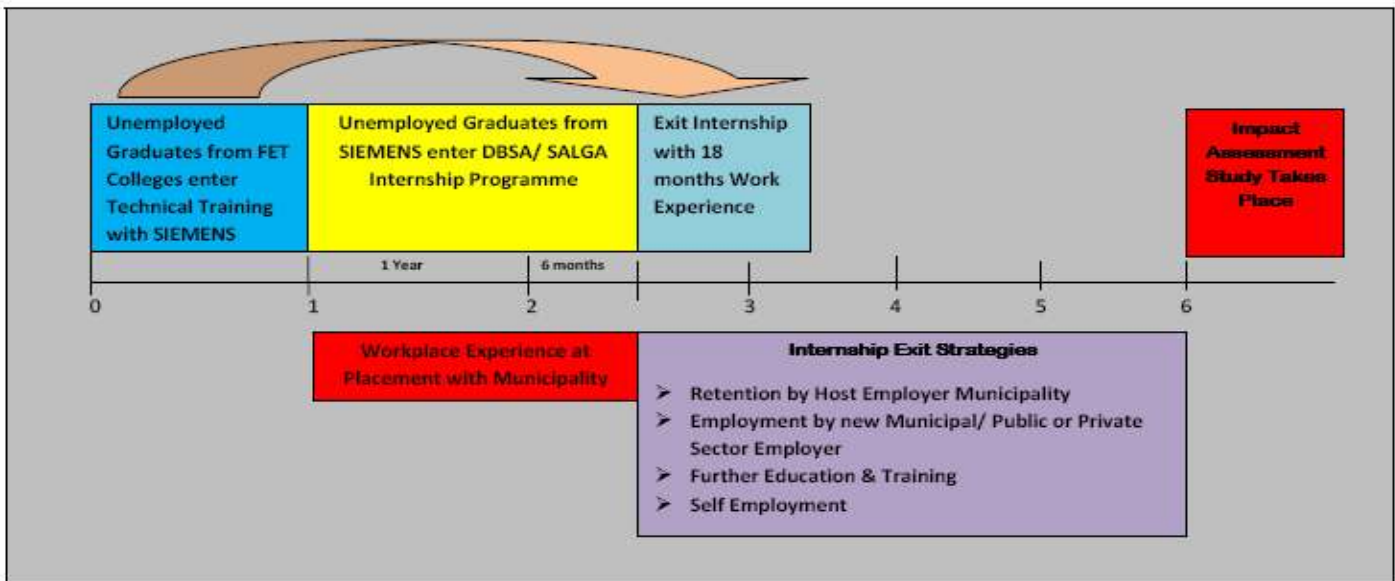
Figure 13: Research Design of the Study

In undertaking this qualitative, evaluative and descriptive study, the researcher seeks to answer the following research problem:-

What impact has individual learner participation in the DBSA/ SALGA ICT Internship Programme derived to the learners who participated in the programme and the municipal workplaces which hosted them?

This qualitative study seeks to determine the impact of skills development on the lives of individual learners, to gauge learners' levels of marketable skills gained, current earning potential achieved as well as determine the value that former Interns/ learners brought into the municipal workplaces that hosted them.

This study seeks to answer the following research questions:-

1. What effects does Intern training during the internship programme have on the employability of learners and their current levels of marketable skills?
2. What effects does learner participation in structured learning programmes have on learner's current earning potential?
3. Which benefits do municipal host employers derive from participating in internship programmes?

This study seeks to achieve the following objectives:-

1. To determine the impact that learner participation in the internship programme has on learners' current employability prospects
2. To determine the impact that learner participation in the internship programme has on learners current earning potential
3. To determine the overall value that host employers have derived from participating in the internship programme by hosting learners in their workplaces.

According to Zikmund (2003:740), a research design is a master plan specifying the methods and procedures for collecting and analyzing the needed information within an empirical study. According to Tuck et al (2004), the research design of an impact assessment study needs to be underpinned by three important considerations in the form of replicability, cost-effectiveness and credibility.

According to the SAQA Impact Study (2005:14), if an impact study is to consistently deliver relevant statistics of programme or policy implementation over an extended period of time, the research design must be easily replicable, relatively inexpensive and most importantly, credible.

The research design of the programme impact study comprises of the following components:-

♦ The objectives of the internship programme form a fixed point of reference to allow the study to proceed within stable guidelines for evaluation.
♦ The nature of the research design is descriptive and evaluative/ narrative.
♦ Data gathering would be conducted using structured and unstructured sampling methods.
♦ The study take place within context (contextualisation). The rationale for contextualisation is to be able to evaluate the internship programme within the national context of ICT skills shortages, youth unemployment and local government skills challenges. This provides a context for the interpretation of findings from the study.
♦ Pragmatism, inclusivity, cost-effectiveness, reliability and validity will be espoused.

According to Zikmund (2003:369), the sampling process involves any procedures using a small number of items or parts of the whole population to make conclusions regarding the whole population. A sample is a subset or some part of a larger population. The purpose of sampling is to estimate some unknown characteristics of the population.

In undertaking the study, the researcher was faced with sampling choices in the form of simple random sampling where respondents are indexed and selected randomly until a specific sample size is attained, systematic random sampling where respondents in a survey population are selected based on a set interval, clustered random sampling where initial random sampling of a cluster is followed by a survey of all the clusters or a sample of the clusters, quota sampling where respondents are allocated into predetermined categories until a quota is filled and stratified random sampling where a survey population is divided into strata according to a characteristic and then related to a variable that is under study.

Due to the multi-stakeholder nature of the programme, stratified random sampling of respondents proved to be the logical option for selection of Intern respondents, local government host municipalities and programme stakeholders. Data analysis was descriptive and interpretative.
.
The aim of the study is to evaluate and assess the impact of the DBSA/ SALGA ICT Internship Programme, as a structured workplace experiential learning programme, on the employability and current earning potential of learners as well as the value that host employers derived from participating in the programme.

In the researcher's personal capacity as a Programme Manager within the Development Bank of Southern Africa's Vulindlela Academy, the researcher's position allows him to undertake the research study from an Education Training and Development (ETD) practitioner perspective according to Pritchard (2002: 2).

According to Bryan and Burgess (1999: 140), qualitative data collection methods such as observation, interview and historical documents from learners can be utilized. The above-mentioned enables the researcher to assess learners' opinions and experiences through open-ended questioning in the self-administered questionnaire and during focus group interviews. Merriam (1989:104) states that documents are "ready-made sources of data" that are easily accessible to the researcher. Historical documents to be utilized in the study include learner training attendance registers, logbook entries, certificates and learner portfolios of evidence (POE).

Internal data such as the learners' portfolios of evidence, certificates, training records and a document review of the final report of the programme will be used as a secondary data source whilst external data from the focus group interview and self-administered questionnaire-based survey will largely serve as the primary data collection source in the study.

The research questionnaire was designed to elicit the following information:-
1. Information about the Intern's opinions, morale, likes & dislikes
2. The work environment of the Intern
3. The nature of the Intern's work duties
4. The learning programme followed by the Intern
5. The Intern's performance at work
6. Expectations of stakeholders
7. Levels of support from host employers
8. Impact made by the Intern in the municipal work situation
9. Current employment of the Intern
10. Current salary income levels of the Intern

The researcher has chosen the above-mentioned method and research instrument due to cost-effectiveness and logistical reasons. The objective of transmitting the questionnaire and thereafter conducting the interview is to be able to explain the questionnaire contents to interviewees as well as allow interviewees plenty of time to add more facts to the contents of their questionnaire answers in their own time after the telephonic interview. As part of the study, telephonic qualitative interviews as well as the administering of a semi-structured questionnaire-based survey will be held with respondents, ranging from youth learners to local government officials.

Whilst programme stakeholders will be subjected to interviews, youth learners will be subjected to focus group interviews where unstructured open-ended questioning of respondents will take place. Focus group interviews of youth learner respondents will precede the actual administration of a questionnaire-based survey. Maykut and Morehouse (1994:80) assert that an interview is a specialized form of discourse where the conversation moves beyond surface talk to a discussion on thoughts and feelings. Cormack (2000:294) also states that an interview is a purposeful interaction between two or more people who are in the process of communication, conversation and negotiation over an agreed subject matter.

In order to ensure that data collection focused on core issues and experiences that were raised by the youth learners, the data gathered from the focus group interviews was used to inform the development of the semi-structured questionnaire-based survey. Focus group interviews provided insight into learner respondents' experiences of the programme and its impact on their personal and professional development.

Holstein and Gubrium (1995) as well as Hunt and Eadie (1987) caution that the majority of researchers gather contemporary data via interviews. Gaskell (2000) however notes that "a great number of interviews do not contribute to better quality of data" implying that the quality of interview data is more important than the number of interviews conducted.

In order to ensure that data collection focused on core issues and experiences that were raised by the youth learners, the data gathered from the focus group interviews was used to inform the development of the semi-structured questionnaire-based survey. Focus group interviews provided insight into learner respondents' experiences of the programme and its impact on their personal and professional development.

In total, forty (40) youth learners, fifteen (15) local government structures comprising from local municipalities to districts and metropolitan municipalities participated in the post-training pilot phase of the programme between January 2004 and November 2004. Stratified random sampling will be utilised to select respondents for the study.

The survey population consists of three strata, namely the host municipality officials/ supervisor respondents, former youth learner respondents and the programme stakeholder respondents. Of the youth that participated in the programme, sixty percent (60%) of the youth learners were female and one hundred percent (100%) of the selected youth learner sample came from the ranks of previously disadvantaged groups. A majority of youth learners and potential respondents hailed from the provinces of Gauteng, Limpopo and Kwa-Zulu Natal.

In order to gauge the strategic impact of the programme within the local government sector, stratified random sampling of participating respondents will be utilised on key local government managers and former supervisors of the learners. This is aimed to gauge the impact of the programme at an operational level at the various municipal workplaces where learners were placed. The majority of selected host local government respondents hailed from the Kwa-Zulu Natal, Limpopo and Eastern Cape provinces. Within this stratus, respondent municipalities will be selected based on geographical location and employer size.

Stakeholder interviews will also be conducted with the South African Local Government Association, Department of Cooperative Governance and Traditional Affairs (Cogta), Development Bank of Southern Africa (DBSA), Local Government Sector Education & Training Authority (LGSETA) as well as the South African Communications Forum (SACF). A vast majority of the above respondents hailed from Gauteng province. According to Zikmund (2003:175), surveys provide a "quick, inexpensive, efficient and accurate means of assessing information about the (research) population."

The survey questionnaire is transmitted electronically to and from the interviewees using electronic mail or the facsimile machine. In instances where electronic facilities are not available to the interviewees, snail mail is utilized to transmit questionnaires to and from interviewees.

Bourke and Fielder (1995:9) state that distribution through electronic mail saves costs by removing photocopying, paper utilization and related postage costs. Email distribution also enables greater geographical coverage of respondents.

Where logistically possible, interviews with respondents will be conducted face–to-face. Where it is logistically impossible to meet the respondent, the researcher will conduct the interview telephonically whilst the respondent learner/ municipal host manager is in possession of the questionnaire. The questionnaire itself is paper-based or electronic, depending on the circumstances of the respondent.

Due to the high number of respondents and the hefty logistical implications caused by sparse geographical location of respondents, the researcher attempted to include a fifty percentage (50%) survey population in the study. For the sake of confidentiality of the respondents, the real names of the interviewees/ respondents have been withheld. Instead, respondents are listed in alphabetical order from Respondent A – Z.

The research design of the study utilises a questionnaire that focuses on the learner's study programme/course, present situation, employment experience, work and usage of qualifications, unemployment, current studies and final satisfaction levels.

Although the study is largely qualitative in nature and descriptive/ evaluative in approach, quantitative data is largely used for descriptive purposes. Triangulation of quantitative as well as qualitative data will thus be employed as information regarding the impact of classroom training and experiential learning will be solicited from a wide range of programme stakeholders and sources. Various qualitative variables such as nominally-scaled data in the form of the ages of respondents, interval-scaled data and ratio-scaled data were also employed to describe data variables. Internal data such as the learners' portfolios of evidence and a document review of the final report of the programme will be used as a secondary data source whilst external data will largely serve as the primary data collection source in the study.

Mouton (1998:61) states that data analysis implies searching for data patterns such as recurrent behaviours, objects or bodies of knowledge. Creswell (1994:153) states that data analysis requires the researcher to be comfortable with developing categories and making comparisons and contrasts.

Qualitative, descriptive data from the questionnaires and interviews was analyzed through utilizing an inductive process where broad themes that emerged from the data were identified and clustered according to common themes. Through careful data analysis, (Cooper and Schindler, 2003), the researcher is able to reduce all the accumulated data to a manageable size, develop summaries and look for emerging patterns.

Qualitative data collection methods in the form of a survey and a self-administered questionnaire tool will be used for data collection. Two types of respondents namely former learners as well as municipal officials of host employer municipalities will be targeted through the self-administered questionnaire-based survey.

Research data from the focus group interview and the contents of the self-administered questionnaire will be analyzed using selective description methods.

After the codification of recorded focus group interview recordings into written transcripts, the contents of the transcript will be coded and collated with the returned paper-based or electronic questionnaire responses from the respondents.

Using selective description data analysis method, the contents of both documents will be grouped together based on the similarities of responses received. This will enable the researcher to be able to group responses into distinct response categories. The questionnaire contents will provide more detailed information to support and corroborate the contents of the focus group interview transcript. Data analysis will thus consist of:-
A. Codification of recorded focus group interview information into written transcripts.
B. Collation of transcripts with the returned questionnaires.
C. Clustering of the various responses into loose associations based on similarity.
D. Categorization of loosely similar responses into firm categories.
E. Consolidation of response categories.

Through the survey, a large mass of respondents located in various provinces of the country will be reached through postal mail or electronic mail. A self-administered survey questionnaire will be used to obtain respondent beliefs, their observations as well as opinions whilst maintaining an element of anonymity and confidentiality. Focus group interviews with learners will also be utilized prior to the administering of the survey.

In order to ensure that data collection focused on core issues and experiences that were raised by the youth learners, the data gathered from the focus group interviews will be used to inform the development of the semi-structured questionnaire-based survey. Focus group interviews will provide insight into learner respondents' experiences of the programme and its impact on their personal and professional development.

Whilst the focus group interviews with learners will largely focus on past events during the duration of the internship programme. The self-administered questionnaire-based surveys will focus on the present. The self-administered questionnaire to municipal officials of host employers will largely combine both a reflective approach and a focus on present day events.

The research design of the study utilizes a self-administered questionnaire that focuses on the learner's current employability situation, current employment experience, current occupational classification, current qualifications, current income levels and post-internship satisfaction evaluation.

This study will take place within contextualization. The rationale for contextualisation is to be able to evaluate the internship programme within the national context of ICT skills shortages, youth unemployment and local government skills challenges. This provides a context for the interpretation of findings from the study.

The above-mentioned research approach, method and instrument are utilized due to cost-effectiveness and logistical reasons. The primary objective of transmitting the questionnaire electronically and thereafter conducting the interviews telephonically is to be able to explain the questionnaire requirements to respondents as well as to allow respondents plenty of time to add additional facts to the contents of their questionnaire responses in their own time after the duration of the telephonic interview.

The objective why telephonic interviews were arranged to take place in the mornings or in the afternoons was to ensure minimal inconvenience to interviewees and to cause as little disruption to the life schedules of the respondents as possible. This descriptive, evaluative and interpretative qualitative study is undertaken in case study format with particular interest in the retention levels of graduate learners endowed with scarce skills in the context of the skills challenges facing the local government sector.

This study seeks to primarily assess the DBSA /SALGA ICT Internship Programme's impact on the youth learners' personal lives in the form of access to job opportunities and employability within the ICT field and in the local government sector. More specifically, this study aims to ascertain how the DBSA/ SALGA ICT Internship Programme influenced the youth learners' employability in the ICT functional area and their retention within the local government sector as well as any possible human resource developmental (HRD) benefits that participating municipalities could have gained from participating in the programme.

The study also focuses on unique challenges and interventional measures that could be undertaken by designers of public education and training programmes to ensure efficiency of internship programmes and optimal benefit of publicly-funded internship programmes to youth learners. This research study not only has internal validity in terms of the operational delivery of internship programmes but also external contextual importance for publicly-funded learning and placement programmes within the larger human resources development (HRD) domain and local government sector.

Lessons learnt from this study can thus be extrapolated and applied to other similar publicly-funded adult learning programmes. The study thus has high contextual importance for the larger human resource development (HRD) domain in the public sector. Private-sector Education Training and Development (ETD) service provider enterprises, institutions of higher learning and learnership/ internship practitioners who manage high volumes of adult learners within similar learning environments can also benefit from the practical applications of recommendations flowing from this study.

4.1.1 Ethical Considerations.

According to Merriam (1998:213), ethical issues need to be considered when dealing with data collection and dissemination of findings. According to Denzin and Lincoln (1994:20) and Hitchcock and Hughes (1995:45), ethical standards within qualitative research designs include the rights of participants, confidentiality, mutual respect and anonymity.

Ethical considerations in the research study will be followed through respect for the respondents' confidentiality, convenience of interview times through the prior request for appointments to conduct telephonic interviews, clear explanations of the purpose of the research, the research process and questionnaire contents as well as the respect for the respondent's right to decline or withdraw participation in the study.

If left unattended, concerns about privacy and learner confidentiality could pose as a barrier to the participation of respondents. For the sake of confidentiality of the respondents, the real names of the interviewees/ respondents will be withheld.
Instead, respondents will be listed in alphabetical order from Respondent A – J.

Whilst the study is largely qualitative in nature and descriptive/ evaluative in approach, various qualitative variables such as nominally-scaled data in the form of the ages of respondents, interval-scaled data and ratio-scaled data will be employed to describe data variables. All telephonic correspondence with respondents were arranged to take place in the mornings or in the afternoons to ensure minimal inconvenience to interviewees and to cause as little disruption to the life schedules of the respondents as possible. The research action plan that will be followed is indicated in Appendix F.

The terms and references of the above-mentioned study fall within the researcher's general area of authority. Permission has already been obtained from the programme sponsor's former representative on the programme Steering Committee (in the form of Mr Reuben Matlala, the former Programme Manager and current Divisional Executive at the Development Bank of Southern Africa (DBSA) Development Fund. Permission has already been received for nominal support purposes and to obtain consent to contact the former DBSA learners for research purposes. A copy of the research recommendations will also be submitted to the DBSA DF Divisional Executive and all former stakeholder representatives of the programme

Babbie (2007:62) asserts that "anyone involved in social scientific research needs to be aware of the general agreements shared by researchers about what is proper and improper in the conduct of scientific enquiry". Herrick (1949:180) describes researcher bias as arising "from unrecognised personal attitudes, interests and preconceptions of the researcher". Herrick describes this as "the most treacherous of all the subversive enemies of sound scientific research". As former Project Co-ordinator of the DBSA/ SALGA ICT Internship Programme, the researcher has strived to the best of his abilities to conduct this study free from subjective preconceptions and researcher bias.

In compliance with ethical considerations whilst undertaking this study, the norms of voluntary participation were observed and consent was received from participants.
The researcher will ensure confidentiality by destroying any identifying information about participants when it is no longer needed and reported all the results of this study accurately and completely by indicating all the limitations of the study as well as any shortcomings that may have occurred.

Leedy and Ormrod (2005: 29) describe reliability as the "consistency with which a measuring instrument yields a certain result when the entity being measured has not changed". According to De Vos (1989:85), reliability refers to the extent to which a study will attain the same results should the study be comparatively repeated.
In the context of qualitative studies, reliability refers to whether the research results "are consistent with the data collected", (Merriam, 1998:206). In order to ensure reliability within the study, the researcher undertakes to implement the following control measures:-

♦ Personal administration of focus group interviews.
♦ Ensuring consistency in the scoring and recording of respondents.
♦ Ensuring convenience when interacting with respondents.
♦ Administering interview questions without variations verbatim as they are worded in the questionnaire

Leedy and Ormrod (2005:28) state that "the validity of a measurement instrument is the extent to which the instrument measures what it is supposed to measure". According to Fick (1995:49), validity of research results refers to the extent to which survey instruments assess what they purport to measure. In order to ensure validity within this study, the researcher undertook:-

➢ The focus group interviews were tape recorded and transcribed verbatim to enable data accuracy.
➢ When analyzing the data collected, information in the surveys was equally considered with the focus group interview data so as to be able to provide alternative explanations if necessary. This will serve as an important consideration to ensure theoretical validity and avoid researcher bias.

Stratified random sampling was utilised to select respondents for the study. The survey population consisted of three strata, namely the host municipality officials/ supervisor respondents, former youth learner respondents and the programme stakeholder respondents. Qualitative data collection methods in the form of a focus group discussion, survey and a self-administered questionnaire tool were used for data collection. The focus group discussion was aimed at former learners of the programme whilst former host municipal officials and programme stakeholder organisations were targeted through the self-administered questionnaire-based survey.

Altogether 40 ICT learners participated in the DBSA/ SALGA ICT Internship Programme in 2006. Of the 20 former ICT learner 50% (n=20) agreed to be interviewed and only 30% (n=12) returned the semi-structured questionnaire.

Research Strata	Population Size	Percentage of Total Population	Research Sample Selected	Actual Participation Rate Achieved	% Responses Received	No Responses	% Non-Participation
Former ICT Learners	40	50%	20	60%	12	8	40%
Former Host Municipal Officials	15	60%	9	100%	9	0	0%
Former Programme Stakeholder Organisations	5	100%	5	60%	3	2	40%

Table 15: Stratified Sample of Respondents

4.2 Focus Group Interviews

A 50% sample of former youth learner respondents was selected for a focus group discussion which took place on the 16th August 2010 in Pretoria. Out of the 50% sample of x20 ICT learners that were invited to attend the focus group discussion, only twelve former ICT learner attended the focus group interview in Pretoria. This represented a 30% response rate from former ICT learners. Whilst the initial plan by the researcher was to hold two focus group discussions with former youth learners, it became clear that the majority of respondents will not be available to attend so practically only x1 focus group discussions took place with respondents who are based in Gauteng.

Although the youth respondents are currently working in the Gauteng province, the majority hailed from the Gauteng, Limpopo and Kwa-Zulu Natal provinces.

In order to gauge the strategic impact of the programme within the local government sector, stratified random sampling was also used to select key local government managers and former supervisors of the learners. Utilising stratified sampling, a 60% sample of former municipal workplaces was selected. Thus, x9 municipal officials from various former host municipalities were selected and contacted to participate in the survey. Out of the x9 municipal host officials selected, all x9 municipal officials participated in the study. Out of the x5 former programme stakeholder (100% sample) respondents selected, only three respondents representing 60% of the survey population participated in the study.

Care was taken to include as many provinces as possible to ensure that each stratus includes respondent host officials from the various former host municipalities based on geographical location and employer size. An underlying problem with regards to participation was the availability of former host municipal officials that remembered the programme and that physically came into contact and managed the ICT learners during the duration of the programme as the majority of former host municipal officials had resigned, been transferred to other departments or were on leave.

Stakeholder interviews were also arranged with former programme stakeholders within the programme namely the South African Local Government Association, Department of Cooperative Governance and Traditional Affairs (Cogta), Development Bank of Southern Africa (DBSA), Local Government Sector Education & Training Authority (LGSETA) as well as the South African Communications Forum (SACF).

Out of the x5 stakeholder organizations that were asked to participate in the survey by completing and electronic questionnaire and participate in the telephonic interview, only x3 former programme stakeholders participated. This thus represented a 60% sample of the former stakeholder partners who participated within the programme. Zikmund (2003:175) states that surveys provide a "quick, inexpensive, efficient and accurate means of assessing information about the (research) population."

For both the former host municipalities and former programme stakeholders, an electronic survey instrument was designed and transmitted electronically to respondents using electronic mail or the facsimile machine where necessary. In instances where electronic facilities are not available to respondents, snail mail as an optional communication avenue was considered. Only x1 municipal respondent opted for the utilization of snail mail. Bourke and Fielder (1995:9) state that electronic mail saves costs by removing paper and postage costs as well as covers a greater geographical distribution of respondents.

All interviews with learner respondents were conducted face–to-face. All interviews with municipal officials and former programme stakeholders were conducted telephonically whilst the respondent host officials and programme stakeholder official is in possession of the questionnaire. The questionnaire itself is paper-based or electronic, depending on the circumstances of the respondent.

Due to the high number of respondents and the hefty logistical implications caused by sparse geographical location of respondents, the researcher attempted to include a fifty percentage (50%) of the total learner survey population, a 60% of the host municipal official population as well as a 100% sample of former programme stakeholder organisations. For the sake of confidentiality of the respondents, the real names of the interviewees/ respondents have been withheld. Instead, the various respondents are listed in alphabetical order from Respondent A-Z.

4.3   **Data Collection.**

On the 12th September 2009, permission was requested and received from Mr Reuben Matlala of the DBSA Development Fund giving permission to conduct an impact assessment of the programme. As the former institutional funders of the DBSA/ SALGA ICT Internship Programme, it was important that permission be requested upfront from the DBSA Development Fund for copyright and intellectual property rights purposes.

Literature review of the study was conducted on the 1st April 2010 and completed on the 31st May 2010. On the 3rd June 2010, stratified random sampling of respondents was conducted across the three strata and potential respondents were telephonically contacted during the week of 8th – 15th June 2010 to request for their voluntary participation.

During this process, the researcher undertook stratified random sampling of former SALGA ICT learners who participated in the programme as well as former host municipal officials who participated by supervising learners within the programme.

Initial telephonic contact with respondents took place on the 8th June 2010 where participation in the study was requested. During initial telephonic contact with interviewees, the researcher contacted the respondents with the objective of explaining the purpose of the interviews, the procedure to be followed, venue for the focus group discussions (in the case of former ICT learners) any clarifications and/or interpretation as well as the fact that telephonic interviews would be recorded for latent analysis.

Verbal consent was thus obtained from participants and the survey questionnaire was sent electronically to all respondents a day after the telephonic request to respondents was made. In the case of former ICT learners, questionnaires were transmitted to all respondents electronically on the 9th June 2010. Whilst two focus group interviews were originally planned by the researcher, the initial focus group discussion with former learner respondents was originally scheduled to take place on the 30th June 2010 but however due to the unavailability of a high number of the learner respondents, the focus group discussion date had to be postponed by one month to take place on the 16th August 2010 in Pretoria. This was the commonly chosen venue of choice by most of the learner respondents who hail from mainly Kwazulu-Natal, Eastern Cape, Limpopo and Gauteng provinces but are now all employed and based in the Gauteng province.

On the 15th August 2010, the researcher contacted the learner respondents telephonically to remind them of the focus group discussion on the 16th August 2010. During these telephonic interactions with former ICT learner respondents, eight (x8) respondents withdrew from the study due to unavailability and lack of interest and could thus not be included in the focus group interviews. Where additional clarity was required, respondents were also contacted telephonically to address such queries.

In the case of former ICT learners and officials of former programme stakeholders, telephonic requests for participation also took place on the week of the 8th – 15th June 2010 and the questionnaire was transmitted on the 9th June 2010.

4.3.1 Telephonic Interviews.

Standardized telephonic interviews with respondents in the form of the former host municipal officials and officials from the programme stakeholders took place from the 23rd June – 12th July 2010. Initial interviews took place with officials from programme stakeholder organisations. Out of the five selected organisations who were invited to participate, only two officials from stakeholder organisations returned completed questionnaires and took part in the telephonic interviews. All nine (x9) former host municipal officials that were initially sampled and invited to participate in the study, eventually returned completed questionnaires and participated in the telephonic interviews.

During telephonic interviews, the researcher asked a mixture of open-ended and forced-choice questions. All respondents in the various strata were subjected to the same questions both during telephonic interviews and in the paper-based and electronic questionnaire. Although the primary medium of communication during telephonic interviews was English, some Zulu and Northern Sotho interpretations had to be given to some of the interviewed learners during focus group discussions.

Telephonic interview responses were recorded and immediately transcribed on the same day as the telephonic interview for better analysis. The returned copy of the respondent's questionnaire responses were also interpreted along with the telephonic transcripts by the researcher.

Telephonic interviews were held initially with those interviewees who had access to electronic mail and facsimile machine facilities and could thus receive and fill in the questionnaire immediately as well as resend it back to the researcher.

Research Strata	No of Respondents	Category	Percentage
Former ICT Learner Respondents	20	**Total Selected Respondents**	100%
	12	**Returned Questionnaire**	60%
	8	**Did not attend Focus Group Interview**	40%
	0	**Withdrew from Focus Group**	0%

Research Strata	No of Respondents	Category	Percentage
Respondent Former Host Municipal Officials	9	**Total Selected Respondents**	100%
	9	**Returned Questionnaire**	100%
	0	**Questionnaire not returned**	0%
	0	**Withdrew from Survey**	0%
	0	**Excluded - Vague Responses**	0%

Research Strata	No of Respondents	Category	Percentage
Respondent Officials from former Programme Stakeholder Organisations	5	Total Selected Respondents	100%
	3	Returned Questionnaire	60%
	2	Questionnaire not returned	40%
	0	Withdrew from Survey	0%
	0	Excluded - Vague Responses	0%

Table 16: Breakdown of Stratified Respondent Responses

Recorded and written transcripts made by the researcher during telephonic interviews were collated with returned questionnaire responses and subjected to analysis using selective description.

In order to avoid ambiguity, respondents who were interviewed telephonically and had not re-submitted completed questionnaires were re-contacted and requested to return their completed questionnaires back to the researcher. Due to the quality of feedback received from respondents, no respondent questionnaires were excluded due to vagueness of respondent responses.

4.3   Historical Documents

Merriam (1989:104) states that documents are "ready-made sources of data" that are easily accessible to the researcher. During the course of the impact assessment, historical documents that were utilized include copies of ICT learner training attendance registers, learner assessment documents, written and typed transcripts of the actual recorded telephonic interview and an electronic or paper-based questionnaire document.

4.3.1   Attendance Registers

Attendance registers from the training sessions of ICT learners both at SIEMENS and at the SALGA /municipal workplaces were utilized during the study.

4.4   Questionnaires.

Based on Pritchard's (2002: 2) perspective, the researcher has utilized a multiple case study research format from an education, training and development (ETD) practitioner's perspective. The researcher has utilized his knowledge of the DBSA / SALGA ICT Internship programme within the research study to critically evaluate the operational delivery of the programme and to gauge whether the programme has achieved its stated objectives.

The questionnaire itself consisted of open-ended and close ended questions with former ICT learners, host employers and former programme stakeholders subjected to the same questions within their strata. Since the qualitative study has more to do with respondents' feelings, opinions and learning attitudes, the usage of different types of questioning both in the electronic and paper-based questionnaire as well as during focus group and telephonic interviews enabled the researcher to dig deeper in order to uncover underlying mental thoughts and processes underlying ICT learner, former host supervisors and programme stakeholder responses.

4.5   Written Transcripts of the Telephonic Interview.

Recorded transcripts made by the researcher during telephonic interviews were written down and collated with the returned questionnaire responses from the respondent and subjected to analysis using selective description. Common ICT learner responses in both documents were grouped together based on the contents of the written transcript and questionnaire document.

4.6   Observation.

Since this study is undertaken from an ETD practitioner's perspective, the researcher taps into his knowledge and familiarity with the DBSA/ SALGA ICT Internship programme and utilizes observation whilst analyzing historical programme documents. During data analysis, observation is also utilized to dig deeper into underlying respondent assumptions and opinions whilst undertaking selective description.

4.7   Content of Respondent Questionnaires

The learner respondent questionnaire consisted of x43 semi-structured questions relating to the content of the programme, unstructured opinion survey questions as well as structured biographical questions.

The questionnaire was designed to focus on the learner respondents' study programme, present employment situation, employment experience, current work experience and utility of qualifications, employment status, current studies and satisfaction levels with the programme. Learner respondents were also asked to voluntarily indicate their general current earning levels.

The research questionnaire was designed to elicit the following information:-

A. Information about the Intern's opinions, morale, likes & dislikes
B. The work environment of the Intern
C. The nature of the Intern's work duties
D. The learning programme followed by the Intern
E. The Intern's performance at work
F. Expectations of stakeholders
G. Levels of support received from host employers
H. Impact made by the Intern in the municipal work situation
I. Current employment of the Intern
J. Current salary income levels of the Intern

The questionnaire designed for the former programme stakeholder respondents contained semi-structured questions that focused on the attainment of programme objectives in the form of:-

i.   The promotion and development of ICT (information, communication and technology) skills and resources in the rural municipalities within South Africa.
ii.   The training and capacitation of local youth in ICT skills and give youth opportunities to be placed within their respective municipalities.
iii. The creation of employment opportunities for youth and economic development for the local municipalities.

iv.   The assistance to local municipalities to have access to ICT skills at their doorstep and thereby support their own local economic developmental (LED) programmes.

v.   The training of municipal officials to be Mentors/ Assessors so that they can participate in any training and development programmes.

vi.   The encouragement of training and development to benefit local communities

The questionnaire for the former host municipal official respondents contained semi-structured questions that focused on the attainment of programme objectives, perceptions on the quality of learner placement and factors affecting host municipal decisions relating to which learner is to be retained and which not.

Although the study was largely qualitative in nature and descriptive/ evaluative in approach, triangulation of quantitative as well as qualitative data was employed as information regarding the impact of classroom training and experiential learning was solicited from a wide range of programme stakeholders and sources.

Various qualitative variables such as nominally-scaled data in the form of the ages of respondents, interval-scaled data and ratio-scaled data were also employed to describe data variables. Internal data such as the learners' portfolios of evidence and a document review of the final report of the programme was used as secondary data sources whilst external data largely served as primary data collection source in the study.

4.8   <u>Data Analysis</u>

Mouton (1998:61) states that data analysis implies searching for data patterns such as recurrent behaviours, objects or bodies of knowledge. Creswell (1994:153) states that data analysis requires the researcher to be comfortable with developing categories and making comparisons and contrasts. Qualitative, descriptive data from the questionnaires and interviews was analyzed through utilizing an inductive process where broad themes that emerged from the data were identified and clustered according to common themes. Through careful data analysis, (Cooper and Schindler, 2003), the researcher is able to reduce all the accumulated data to a manageable size, develop summaries and look for emerging patterns.

Research data from the focus group interview and the contents of the self-administered questionnaire were analyzed using selective description methods. After the codification of recorded focus group interview recordings into written transcripts, the contents of the transcript was be coded and collated with the returned electronic questionnaire responses from respondents. Using selective description data analysis method, the contents of both documents were grouped together based on the similarities of responses received.

This enabled the researcher to be able to group responses into distinct response categories. The questionnaire contents provided more detailed information to support and corroborate the contents of the focus group interview transcript. Data analysis thus consisted of:-

A. Codification of recorded focus group interview information into written transcripts.

B. Collation of transcripts with the returned questionnaires.

C. Clustering of the various responses into loose associations based on similarity.

D. Categorization of loosely similar responses into firm categories.

E. Consolidation of response categories.

A. Codification of recorded interview information into written transcripts.

During the holding of the focus group and telephonic interviews with respondents, the researcher made notes of the key responses from the respondents. Key responses were written down and added to the written transcripts of the interview recordings. Since telephonic interviews were also recorded with the knowledge of the respondent, recorded transcripts made by the researcher during telephonic interviews were also written down into transcripts.

B. Collation of transcripts with the returned questionnaires.

Written transcripts of the telephonic questionnaire were sorted and collated with the returned questionnaire responses from the respondent. During sorting of questionnaire and transcripts together, documents were given common labelling. For instance, the written transcript from Respondent A would be labelled Respondent A-A whilst the questionnaire response would be labelled Respondent A-B. This method allows the researcher to be able to easier group written transcripts with the questionnaire responses that are received electronically from respondents.

C. Clustering of responses into loose associations based on similarity.

Responses that are contained in the transcripts and the questionnaire responses were grouped and subjected to analysis using selective description. Common responses contained were grouped together based on the contents of the written transcript and questionnaire document.

D. Categorization of loosely similar responses into firm categories.

Using the affinity method, loosely similar response groupings were grouped into firm categories of responses. This enabled the researcher to be able to group responses into distinct response categories for better analysis.

E. Consolidation of response categories.

Response categories were further analyzed for commonalities and consolidated into more distinct and varied response categories for analysis.

Focus group interviews provided insight into learner respondents' experiences of the programme and its impact on their personal and professional development. Whilst the focus group interviews with learners largely focused on past events during the duration of the internship programme, the self-administered questionnaire-based surveys focused on the present. The self-administered questionnaire to host employer municipal officials largely combined both a reflective approach and a focus on present day events.

The responses from respondents were analysed within contextualization. The rationale for contextualisation was to be able to evaluate the internship programme within the national context of ICT skills shortages, youth unemployment and local government skills challenges. This provides a context for the interpretation of findings from the study.

Whilst programme stakeholders will be subjected to interviews, youth learners will be subjected to focus group interviews where unstructured open-ended questioning of respondents will take place. Focus group interviews of youth learner respondents will precede the actual administration of a questionnaire-based survey. Maykut and Morehouse (1994:80) assert that an interview is a specialized form of discourse where the conversation moves beyond surface talk to a discussion on thoughts and feelings. In order to ensure that data collection focused on core issues and experiences that were raised by the youth learners, the data gathered from the focus group interviews was used to inform the development of the semi-structured questionnaire-based survey.

According to Bryan and Burgess (1999: 140), qualitative data collection methods such as observation, interview and historical documents from learners can be utilized. The above-mentioned enables the researcher to assess learners' opinions and experiences through open-ended questioning in the self-administered questionnaire and during focus group interviews. Merriam (1989:104) states that documents are "ready-made sources of data" that are easily accessible to the researcher. Historical documents to be utilized in the study include learner training attendance registers, logbook entries, certificates and learner portfolios of evidence (POE).

Internal data such as the learners' portfolios of evidence, certificates, training records and a document review of the final report of the programme will be used as a secondary data source whilst external data from the focus group interview and self-administered questionnaire-based survey will largely serve as the primary data collection source in the study. Internal data such as the learners' portfolios of evidence, certificates, training records and a document review of the final report of the programme will be used as a secondary data source whilst external data from the focus group interview and self-administered questionnaire-based survey will largely serve as the primary data collection source in the study.

In order to post facto evaluate and assess the impact of the DBSA/ SALGA ICT Internship Programme, as a structured workplace experiential learning programme, on the employability and current earning potential of learners as well as the value that host employers have derived from participating in the programme, the researcher has chosen to conduct the evaluation study in the form of an impact assessment study design which will be summative in nature.

Ethical considerations in the research study were followed through respect for the respondents' confidentiality, convenience of interview times through the prior request for appointments to conduct telephonic interviews, clear explanations of the purpose of the research, the research process and questionnaire contents as well as the respect for the respondent's right to decline or withdraw participation in the study.The results of the focus group discussions as well as telephonic interviews is presented and comprehensively discussed in this section.

Chapter 5: Research Findings and Recommendations

5.1 Biographical Data of ICT Learner Respondents:

(i)   Age
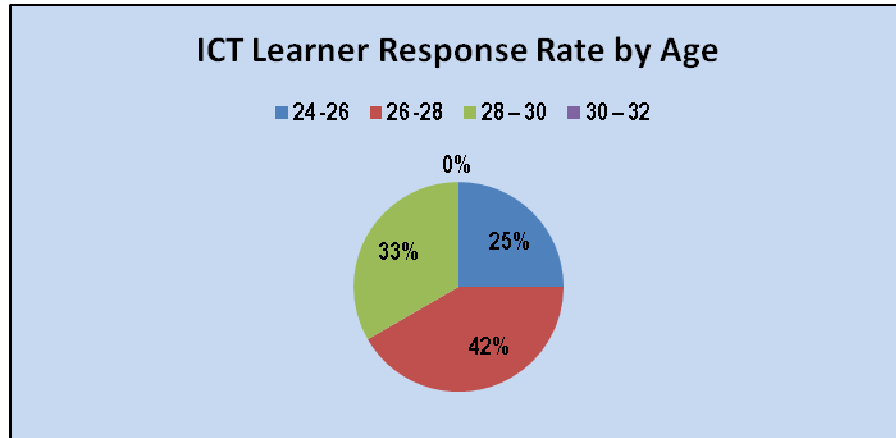
Figure 14: Personal Demographics of Respondents by Age

When ICT learner respondents were asked about their age, 41.66% (n=5) indicated that they were between the ages of 26 and 28 years whilst 33.33% (n=4) indicated their ages to be between 28 and 30 years. 24% of ICT learner respondents are under 26 years. It was therefore found that the majority of former ICT learner respondents were younger than 30 years old.

ICT Learner Respondent Ages	Response Rate	Percentage
24 -26	3	25%
26 -28	5	41.6%
28 – 30	4	33.33%
30 – 32	0	0

Table 17: Ages of ICT Learner Respondents

(ii)   Highest Academic Qualification

When prompted to indicate their current highest academic qualification, all ICT learner respondents indicated they had a Grade 12/ Matric qualification as an underlying qualification. 33.33% (n = 4) indicated that they only have a National Diploma as their highest qualification. This is in indicator that a small percentage of respondents have not engaged in additional studies since the completion of the programme as the National Diploma was the minimum qualification for entry into the programme.

8.33% of respondents (n = 1) indicated that they have an undergraduate B. Tech degree. 58.33% of ICT learner respondents (n = 7) indicated that they also have an ICT industry qualification in the form of an MCSE, CCNA and ICDL as an additional qualification. This is an indicator that the majority of ICT learner respondents have engaged in additional studies and acquired further qualifications since completing the internship programme.
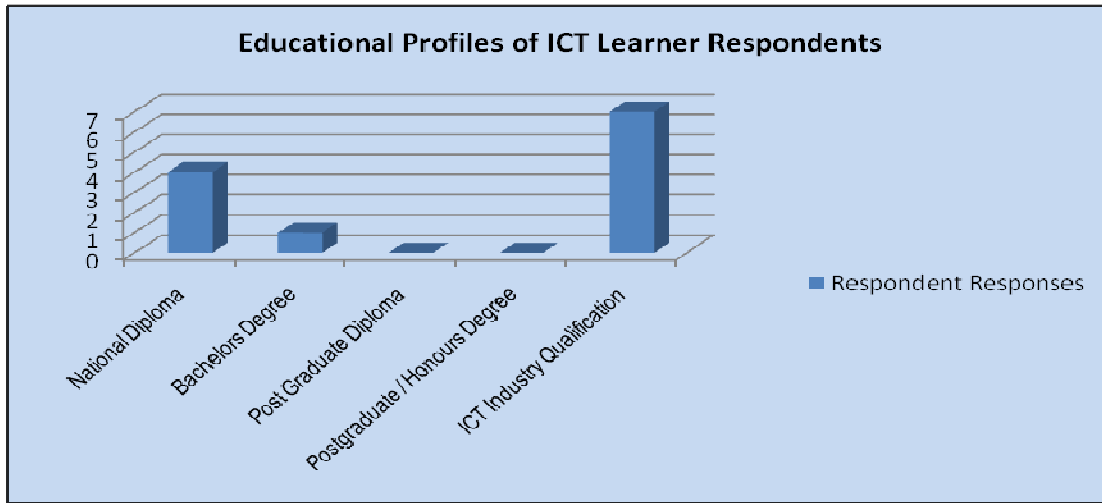
Figure 15: Personal Demographics of Respondents by Academic Qualification

Current Educational Levels	Respondent Responses	Percentage
National Diploma	4	33.33%
Bachelors Degree	1	8.33%
Post Graduate Diploma	0	0
Postgraduate / Honours Degree	0	0
ICT Industry Qualification	7	58.33%

Table 18: Educational Background of ICT Learner Respondents

(iii)   Race
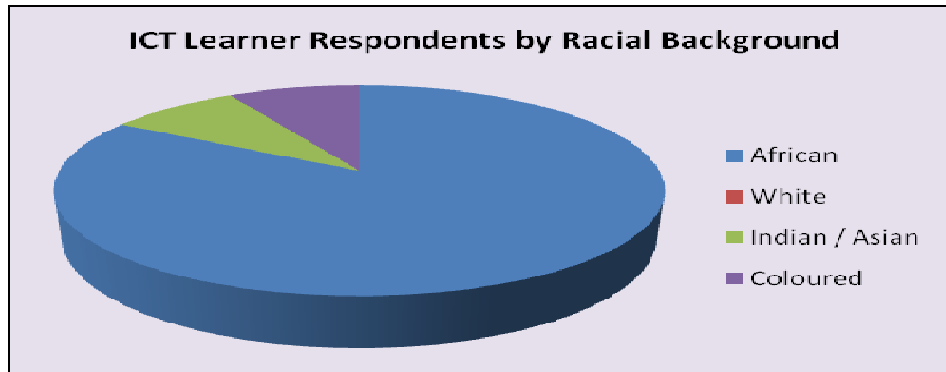
Figure 16: ICT Learner Respondents by Racial Profiles

Respondent Racial Demographics	Respondent Responses	Percentage
African	10	83.33%
White	0	0
Indian / Asian	1	8.33%
Coloured	1	8.33%

Table 19: ICT Learner Respondents by Racial Background

In terms of racial demographics, all respondents were from previously disadvantaged communities as per the original objectives of the programme. Of the respondents, 83.33% (n=10) were African, 8.33% (n=1) were coloured and 8.33% (n=1) were of Indian/ Asian descent.

(iv)   Marital status
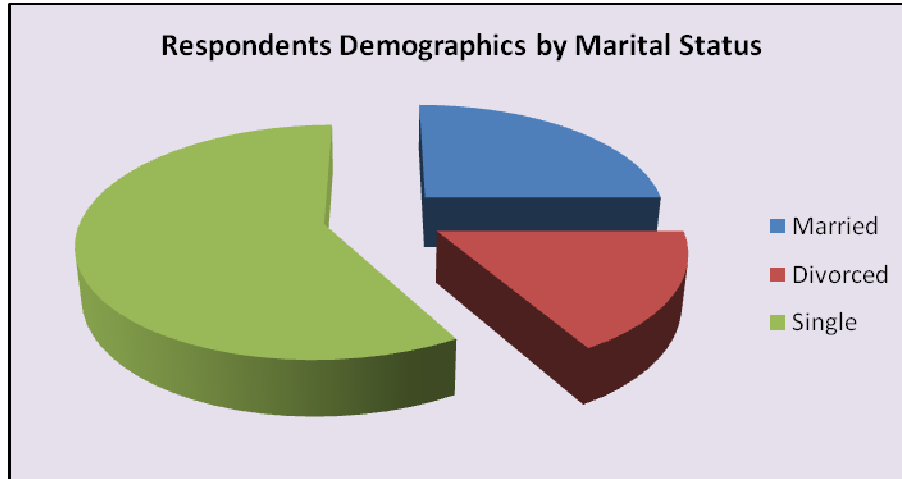
Figure 17: ICT Learner Respondents by Marital Status

Respondent Marital Stratus	Respondent Responses	Percentage
Married	3	25%
Divorced	2	16.6%
Single	7	58.33%

Table 20: ICT Learner Respondents by Marital Status

When former ICT learner respondents were polled by marital status, only 25% (n=3) indicated that they were married. 16% of respondents (n= 2) indicated they were divorced whilst 58% indicated that they were still single (n= 7).

This thus indicates that the majority of ICT learner respondents are still single.

(v)   Children

When respondents were asked to indicate whether they had any dependants, 66.6% (n=8) of respondents were found to have dependants in pre-primary school / crèche whilst 33% (n= 4) had no dependants.

They were no respondents with dependants attending primary to high school.
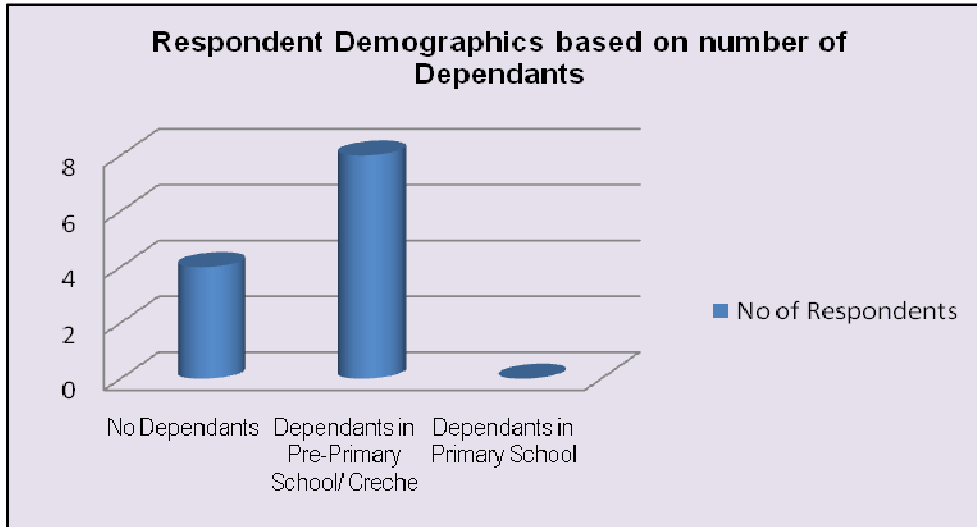
Figure 18: ICT Learner Respondents by number of Dependants

Number of Dependants	No of Respondents	Percentage
No Dependants	4	33.33%
Dependants in Pre-Primary School/ Creche	8	66.6%
Dependants in Primary School	0	0

Table 21: ICT Learner Respondents by Number of Dependants

(vi)   Length of Employment Period
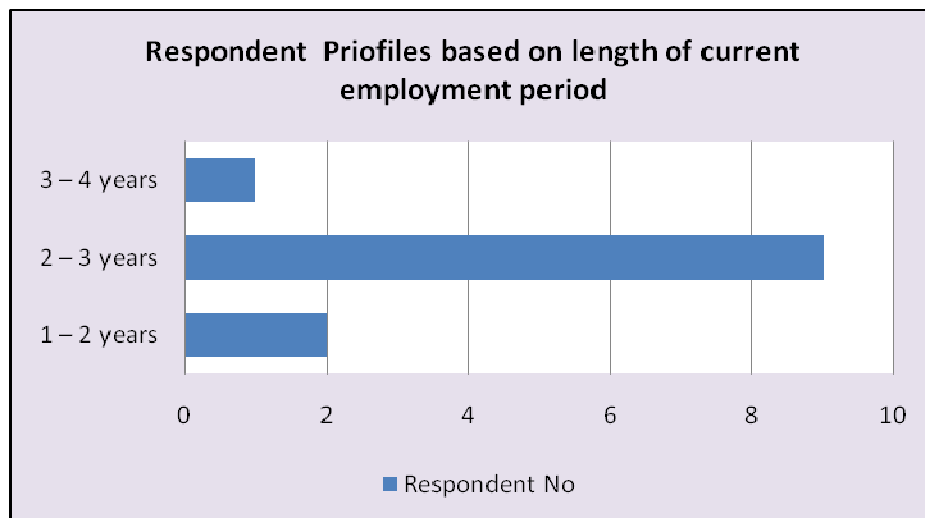
Figure 19: ICT Learner Respondents by length of current employment period

Total Length of Employment	Respondent No	Percentage
1 – 2 years	2	16.66%
2 – 3 years	9	75%
3 – 4 years	1	8.33%

Table 22: Learner Respondents by length of current employment period

When learner respondents were asked to indicate the total length of employment since leaving the programme, 16% (n=2 of respondents indicated that they have worked for 1 - 2 years, whilst 75% (n=9) indicated they have worked for 2 to 3 years with some interruption in employment. 8.33% of learner respondents (n = 1) indicated that they have worked for 3 – 4 years of uninterrupted employment.

Of the respondents who have worked from 2 – 3 years, the majority indicated that they been employed in short employment contracts with various employers whilst some indicated that had to say at home during short periods of unemployment. A few respondents indicated that they had to stay at home amongst others due to maternity reasons. From responses received from respondents, it is clear that whilst there was a significant percentage of learners that were retained by host municipalities, that ICT learners subsequently left the employ of the former host employer and moved on to a second employer. This accounts for the break in employment periods.

Only 10% of respondents (n= 1) that were retained by their host municipality stayed with the same employer since the completion of the programme or managed to immediately find employment whilst still within the employ of the former host employer. This also indicates high labour turnover of ICT learners from one employer to another.

(vii) Current Employment Status
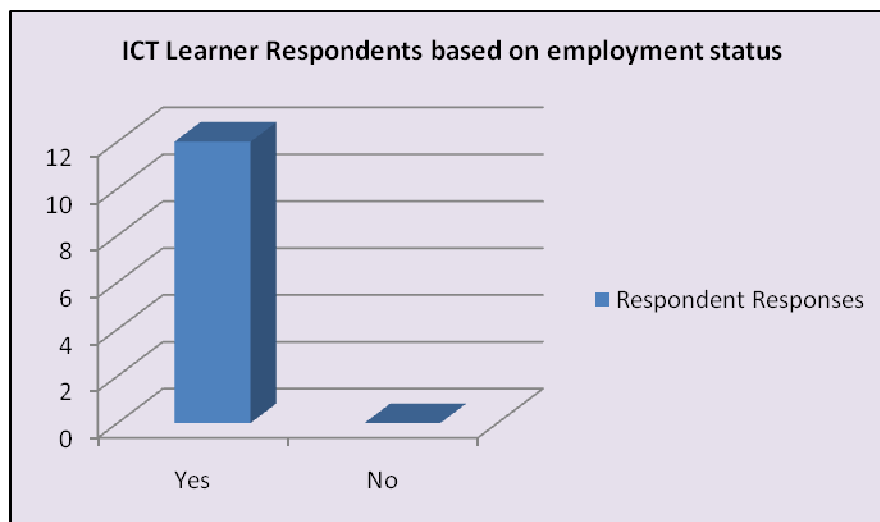
Figure 20: ICT Learner Respondents by Current Employment Status

Are you currently employed?	Respondent Responses	Percentage Responses
Yes	12	100%
No	0	0%

When ICT learner respondents were asked whether they are still employed, 100% (n = 12) indicated that they are currently employed.
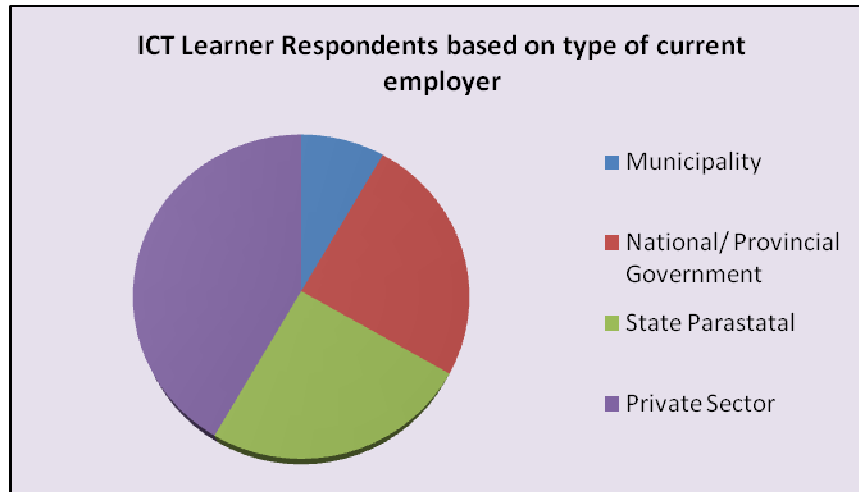
Figure 21: ICT Learner Respondents by Current Employer Type

Nature of Current Employer	Respondent Responses	Percentage Responses
Municipality	1	8.33%
National/ Provincial Government	3	25%
State Parastatal	3	25%
Private Sector	5	41.6%
Self-Employed	0	0%

Table 24: Learner Respondents by Current Employer Type

When ICT learner respondents were asked to indicate which type of employer they are currently employed in, 8.3% (n = 1) indicated that they are currently employed within the local government sector whilst 25% (n = 3) indicated that they are currently employed with a national/ provincial government department. A further 25% (n = 3) indicated that they are employed with a state parastatal organisation whilst the majority of respondents indicated that they are currently employed within the private sector of the South African economy.

This indicates that whilst there has clearly been a migration of ICT skills from the local government sector, the majority of former ICT learners are still within the public sector in government and within state parastatals whilst 41% has since migrated to the private sector.

Current Economic Sector Employed In	Respondent Responses	Percentage Responses
Construction	0	0%
Manufacturing	0	0%
Mining and Quarrying	1	8.33%
Finance, Banking, Insurance & Business Services	2	16.66%
Property	0	0%
Wholesale and Retail, Catering	0	0%
Hospitality	0	0%
Transportation & Storage	0	0%
Electricity, Gas and Water	1	8.33%
Communication	1	8.33%
Public Sector	7	58.33%
Not Employed	0	0

Table 25: ICT Learner Respondents by Economic Sector of Employment

When ICT learner respondents were asked to indicate which economic sector they are currently employed in, 8.3% (n = 1) indicated that they are currently employed within the mining and quarrying sector whilst 16.66% of respondents (n = 2) indicated they are currently employed in the financial services/ banking, insurance / business services sector.

58.33% of respondents (n= 7) indicated that they are employed in the public sector whilst 8.33% (n = 1) of respondents indicated that they were employed in the communication and electricity/ gas/ water energy sector respectively.
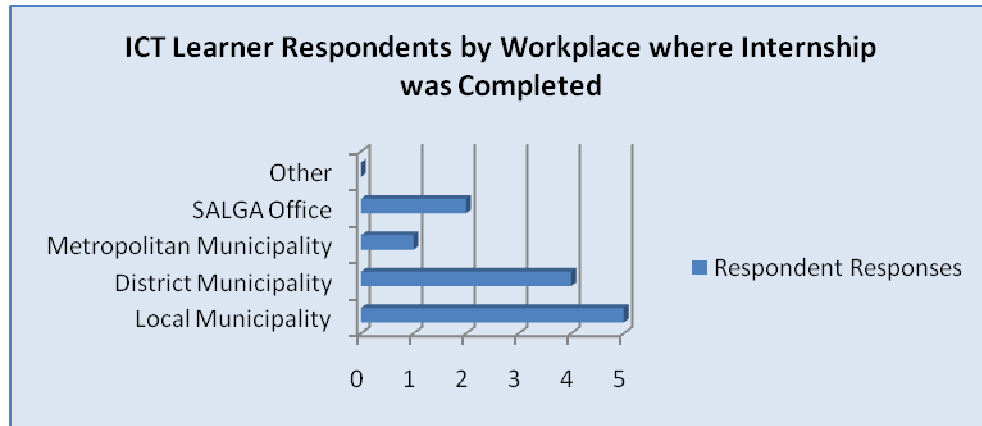
Figure 23: ICT Learner Respondents by Workplace where Internship was Completed

When ICT learner respondents were asked in which type of workplace they were deployed to when their internship period came to an end, 41.6% (n = 5) indicated that they were based at a local municipality whilst 33.3% (n = 4) indicated that they were placed at a district municipality.

16.6% of the ICT learner respondents (n = 2) indicated that they were based at an office of the South African Local Government Association (SALGA) and not at a municipality. Only 8.33% (n=1) of learner respondents indicated that they were placed at a Metropolitan municipality.

Workplace where Internship was Completed	Respondent Responses	% Responses
Local Municipality	5	41.6%
District Municipality	4	33.33%
Metropolitan Municipality	1	8.33%
SALGA Office	2	16.66%
Other	0	0

Table 26: ICT Learner Respondents by Workplace where Internship was completed

When ICT learner respondents were asked whether their services were retained at the end of the internship programme, a majority (66.6%) of learner respondents (n = 8) indicated that they were indeed retained on a contractual basis by their former host municipalities.

33% of learner respondents (n = 4) indicated that they were not immediately retained by their former host municipality.
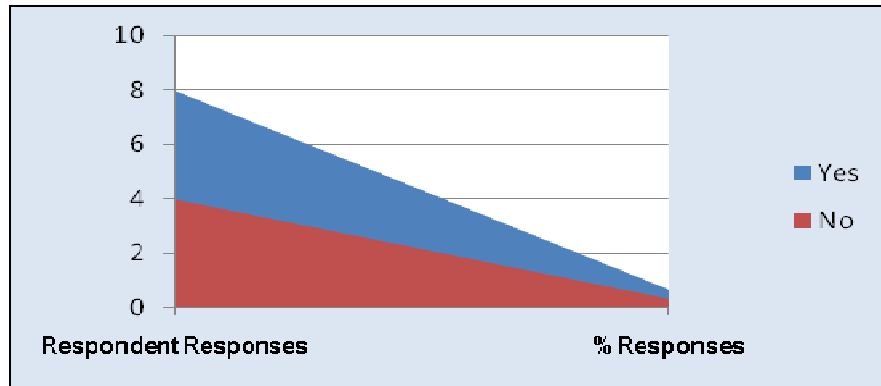
Figure 24: ICT Learner Respondents based on Retention after Internship

Were Intern Services Retained after Internship	Respondent Responses	% Responses
Yes	8	66.66%
No	4	33.33%

Table 27: ICT Learner Respondents based on Retention after Internship

When ICT learner respondents were asked whether they are still employed by their former host municipality, only 8.33% of host respondents (n =1) indicated that they are still employed by their former host municipality. 91.6% of former ICT learner respondents indicated that they are no longer under the employ of their former host municipality. This serves to indicate that whilst the initial retention rate of I CT learner by municipalities were high, there was significant subsequent migration and labour turnover some time after the formal completion of the internship programme.
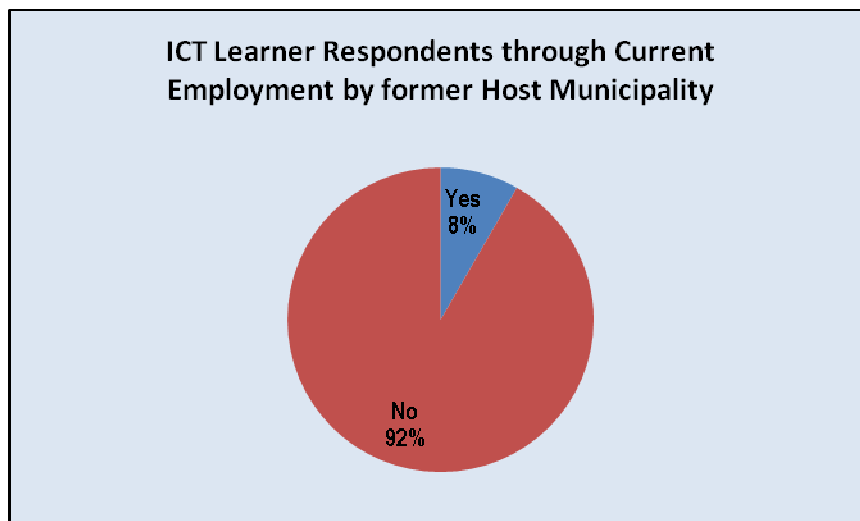
Figure 25: ICT Learner Respondents based on Current Employment by former Host Municipality

Are you still employed at host municipality?	Respondent Responses	% Responses
Yes	1	8.33%
No	11	91.6%

Table 28: ICT Learner Respondents based on Current Employment by former Host Municipality

When ICT learner respondents were asked how long they were retained by their former host employers after the formal completion of the internship programme, 25% (n =4) of learner respondents indicated that they were not retained at all by their former host employers.

16.6% (n = 2) of respondents indicated that they were retained from 0 – 6 months whilst 25% of respondents   (n = 3) indicated that they were retained by their former host employer for a period of 6 months up to 12 months after the completion of the programme.

8.33% (n = 1) of respondents indicated that they were retained for a period between 12 – 18 months. Another 8.33% segment of respondents (n = 1) indicated that that they were retained by their former host employers from 18 - 24 months since the completion of the programme. 8.33% of respondents (n = 1) indicated that they were retained for a period from indicated that they were retained for a period between 3 – 4 years by their former host employer.

This serves to indicate that a significant percentage of former ICT learners were retained for a period from 6 months up to 12 months (1 year) whilst a small percentage was indeed retained for periods longer than 12 months to 24 months (2 years) since the formal completion of the internship programme. Only a very small fraction of former ICT learners were retained beyond   2 – 4 years since the formal completion of the programme by former host employers.

Figure 26: ICT Learner Respondents based on Retention Period by former Host Municipality

How long were you retained by your host municipality after the internship programme?	Respondent Responses	% Responses
0 – 6 months	2	16.66%
6 months – 1 year	3	25%
1 year – 18 months	1	8.33%
18 months – 2 years	1	8.33%
2 – 3 years	0	0%
3 – 4 years	1	8.33%
Not Retained	4	33.33%

Table 29: ICT Learner Respondents based on Retention Period by former Host Municipality

When ICT learner respondents were asked to indicate their current job levels based on their current employment status, 50% (n = 6) of respondents indicated that they are at a skilled job level whilst 41.6% of respondents (n = 5) indicated they are currently occupying a specialist job function. Only 8.33% (n =1) of respondents indicated that they are at junior management level according to the Patterson (1975) job evaluation model.

Current Job Level	Respondent Responses	% Responses
Junior Entry	0	0%
Skilled level	6	50%
Specialist Level	5	41.6%
Junior Management	1	8.33%
Senior Management	0	0

Table 30: ICT Learner Respondents based on current job grade
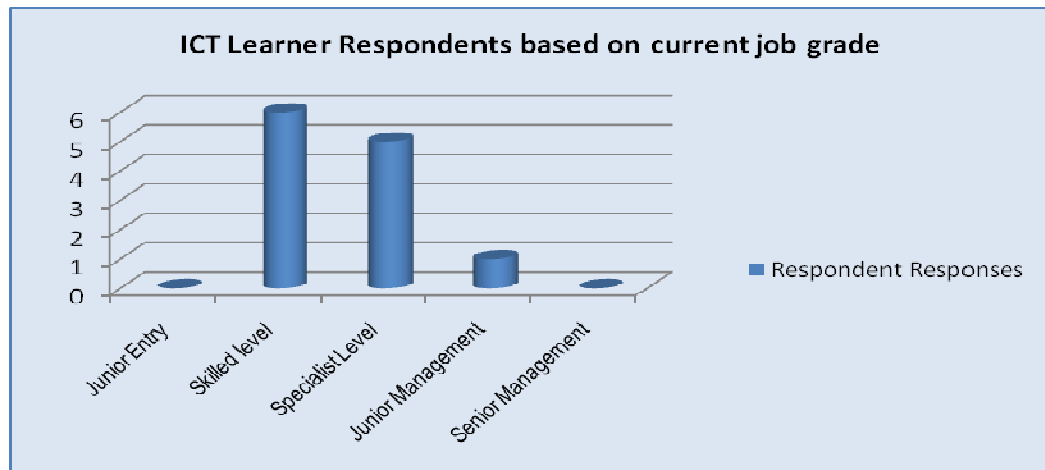
Figure 27: ICT Learner Respondents based on current job grade

When ICT learner respondents were prompted to indicate which sub-sector of the Information Communication Technology (ICT) they are currently employed in, 8.33% of respondents (n = 1)   indicated that they are currently employed in the Telecommunications sub-sector whilst 91.6% of learner respondents (n = 11) indicated they are employed in the Information Technology (IT) subsector.
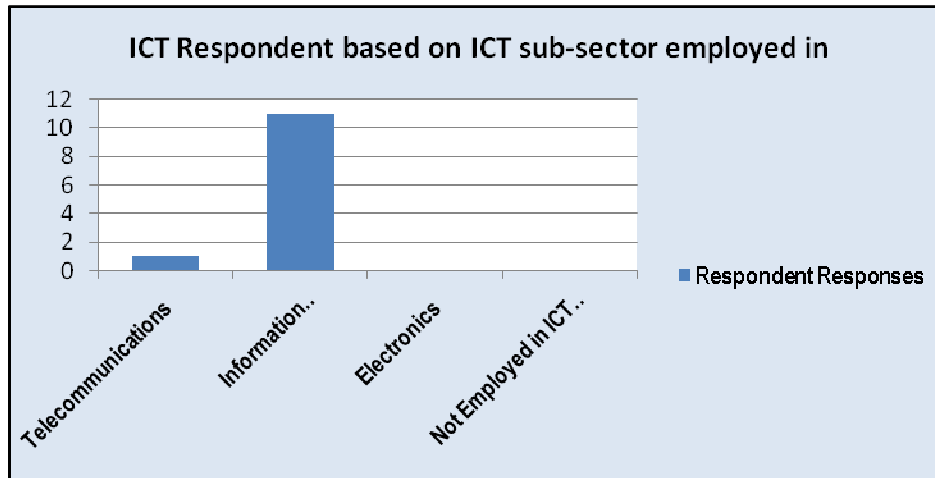
Figure 28: ICT Learner Respondents based on ICT subsector employed in

In which subsector of ICT are you currently employed in?	Respondent Responses	% Responses
Telecommunications	1	8.33%
Information Technology	11	66.66%
Electronics	0	0%
Not Employed in ICT sector	0	0%

Table 31: ICT Learner Respondents based on ICT subsector employed in

When ICT learner respondents were asked to indicate their current monthly gross earning levels based on their current employment status, 16.6% (n = 2) of respondents indicated that they are earning between R5000 – R8000 per month whilst a further 16.6% of ICT learner respondents (n = 2) indicated that they are earning between R8000 – R9000 per month.

33% of ICT learner respondents (n = 4) indicated that they are earning between R9000 – R12000 on a monthly basis whilst a further 25% (n = 3) of respondents indicated they are earning between R12000 – R15000 gross per month.

Only 8.33% of ICT learner respondents (n =1) indicated they are earning more than R15000 gross per month.
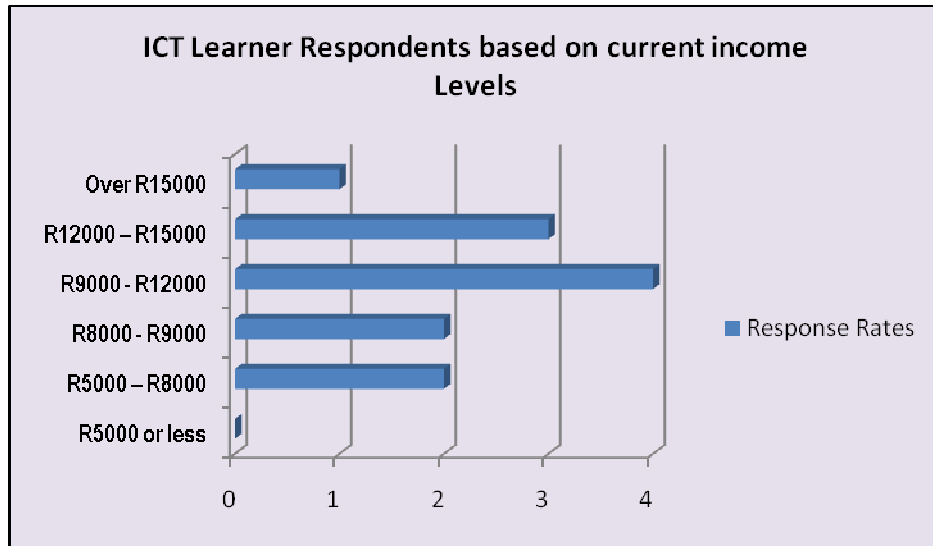
Figure 29: ICT Learner Respondents based on current income levels

Gross Average Monthly Learner Earnings	Response Rates	% Responses
R5000 or less	0	0%
R5000 – R8000	2	16.66%
R8000 - R9000	2	16.66%
R9000 - R12000	4	33.33%
R12000 – R15000	3	25%
Over R15000	1	8.33%

Table 32: ICT Learner Respondents based on current income levels

(viii)   Number of hours worked per Week

When ICT learner respondents were asked to indicate the number of weekly hours worked based on their current employment status, 25% of respondents (n = 3) indicated that they are working between 32 to 40 hours per week whilst 75% of respondents (n = 9) indicated that they are working from 40 to 48 hours on a weekly basis.
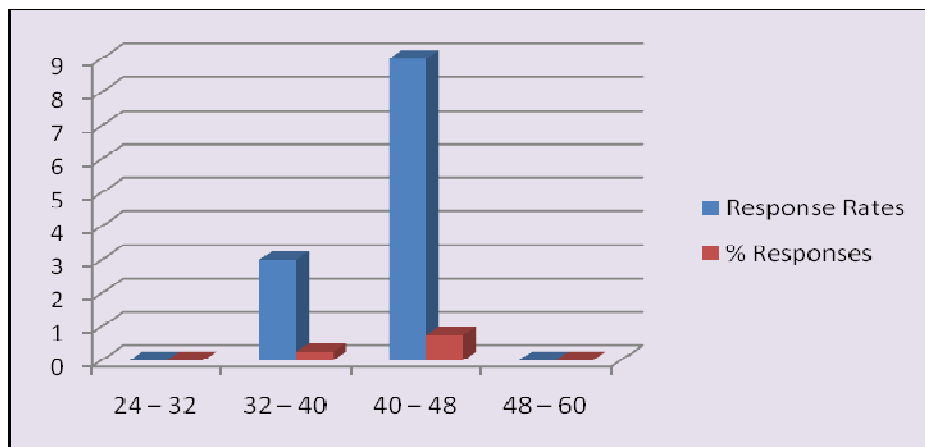
Figure 30: ICT Learner Respondents based on number of weekly working hours

No of Hours Worked Weekly	Response Rates	% Responses
24 – 32	0	0%
32 – 40	3	25%
40 – 48	9	75%
48 – 60	0	0%

Table 33: ICT Learner Respondents based on number of weekly working hours

5.2 Analysis of Research Findings

5.2.1 ICT Learner Respondents

Based on the outcomes of the focus group interview discussions with ICT Interns, the following are the findings from the study. A majority (41.66%) of ICT learner respondents (n = 5) indicated that they are aged between the ages of 26 and 28 years whilst 33.33% (n=4) indicated their ages to be between 28 and 30 years. The majority of ICT learner respondents are thus under the ages of 30 years.

All ICT learner respondents are in possession of Grade 12/ Matric qualification as an underlying qualification whilst 8.33% of respondents indicated that they have an undergraduate B. Tech degree and a further 58.33% of ICT learner respondents indicated that they also now have an ICT industry qualification. 33.33% of learner respondents indicated that they only have a National Diploma as their highest qualification. This is an indicator that the majority of ICT learner respondents have engaged in additional studies and acquired further qualifications since completing the internship programme.

All respondents were from previously disadvantaged communities in the form of 83.33% being of African descent, 8.33% from the coloured community and a further 8.33% from Indian/ Asian community. In terms of marital status, only 25% of ICT learner respondents are married with 16% of learner respondents having been divorced or came out of a formal relationshop. The majority of ICT learner respondents are still single with 66.6% of learner respondents having dependants in pre-primary school / crèche.

In terms of the total length of employment since leaving the programme 75% of ICT learner respondents have worked for 2 to 3 years with some interruption in employment whilst 16% have worked for 1 - 2 years. Only a small percentage of ICT learner respondents has worked for 3 – 4 years of uninterrupted employment. This indicates that since the completion of the programme in November 2004 to date, there was some interruption in employment perhaps stemming from short periods of unemployment or when employment contracts came to an end.

16% of learner respondents who have worked from 2 – 3 years, indicate that they been employed in short employment contracts with various employers, some had to say at home during short periods of unemployment and some due to maternity reasons. A majority of ICT learner respondents indicate that they were indeed retained by their host municipalities but that they have subsequently left the employ of the former host employer and moved on to a second or third employer. This accounts for the break in employment periods.

Only 10% of learner respondents that were retained by their host municipality stayed with the same employer since the completion of the programme or managed to immediately find employment whilst still within the employ of the former host employer. This serves to indicate high migration and labour turnover of ICT learners from one employer to another in search of employment.

All ICT learner respondents are currently formally employed with a small percentage (8.33%) of learner respondents currently employed within the local government sector. The vast majority of ICT learner respondents (41.6%) are currently employed within the private sector whilst 25% are employed in a national/ provincial government department. A further 25% of IT learner respondents are employed within a state parastatal. ICT learner respondents are currently employed in various roles ranging from Customer Support / Helpdesk Technicians to Network/ Systems Administrators.

This indicates that whilst there has clearly been a migration of ICT skills from the local government sector, the majority of former ICT learners are still within the public sector in government and within state parastatals whilst 41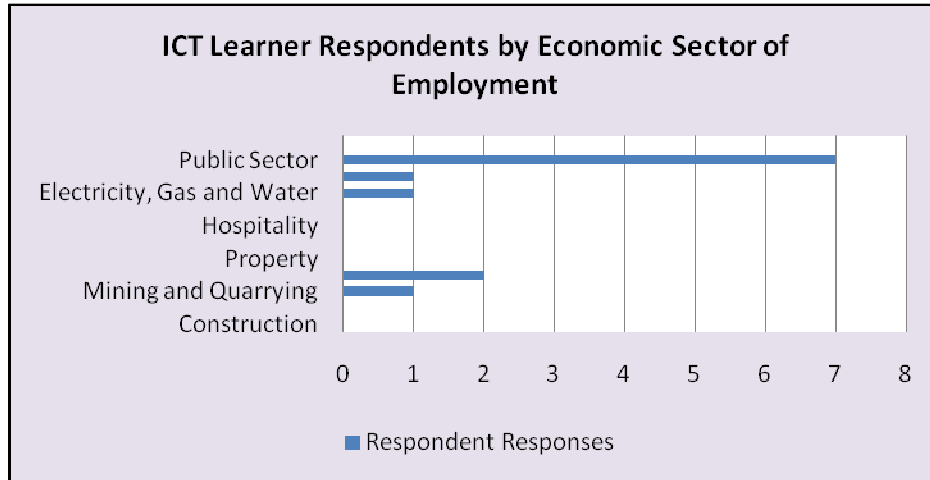% has since migrated to the private sector. The majority of ICT learner respondents (58.33%) are employed in the public sector whilst , 8.3% are currently employed within the mining and quarrying sector and 16.66% of ICT learner respondents are currently employed in the financial services (banking, insurance / business services sector).

At the period when the DBSA/ SALGA ICT Internship programme came to an end, 41.6% of ICT learner respondents were placed at a local municipality whilst 33.3% were placed at a district municipality. 16.6% of the ICT learner respondents were placed at an office of the South African Local Government Association (SALGA) and not at a municipality whilst 8.33% of learner respondents were placed at a Metropolitan municipality.

A majority (66.6%) of ICT learner respondents confirm that indicated that they were retained on a contractual basis by their former host municipalities whilst 33% of learner respondents were not retained by their former host municipality. 91.6% of former ICT learner respondents are no longer employed by their former host municipality whilst only 8.33% of learner respondents are still employed by their former host municipality.

This serves to indicate that whilst the initial retention rate of ICT learner by municipalities were high, there was significant subsequent migration and labour turnover some time after the formal completion of the internship programme.

A majority of ICT learner respondents (25%) were retained by their former host employer for a period of 6 - 12 months after the completion of the programme, 8.33% of learner respondents were retained for a period between 12 – 18 months whilst a further 8.33% of learner respondents were retained for periods ranging from 18 - 24 months since the completion of the programme. A further 8.33% of learner respondents were retained for a period from indicated that they were retained for a period between 3 – 4 years by their former host employer.

This serves to indicate that a significant percentage of former ICT learners were retained for a period from 6 months up to 12 months (1 year) whilst a small percentage was indeed retained for periods longer than 12 months to 24 months (2 years) since the formal completion of the internship programme.

Only a very small fraction of former ICT learners were retained beyond 2 – 4 years since the formal completion of the programme by former host employers.

A majority of ICT learner respondents (50%) are currently employed at a skilled job level whilst 41.6% are employed at a specialist job function. 8.33% of ICT learner respondents are currently employed at a junior management level post.

In terms of current monthly gross earnings, a majority (33%) of ICT learner respondents earn between R9000 – R12000 on a monthly basis whilst a further 25% of learner respondents earn between R12000 – R15000 gross per month. 16.6% of learner respondents earn between R5000 – R8000 per month whilst a further 16.6% of ICT learner respondents are earning between R8000 – R9000 per month. Only 8.33% of ICT learner respondents earn more than R15000 gross per month. The vast majority of ICT learners (75%) work from 40 - 48 hours per week whilst 25% of ICT learner respondents work 32 - 40 hours per week.

The majority of ICT learner respondents felt that they received fair promotional prospects although they complained of political interference and promotion of political deployments at their host municipalities. A significant amount of ICT learner respondents felt that they had applied themselves very hard at the municipality where they were placed. A majority of ICT respondents agreed that they perceived promotion to be based on how well they did their job and they do believe that they were given ample support to achieve a high level of productivity in their jobs. ICT learner respondents however feel that the working environment at their municipality and prevalence of strikes greatly affected their work output and ability to efficiently carry out duties.

The majority of ICT learner respondents indicate that the work environment at the host municipality was initially unfriendly and hostile at the commencement of their internship but that relationship with fellow employees developed during the duration of their internships. A significant majority of ICT learner respondents feel that the programme and their host supervisors did not invest the relevant time and effort in preparing their host workplaces socially in terms of communicating the objectives of the programme to fellow staff before Interns were introduced. In this way, concerns from incumbent employees about job security issues were not addressed prior to learner placement.

ICT learner respondents also feel that their host supervisors did give them adequate supervision although they feel that the organizational policies of SALGA did not cater for them as Interns although they were knowledgeable about the contents of their contracts.

A significant majority of ICT learners agreed that they received the necessary supervision and had access to resources such as office business tools (laptops, offices, telephones and printers) for use although most Interns shared offices. Due to misunderstandings and lack of introduction of the programme to the various workplaces in which Interns were placed, there was employee resistance to Interns in the few months after learners were initially placed.

ICT learner respondents indicate that in the beginning of the internship, there was initially close supervision of ICT learners and in the process, most learner were not allowed to practically attend to ICT users let alone perform installations on IT user laptops and most ICT learners were initially expected to perform robot like observation.

This indicates that the learner workplace training plan was not fully understood by the host municipal supervisors or that IT Managers at the various municipalities who had access to the learner workplace training plan did not share the information with subordinates in the form of IT Technicians who practically supervised the learners and who spend more time with learners in the workplace. This also indicates that Interns did not significantly take control of their own workplace learning.

In the subsequent months however, learner supervision became less stricter as ICT learners either complained or proved their skills to their immediate supervisors. As soon as there was acknowledgement of skill, most ICT learners indicate that they were allowed freedom to attend to ICT users sometimes without close supervision. Most Interns were ultimately able to achieve workplace autonomy by being allowed to attend to users without supervision.

ICT learner respondents indicate that most IT Managers were only involved in the initial placement of learners in the workplace but were not involved in subsequently managing the learners' experiential learning programme at the municipality. Due to unavailability and busy workplace schedules of most IT Managers, the responsibility to manage IT learners was largely left to IT Technicians who fulfilled this role with varying efficiencies.

Discussions and feedback by IT Managers to learners on the progress of their workplace training plans appears to have been irregular and not conducted on a weekly basis. Most feedback given appeared to have been received from immediate supervisors in the form of IT Technicians to whom most ICT learners reported to. Most ICT learner feel that their allocated duties during the internship were wide and varied and that although there was sometimes no formal adherence to their workplace training plan, the varied users requests attended to during internship ensured task variety. The repetitive nature of IT procedures and tasks ensured that ICT learners achieved mastery and could work outside close supervision within a few months.

A majority of IT learner respondents concede the local government workers are underpaid and that they can earn higher income through employment in other economic sectors. ICT learner feel that they were given ample opportunity to prove their abilities during the internship period but also indicated that some learners who were placed at metropolitan municipalities or were placed earlier within the programme received better placement opportunities. Delays in placements of learner at host municipalities caused by workplace unavailability are perceived to have affected internship exposure of ICT learners.

ICT learner respondents feel that host municipalities did not view learner complaints in a positive light and thus, most ICT learner respondents sought to suppress their complaints from their host employers in the fear of ruining opportunities at absorption.

The retention of IT learners by their host municipalities greatly improved the pride and self-confidence of most ICT learners as they now felt that they have the necessary skills to complete with their peers in the marketplace. In certain workplaces across the various municipalities, workplace tensions within the workplace and racial animosity amongst employees affected the ability of Interns to socialise with fellow employees and to seek advice and support where required. The majority of ICT learner respondents however feel that they have received a high element of support from their colleagues notwithstanding the workplace obstacles encountered.

The majority of ICT learner respondents are satisfied with the income that they are currently earning but feel that with more experience and exposure to different technologies, they can earn a higher income in the private sector. Most Interns indicate that job-hopping achieves artificial salary increases without experience. Some Interns feel that since employers base their next salary package in comparison to their current packages, then some job-hopping will be in order.

The majority of ICT learner respondents indicate that within their current employment, they are currently placed higher than the junior entry level posts with their employers and that the experience gained during their internship greatly assisted them.
ICT learners are generally happy with the effect of the internship on their current careers and indicate that career management is an individual responsibility.

In terms of areas for programme improvement, most ICT learner respondents indicated that the placements of learners at the end of the internship and their integration into host municipalities should be addressed by the programme and the absorption process of former ICT Interns by host municipalities should be a process that takes place under the stewardship and guidance of programme management.

The overall perception held by ICT learners of officials at their host municipality is that although there are many hardworking individuals, most officials are not hired based on skill but based on political imperatives. ICT learner respondents are happy with the support received from their supervisors in the form of IT Technicians and most indicate that they learned how to handle difficult staff members, how to setup emails; configure networks setting of hardware, manage mail servers, manage the IT Helpdesk, conduct IT procurement, IT project management and to maintain service level agreements with private service providers.

5.2.2 ICT Learner Respondents Verbatim Responses from Focus Group Interview

Statement	Participants' responses
1. I feel that I was given ample opportunity to succeed and prove my abilities during my internship period.	*"Yes. This matter was emphasised in the beginning of the programme"* *"I don't fully agree because some of us received placement a few months later into the programme".* *Those learners who had no problems in travelling and being placed far from home were the first to be placed"*
2. I feel that I have applied myself very hard at the municipality wherein I was placed.	*"I really gave it my best shot". I suppose that's why I was retained."* *"I think they did also consider your attitude towards your work"* *"I made sure to come on time and leave on time and be as responsive as possible in line with our agreed turnaround time at the IT helpdesk".*
3. Promotion at my host municipality depended on how well I did my job.	*"Not really, if you are a comrade you will be guaranteed promotion."* *In our department, the specialised IT skills needed ensured that political interference is minimal but in other departments this was not the case".* *"Ja, I feel we were promoted fairly based on merit"*

4.	I feel that I was given ample support to achieve a high level of productivity in my job.	*"Sometimes you cannot be productive when the municipality is gripped by employee strikes every two weeks or when there are service delivery protests such that you can't go to work."* *"Initially the employees at the municipality were unfriendly and did not associate with me until some months later"* *"My boss really did support me by checking timesheets and that I knew what I was doing on a weekly basis"*
5.	My work objectives and duties at my host municipality were discussed with me during my internship.	*"Yes. Our workplace training plan had a series of tasks that we had to know and undertake".* *"The responsibility to ensure that we were monitoring our training to be in line with the workplace training plan was ours"* *"Beyond signing my timesheets and reading my training plan, my progress was not really discussed every month. Perhaps in the beginning and towards the end".* *"I was asked verbally on my progress every day"*
6.	The host municipality provided better after-placement training to me than I received during training.	*"In the workplace, I was alone. the Technicians initially did not want to go with me to see users and some complained about having to tag me along"* *"When I went to help users, I realised that I kept getting better at my duties as I was now repeating the same steps repeatedly and in this way I was remembering things learned in class."*
7.	The internship programme helped me to improve my abilities.	*"Absolutely"* *"I would not be where I am without the internship"* *My internship helped kick-start my career in IT"*
8.	I think that the municipality where I was placed is not as good an employer as many other municipalities where Interns were placed.	*"I was lucky that we had a big IT department with lots of users. Other Interns were not that lucky".* *"Interns placed at Metro municipalities enjoyed better workplaces than us at small semi-rural local municipalities".* *"I was placed from Gauteng at a local municipality in Free State which had a functional IT department and the support I received was good"*
9.	At the host municipality, employees trusted one another.	*"I don't agree because at one point the shop steward told me we were taking other peoples jobs"* *"People were initially rude to me".* *"The trust developed later with time but in the beginning it was not there".*
10.	In my job at the host municipality, other employees welcomed me with open arms.	*"There was nearly a strike due to our presence in the department"* *"I don't think that the municipality really communicated the programme to employees before we were introduced into the workplace"*
11.	At the host municipality, my supervisor asked me to do several varied duties on a daily basis.	*"There was some rotation in my work but as the internship programme continued, I began doing more repetitive work".* *"The workplace training plan catered for job rotation although in my case there was no formal rotation implemented".* *"I only responded to the duties and user requests that were received through the Helpdesk. Fortunately there was some variety in the user requests"*

12. When I had grievance at the host municipality I received a fair hearing.	*"If you are on internship its best to be tolerant because I don't think the municipality will view you in a good light if you complain a lot."* *"An intern who complained of unwelcome advances from the Manager was given a bad time at my municipality."*
13. During the internship, I felt "proud" to work at the municipality.	*"It gave me great pride to work at the municipality indeed because it meant that I can pull my weight in the workplace".* *"Upon retention by the municipality, I felt that I can compete with the best of the best".* *"After completing your internship, you feel that you can do anything out there."*
14. Relations between Blacks, Asians, Coloureds and Whites were better at my host municipality than in a lot of other companies.	*"There were racial tensions within our department and some white Technicians did not want to go out with us to attend to users".* *"There were racial divisions and tensions between the Indian former manager and the new black manager at our municipality and as a result we were not as free to ask Indian colleagues questions or assistance".* *"Relations were very good in my municipality"*
15. I am satisfied with the remuneration (salary) that I am currently earning.	*"I am satisfied but I feel that I can earn much better out there"* *"Salary increase comes with more experience and exposure to other technologies",.* *"People who tend to job-hop achieve higher salary increases which are not in line with their experience"*
16. During the internship, I felt that I was involved in the decisions that affected my career prospects at the host municipality.	*"Internship decisions were notified to me by the Programme Coordinator and the IT Manager"* *"The programme did not directly assist with my post-internship placement at the municipality"* *"I was invited to a meeting with the municipality on my continuation within the programme".*
17. I feel that I could earn more income whilst working in local government.	*"Municipalities do not pay well."* *"Our salaries are determined according to the scales of the local government bargaining council."* *"My friends in the private sector earn much higher than I do"*
18. During the internship, I felt that I had promotional prospects at the host municipality.	*"There are few promotional prospects at the municipality as a result of old Technicians who don't want to share their knowledge and experience".* *"The problem with local government is that politically deployed people are promoted ahead of competent staff."* *"In our municipality, management posts are taken by political deployees but in the IT department, political appointments did not take place"*
19. During the internship, contractual policies of SALGA and the host municipalities were clearly communicated to Interns.	*"During our induction, our contracts were explained to us.* *"The policies of SALGA were given to us in the beginning of the programme".* *"The interns were not catered for in the SALGA policies on S &T and Travel allowances"*

20. The physical working conditions at the host municipality were good.	*"I had my own office, laptop and printer"* *"We were cramped into one office but the working environment was very happy"* *"Initially we could not even get external telephone calls through the organisational telephone system because the receptionist said that we're only Interns. We had to rely on our cell phones to be contacted."*
21. During the internship, I was allocated a desk and my own computer at the host municipality.	*"I was sharing a desktop PC with one other Interns."* *"At my municipality, we were also given laptops to take home although we were sharing a small cramped office"*
22. During the internship, I was allowed to do my work without being too closely monitored by my superior.	*"For the first two months, my Technicians did not allow me to touch the computers of the IT users."* *"Until I complained to the IT Manager, the Technicians only wanted me to observe only".* *"My supervisor was initially overly careful about what I do on the computers of users but when he realised I know my job, he relaxed and backed off. Within a few months, I was able to attend to users alone".*
23. At the host municipality, I was allowed to interact freely with IT users in the scope of performing my duties.	*"This happened in the later months of the programme when I proved my competence".* *"Some users initially complained about me helping them as they claimed I will deleted their emails."* *"Freedom to do my duties came along with the growth in my experience to attend to mail accounts"*
24. If I voiced a complaint at the host municipality I would not be offered employment after the internship period.	*"Municipalities don't like people who complain a lot".* *"A fellow Intern who liked to complain to the IT Manager about the treatment she was receiving was not retained along with me."*
25. I am satisfied that my allocated duties during the internship were wide and varied.	*"My duties were controlled by the workplace training plan"* *"The training plan was wide and varied."* *"The typical users requests that were received at the IT Helpdesk were wide and had variety."*
26. During the internship, my duties were the same every day.	*"My duties were varied and determined by the workplace training plan."* *"We responded to various users requests that came through and these ranged from basic hardware configuration, setting up email accounts and connecting network cables to hardware".*
27. The fringe benefits of workers at a municipality are better than in most other workplaces.	*"Municipal employees are underpaid"* *"Only senior management positions have fringe benefits".* *"The IT Technician posts are below the national pay standards in the private sector and that why people tend to take up jobs there."*

28. My salary level increased after my participation in the internship.	*"The new employer base their employment salary offers on your last salary income levels"* *"I don't think that I would have been offered my current salary if I did not have experience."* *"If you don't have experience, my current employer starts you at a junior entry level post."* *"Im currently two grades ahead of the entry level post"*
29. During my internship, my superior was unfriendly & difficult to talk to.	*"My manager was very helpful but very busy. As a result I tended to ask for assistance from the Senior Technician."* *"I was very lucky to have a supportive boss who understood my situation."* *"The department head who placed me in the organisation was always available" The problem is that I did not report to him directly but to one of his Technicians. The Technician did not like it when I asked the IT Manager questions."*
30. During my internship at the municipality, superiors and subordinates were not aware of each other's work problems.	*"The work environment is so busy that there is no time for closer communication."* *"Our department did have a team buildings session in the beginning of the year as well as during the municipality's party."*
31. The internship programme has made me more employable.	*"Interns who come without experience are started at the junior entry level position below my current post".* *"Without experience new employers will not be willing to hire you"* *"I have changed employment twice since the internship programme and my experience made a big difference."*
32. My participation in the internship has enabled me to earn a higher salary.	*"Employers offer you a remuneration package based on a comparison with your recent salary earnings".* *"A higher salary comes with an increase in experience."*
33. The relationship between the programme co-ordinator and interns was good.	*"The communication was good"* *"We communicated with the coordinator frequently via email and telephonically."* *"There are a few fellow Interns who were not happy at being paced far away from home".* *"Some of our fellow Interns who did not manage to find jobs in IT are not happy but I think our career is our own responsibility".*
34. The work output expected from interns at the municipality was attainable.	*"The user queries were practical to attend to."* *"Most of the duties given to me were based on the Workplace Training plan of the programme."* *"Jobs which were too complicated for us were attended to by the fulltime municipal Technicians and not us."*
35. Given a choice, I would repeat my participation in the internship programme.	*"I would go through the internship again"* *"The programme was very beneficial to me"* *"Other fellow graduates should also go through the internship programme."*

36. My participation in the internship programme was worth the effort.	*"The programme helped me to get where I currently am"*
37. Could you suggest any areas of improvement or Intern needs that can be catered for in future by a similar internship programme in future?	*"The placement of learners at the end of the internship programme needs to be catered for."* *"Municipalities should be engaged into post-internship retention contracts to ensure that they retain the services of IT learners"*
38. My overall perception of the officials at the host municipality is	*"There are a lot of hardworking people but the politics sometimes makes your job difficult."* *"We must hire employees at municipalities based on skills and not through political support."*
39. There was understanding of my requirements/needs by municipal officials where I completed my internship.	*"The programme coordinator shared the workplace Training Plan with my IT Manager"* *"The workplace training plan was clear on duties and tasks"*
40. The work support offered by my superior at my host municipality was relevant	*"The IT Manager initially did not understand that undertaking an asset audit with the Technicians was part of my duties."* *"At a certain municipality, learners assisted with car license registrations."*
41. Were you satisfied with the way the superiors or colleagues at the host municipality communicate/talk to interns?	*"What I needed to do was communicated to me by the Senior Technician."* *"The IT Manager placed me and left me on my own to report to the Technicians so at the end of my internship, I had more contact and guidance from the Technicians beyond the IT Manager himself".* *"Communication was not formalised but informal and at some point, the IT Manager had to issue a circular that we were to be treated the same as other staff of the municipality because some employees treated us like outsiders".*
42. What are the strengths in the work support that I received from my superior at my host municipality during the internship?	*"My superior taught me how to handle difficult staff members, how to setup emails, configure networks setting of hardware. I was even exposed to the server room."* *"IT Helpdesk and call centre management experience"* *"IT procurement, project management experience and maintaining service levels agreements with private service providers"*
43. Do you believe that you received value from your participation in the internship.	*"Absolutely"* *"I would not be where I am without the foundational experience received during my internship".*

Table 34: ICT Learner Respondents' Focus Group Responses

5.3 Host Municipal Official Questionnaire Responses

The number of host municipal respondents (n = 9) who respondent to the research questionnaire as well as their designation and geographical location is indicated as per below table. From below table it becomes clear that the majority of host municipal respondents were IT Manager (n = 4) followed by IT Technicians (n = 2). The majority of respondents (n = 3) were based in municipalities in the Gauteng and Kwa-Zulu Natal provinces.

Geographical Distribution of Host Municipal Respondents						
	Western Cape	Eastern Cape	Kwa-Zulu Natal	Limpopo	Gauteng	Total
IT Manager	1		1		**2**	**4**
Manager: Corporate Services			1			**1**
Manager Technical		1				**1**
Skills Development Facilitator			1			**1**
IT Technician				1	1	**2**
Total	**1**	**1**	**3**	**1**	**3**	**9**

Table 35: Geographical Distribution of Host Municipal Respondents
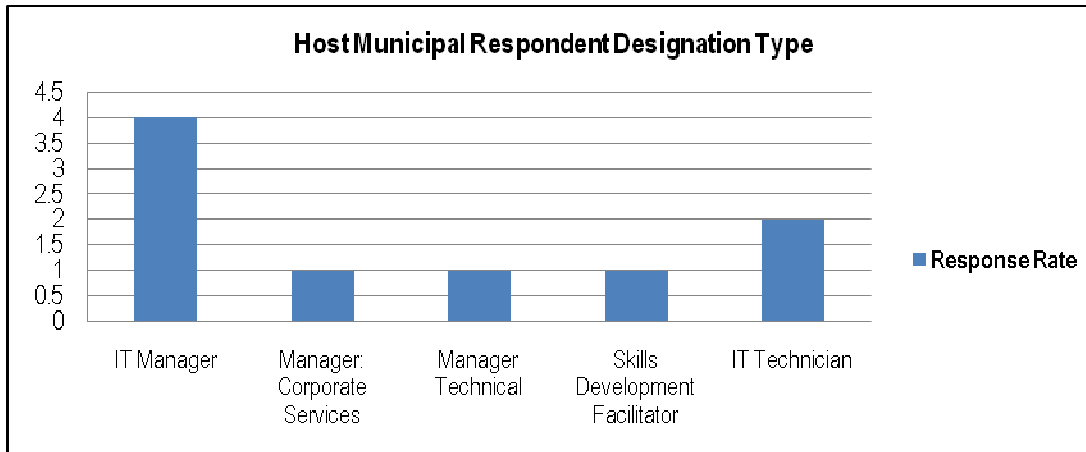
Figure 31: Host Municipal Respondents by Designation Type

Position Held by Key Respondent	Response Rate
IT Manager	4
Manager: Corporate Services	1
Manager Technical	1
Skills Development Facilitator	1
IT Technician	2

Table 36: Host Municipal Respondents by Designation Type

5.3.1 Host Municipal Employer Respondents

Based on the outcomes of the telephonic interview discussions with former municipal host supervisors, the following are the findings from the study.

Host Employer respondents indicate that the main causes of failure for local government learning programmes are a lack of programme continuity and career progression of ICT learners as well as the poor retention levels of learners.

Host municipal officials feel that higher salaries and the political instability of the local government sector are one of the key reasons why ICT learners migrate for greener pastures.

Host municipal respondents indicate that the reason ICT learners were not retained by their municipality stemmed from lack of necessary budget and poor workplace conduct of ICT learners. Host municipal respondents do not expect ICT learners to stay within local government and expect migration due to inadequate pay, poor career prospects, adverse working environments and the natural desire by ICT learner to maximise their income.

When asked what contributions if any did the ICT Interns contribute to the municipal workplace, most host respondents cited the introduction of new external specialist (IT) skills, interest in self-developmental courses, budget savings on IT support budgets and the establishment of an IT Helpdesk.

Host respondents cited the unavailability of proper supervisors for the Interns, poor cooperation from fellow municipal employees and some IT users certain as the major implementation challenges encountered at their municipalities.

In terms of the effect of salary level on the success/ failure of local government learning programmes, host municipal respondents acknowledge that salary level does affect Intern commitment but also indicate that the objective of an internship is for the learner to derive workplace experience beyond income levels.

In terms of the effect of job satisfaction on the success/ failure of local government learning programmes, host municipal respondents do not see the importance of job satisfaction on Interns as the primary objective of an internship is to derive workplace experience.

Host municipal respondents cite the factors that contributed to the participation of their municipality in the DBSA/SALGA ICT Internship programme as the following:-

- Commitments by the Executive Mayor / Technical Director and /or Municipal Manager
- Support for LGSETA programmes
- Memorandum from the SALGA Provincial office
- Feedback from other host municipalities
- Internal departmental staffing needs

Based on feedback from host employer respondents, the conduct of ICT learners during the internship greatly affected the decision by host municipalities to retain ITCT learners.

Host employer respondents indicate that the refresher N+ Training course that was given to ICT learners contributed greatly to learner improvement and new IT skills were learnt and implemented by learners. Some of the municipal employees also attended the training for free.

When asked which modifications should be made to the programme, host employer respondents indicated that:-

- The municipality should be involved in selecting its own learners for future participation
- The municipality should recruit Interns from areas within its jurisdictional area of authority.
- Learner stipends should be increased
- The duration of the internship should be increased
- Municipal supervisors must be more involved in setting the workplace training plans of learners.

When asked which local economic development spin-offs the host municipality derived from participating in the programme, host municipal respondents cited the retention of skilled staff, workplace skills plan benefits, and an introduction to the workings of internships and stimulating economic activity through facilitating the economic activity of otherwise unemployable youth through workplace experiential learning. Host employer respondents cite that their municipalities are currently active in other similar local government learning programmes of the local government sector education and training authority (LGSETA).

When asked about the effect of language on the internship programme, host employer respondents acknowledged that language did affect the ability of ICT learners to interface and build relationships in the municipal workplace with employees and ICT users.

When asked which factors led the municipality to choose to retain / not to retain the services of ICT Interns after the expiry of their internship periods, municipal host respondents cited poor learner workplace etiquette and conduct, late-coming, rudeness with IT users and lack of proper budgets.

When host municipal respondents were asked whether they believe that participation in the internship programme has enhanced the principles of lifelong learning at their municipality, host municipal respondents believed the principles of lifelong learning have been advanced as most incumbent Technicians at the various municipalities since took up an interest in attending Continuous Professional Development (CPD) to remain in touch with latest technological trends and some have indeed became Assessors of ICT learning programmes in the process. The introduction of ICT learners into the various municipal workplaces has made municipal employees' realize the need to remain current with last ICT industry knowledge and trends as well as training in order to remain relevant and competitive in the marketplace.

When host municipal respondents were asked whether their municipality employs the services of a Skills Development Facilitator (SDF) on its payroll, most host municipal officials were indicated that this role is performed by their municipal Human Resource management whilst some indicated that their local shop steward fulfils the SDF role.

There was an element of lack of clarity and understanding about the roles and functions of the municipal Skills Development Facilitator.

Host municipal respondents indicate that although in some instances, the Skills Development Facilitator is based at the human resource function of the municipality, the SDF is not a member of the management team of the municipality and the SDF function is in some cases carried out by very junior officials who are not HR practitioners of the municipality. This indicates a disjuncture on the role clarity and location of the skills development support functions within most municipalities. In most municipalities, matters and roles relating to skills development implementation are unduly interwoven with municipal labour relations.

When host municipal respondents were asked whether their municipality would be willing to host Interns within its workplace again, most host municipal respondents indicated that their municipalities would be willing to do so and are currently already participating in other local government learning programmes such as the National Treasury Municipal Finance Management (MFMP) Internship programme, Expanded Public Works Programme (EPWP) and the Community Development Workers (CDW) programmes as well as other targeted programmes offered by the Local Government Sector Education and Training Authority (LGSETA).

When host municipal respondents were asked to indicate the total number of IT employees that are employed by their municipal, host municipal respondents indicated the total size of the IT departments ranged from 5 – 12 employees.

5.3.2 Unstructured Questionnaire Responses by Host Municipal Respondents.

Statement	Participants' responses
1. What are the main causes of failure of local government learning programmes?	*"Lack of continuity and career progression"* *"Higher salaries are being offered in other economic sectors"* *"It is difficult to retain skilled personnel in an environment of continuous political instability"*
2. Why in your opinion were some Interns/ learners not retained by their host municipality after completing their internship in this programme?	*" My municipality did not have the necessary budget"* *"Poor workplace conduct contributed"* *"The ICT Intern did not come from within the jurisdictional area of the municipality:"* *"We did offer a 9 month contract to the ICT Intern"* *"All ICT learners were retained"*
3. What are the causes of Intern skills migration if graduate ICT Interns/learners were to be employed elsewhere outside the local government sector post-internship?	*"Inadequate pay"* *"Poor career prospects* *"Poor working environments"* *"Everybody wants to maximise their income so they will move if they have the necessary opportunity"* *National and provincial government salaries are higher than our entry level posts"*
4. In your opinion, what are the main indicators for failure or success of local government learning programmes?	*"Retention beyond the internship"* *"Making a career within local government"* *"Career progression within the IT field"* *"Career progression and pay levels"*

5.	What contributions if any did the ICT Interns contribute to the municipal workplace?	*"They contributed new specialist (IT) skills which the department did not have at the time"* *"There was a sudden interest by my municipal Technicians in going for self-developmental courses because of this new competition from qualified youngsters"* *"We were spending a lot on IT support by an external service provider and with the budgetary savings were able to retain one former Intern for a year until we were allocated a proper budget to offer him a fulltime post"* *"The Interns managed to establish an IT Helpdesk, something we never had at the municipality."*
6.	What were the major implementation challenges at your municipality with regards to the above-mentioned internship programme?	*"The unavailability of proper supervisors for the Interns"* *"The poor cooperation from certain of my Technicians* *"Some IT users were complaining of poor service by the Interns and did not want their help"* *"Some of the Interns were not ready for the working world and always came late".* *"For some time, the Interns were viewed as a burden and no one wanted to handhold them until 2 months into their placement where it was clear that some are adding value"* *"Some of my old guys were afraid of being outsmarted by these youngsters. Some of the old people also had job security issues"*
7.	To what extent does an Intern salary level affect the success/ failure of local government learning programmes?	*"If Interns are not paid enough they will leave for greener pasture. Its a natural phenomenon, everyone wants to maximise income"* *"When you go for an internship, you go for workplace experience. Salary levels is a secondary goal"* *"It should not because you want experience to be marketable"* *"In the beginning salary is not an issue but as soon as the Intern starts working and fraternising with municipal staff, it becomes an issue"*
8.	To what extent does Intern job satisfaction affect the success/ failure of local government learning programmes?	*"An internship by its nature is a short term intervention and satisfaction which is long-term comes secondary"* *"Job satisfaction mostly becomes relevant when the Intern has spent some considerable time in the workplace and if proper inductions were mot made"* *"I think it's an issue because an unhappy employee is not a productive employee"* *"Interns are by definition still young and inexperienced and really would not know what t expect so I think job satisfaction should not really affect them"*
9.	What were the major considerations that caused your municipality to participate in the internship programme whilst some chose not to?	*"Our Executive Mayor serves on the SALGA HRD Working Group"* *"We have a progressive leadership"* *"The decisions to accept Interns was taken by me as Technical Director and the Municipal Manager"* *"Support for LGSETA programmes"* *"We received a memorandum from Kwanaloga (SALGA KZN) to participate in the programme"*

	"Our IT department was understaffed"
10. To what extent did subjective considerations such as the conduct of Interns during internship affect the employability of graduate Interns post-internship?	*" It affected our decision quite a lot"* *"Out of the x3 Interns who were placed at the municipality we only offered additional contract work to x1 lady as she was polite, punctual and did her work professionally"* *"Some learners did misbehave by getting involved in multiple romantic relationships with fellow colleagues and this caused tensions in the workplace. For that reason we did not hire them".* *"Latecomers were not hired"* *"An employer will only accept the best"*
11. 'If the DBSA/ SALGA ICT Internship programme were to be sustained, which programme modifications and improvements would you like to see effected in the operational rollout of the programme in future?	*"The municipality should be involved in selecting its own learners for future participation as all of the Interns came from areas outside the jurisdictional area of the municipality".* *"The stipends of the Interns should be increased as they could barely afford accommodation"* *"The duration of the internship at the municipality should have gone beyond a year"* *"Municipal supervisors must be more involved in setting the workplace training plans of the learners."* *"Why expect us to host learners but not involve us during recruitment?"*
12. Which local economic development spin-offs did your municipality derive from their participation in the internship programme?	*"Retention of skilled staff"* *"We managed to retain three youngster from Port Elizabeth who come from our jurisdictional area. Eastern Cape is a very poor province."* *"We reflected the internship programme on our Workplace Skills Plan (WSP) for 2006"* *"The Internship programme was reported on in our annual review of the municipality"* *"The former Executive Mayor was very pleased to received an Honorary Certificate of Participation from DBSA and SALGA"* *"The programme was our very first introduction to learnerships and internships and we have been hosting x15 learners each year since then"* *"Surely by giving workplace experience to the youngsters, we increase the ability of our local ratepayers to find jobs and become economically active"*
13. After placement of Interns at your municipality, a refresher N+ Training course was given to learners. Did this N+ training increase the work quality of the Interns based at your municipality?	*"Certainly. A lot of improvement was noted"* *"Some of my old Technicians requested to attend this N+ refresher course alongside the Interns and I was thrilled when the programme obliged"* *"Many of the Interns did not have the ability to set up user mailboxes and I think the course assisted a lot in this regard"* *"Almost all of my old guys now also wanted to batted a similar course because of the SALGA Interns. The presence of the Interns made them realise that you need to keep your skills up-to-date with current technology to be competitive in the working world."*
14. During the implementation of	*"Yes a few of the seSotho-speaking Interns did not know how*

the programme, did your municipality host a learner who does not speak any of the local languages? If so, how did this affect the quality of work?	*to speak in isXhosa and mostly communicated in English but this was not a boundary"* *"I think language to some extent constrained some of the Interns from establishing closer personal relations with my old staff"* *"Language does affect quality of work because how can you service an IT user if you don't understand what they are saying?* *"Language was never an issue in my department"*
15. Do you believe that the DBSA/ SALGA ICT Internship Programme achieved the sector-wide strategic level impact that it set out to achieve? Give reasons for your answer.	*"Yes it did because we managed to hire two Interns and one of them is currently our Systems Administrator whilst the one has left for greener pastures elsewhere"* *"Yes because we gave the ICT learners a start when they needed it and the ones (ICT learners) I know flourished in the process"* *"Local government needs dedicated professionals who are not motivated by anything else beyond service delivery to our communities so the programme helped us to be able to build internal capacity".* *"Most municipalities were overly reliant on private companies for basic IT Technicians work and the programme helped to reduce dependence in that regard"*
16. Did the Interns who were placed at your municipality reside locally or within the jurisdictional district of your municipality?	*"All of them resided locally during the internship but we from outside our municipal area"* *"We had a few locals but most were from other provinces"* *"We were given Interns from Gauteng and Eastern Cape"* *"We hosted only local youths from Kwazulu-Natal province"*
17. Did the municipality offer to employ any of the ICT Interns who were placed at your municipality in fulltime or contract capacity? If so how many?	*"We offered 6 months contract to our x2 Interns"* *Our department did not have a budget to retain them"* *"We offered three of our Interns 6 months work contracts which were renewed"* *"Due to budgetary constraints we subsequently were only able to employ x1 out of the tx2 on a fulltime basis."*
18. How many of the municipality's officials attended the Assessor/ Mentorship training that was offered by the LGSETA during the implementation of the programme? Of those who attended training, how many submitted their completed Portfolios of Evidence (POE) to the LGSETA?	*"Five colleagues from the HR department attended but I am not sure about how the training process unfolded as I did not attend".* *"Two of my IT Technicians attended the Assessors course and completed their portfolios of evidence".* *"Our HR Officer attended the course but did not submit the POE files"* *"I attended the course and it really improved my abilities to managed and supervise learners"* *"The NQF unit standards were difficult to understand and hence the one colleague who attended did not finish the POE files"*
19. Has the above-mentioned Assessor/ Mentorship training enhanced the participation of the municipality's officials in other training & development	*"Yes, our municipality currently hosts x6 Finance Interns from National Treasury each year."* *"In addition to the Municipal Finance Interns on our payroll we have also participated in the Tourism SETA's internships".* *We are hosting Civil Engineering graduates from the DBSA as*

programmes offered?	*well as some Human Resource Interns from other SETA's.*
20.　To date, in which other national training/ internship programmes has your municipality participated in since the end of the DBSA/ SALGA ICT Internship programme in 2005?	*"National Treasury Municipal Finance Management Act (MFMA) Internship"* *"Siyenza Manje Artisans"* *"Expanded Public Works Programme"*
21.　Did participation in the DBSA/ SALGA ICT Internship programme improve management development at your municipality?	*"Our HR department can now manage Internships whereas I don't think they had the necessary understanding or capacity before"* *"I am now a registered Assessor with the LGSETA ETQA"* *"As a manager I now have an idea as to what is required to guide the development of learners in the workplace.*
22.　Which factors led the municipality to choose to retain / not to retain the service of the placed ICT Interns after the expiry of their internship periods at your municipality?	*"Poor Workplace etiquette and conduct"* *"Late-coming and rudeness with IT users"* *"Two of the Interns were behaving very loosely"* *"We did not have a budge for themt"*
23.　Do you believe that participation in the internship programme has enhanced the principles of lifelong learning at your municipality?	*"Yes I do"* *"My Technicians have now realised the importance of attending CPD courses to remain in touch with latest technological trends."* *"Indirectly yes".*
24.　Does the municipality have a Skills Development Facilitator (SDF) on its payroll? If yes, at which department/ unit is the SDF based?	*"No. This function is done by the HR department"* *"Yes, the SDF is also the local union shopsteward at the Technical department"* *"Our SDF is the HR Manager"* *"I am not sure about our SDF"*
25.　Is the Skills Development Facilitator based at the Human Resource Management department/ unit within the organisation?	*"No. The SDF is part of the Technical department"* *"Yes, HR fulfils the skills development roles"*
26.　Is the Skills Development Facilitator part of the municipality's management team? Please indicate the Skills Development Facilitator's official designation.	*"No. The SDF is from the union."* *"No. Within the HR department, the SDF is the HR Officer and reports to the HR Manager"* *"We do not have an SDF at our municipality"* *"Yes, the SDF is part of management"*
27. During the internship programme, did the municipality engage the services of the Skills Development Facilitator to help in learner placement and administration? If so, to what	*"No, placement of the Interns was facilitated directly by HR"* *"The Municipal Manager informed staff of the pending placement of Interns"* *"I was part of the planning meetings with the SDF and HR Manager"* *There was no consultation with the SDF."*

extent did the Skills Development Facilitator interact with the placed Intern?	*"The role of the Skills Development Facilitator is not clarified at my municipality:"*
28. If another local government internship/ learnership programme were to be offered to your municipality, would the municipality be willing to host Interns within its workplace again? Please give reasons for your answer.	*"Yes"* *"Yes". It will enable my department to host skilled youngsters and offer them working experience at the same time."* *Yes, skills development is part of a municipality's service delivery objectives to attain internal capacity"*
29. What is the total number of IT employees that are employed by your municipal	*"Our IT department employs twelve (X12) staffers"* *"We have employed ten (x10) Technicians* *"We now have four Technicians and a Systems Administrator."* *"Five IT employees"*

Table 37: Host Municipal Respondent Questionnaire Responses

5.4.1 Programme Stakeholder Respondents

Based on the outcomes of the telephonic interview discussions with former programme stakeholder respondents, the following are the findings from the study.

When programme stakeholder respondents were asked to indicate what are the main causes of failure of local government learning programmes, respondents cited:-
- A lack of access to appropriate municipal sites and workplaces
- Lack of proper learner supervision or will to impart skill
- Lack of commitment by municipal officials and Councillors to support skills development programmes at municipalities
- Resistance from employees in workplaces and unions
- Non-exposure of learners to core work as per the Workplace Training Plan
- Mal-utilisation of learners through duties unrelated to programme workplace experiential learning

When programme stakeholder respondents were asked why in their opinion some Interns were not retained by their host municipality, respondents cited factors relating to the individual quality and personal attributes of the Intern, lack of necessary municipal budgets and pressure from employee interest groups. When prompted on what are the causes of Intern skills migration (if graduate ICT Interns were to be employed elsewhere outside the local government sector post-internship), respondents cited:-

- Higher salaries offered by other economic sectors
- Lack of proper retention mechanisms by municipalities
- Natural migration of ICT learners due to income maximisation needs.

When asked what were the major implementation challenges with regards to the internship programme, programme stakeholder respondents cited:-

- Finding adequate workplaces with the relevant supervisory capacity for Interns.
- Finding appropriate workplaces with a high number of ICT users to keep Interns engaged.
- Getting the commitment of Mayors, Municipal Managers and IT/ HR Managers of municipalities to agree to host learners.
- Placing Interns recruited from another province or municipal area and placing them at a different municipality.

When prompted to elaborate on what contributions, if any, did the ICT Interns contribute to the municipal workplaces in which they were hosted, programme stakeholder respondents cited contribution of scarce IT skills, internal IT management capacity to a municipality and an introduction into the workings of internships as benefits accruing to host municipalities for participation in the programme.

When programme stakeholder respondents were asked what are the main indicators for failure or success of local government learning programmes, respondents cited that a learning programme would be a success if :-

- If the Interns are able to make a living using their Information Technology functional skills.
- If learners are retained within the local government sector

When programme stakeholder respondents were asked to what extent did objective considerations such as available municipal budgets and the language spoken by the Intern at the host municipality affect the employability of graduate Interns post-internship, respondents acknowledged that language has indeed been a barrier which adversely affected the ability of the learner to engage with colleagues and ICT users within the workplace and indirectly, the learner's ability to conduct their duties within the context of the programme. Programme stakeholder respondents downplayed the effects of municipal budgets as they stated that the programme had subsidised learner S & T, travel, stipend and accommodation of the Interns at no cost to the host municipality.

When programme stakeholder respondents were asked which local economic development spin-offs the host municipality derived from their participation in the internship programme, stakeholder respondents cited employment and employability of local youth, creation of a cadre of ICT professionals in municipal workplaces, work placement opportunities for otherwise inexperienced and unemployable youth.

When programme stakeholder respondents were asked which factors led to the discontinuation of the DBSA/ SALGA ICT Internship Programme, programme stakeholder respondents cited that the programme was a pilot, continued funding and lack of takeover of the programme by organised local government (SALGA) and LGSETA.

When programme stakeholders were prompted on the extent that Intern salary levels affected the success/ failure of local government learning programmes, respondents cited that Interns stipends are regulated by the Skills Development Act of 1998 and as such should not play a factor in the success / failure of learning programmes.

When programme stakeholder respondents were asked to what extent Intern job satisfaction affects the success/ failure of local government, respondents indicated that Intern job satisfaction within the context of an internship programme is not as important as the objective is to gain workplace experience.

When programme stakeholder respondents were asked what were the major considerations which caused some municipalities to participate in the internship programme and some not, programme stakeholder respondents cited:-
- The general familiarity of the top management with internships and capacity building programmes in genera
- The support and influence of the provincial SALGA national and provincial offices
- Quality of leadership at the top and commitment from the Mayor and Municipal Manager

When programme stakeholder respondents were which programme modifications they would have liked to implement should the programme had been sustained, stakeholder respondents indicated that:-

- Municipalities should be involved in learner selections and setting entry criteria.
- The internship period would be extended beyond the 12 months.
- The programme should not leave the retention process of ICT learners to a municipality and individual learners but should intercede with interested host municipalities where the host employer is interested in retaining the services of the Intern.

5.4.2 **Programme Stakeholder Verbatim Responses**

Statement	Participants' responses
1. What are the main causes of failure of local government learning programmes?	*"Lack of access to appropriate municipal sites and workplaces"* *"Lack of proper supervision or will to impart skill"* *"Lack of commitment by municipal officials and Councillors to support skills development programmes".* *"Resistance from employees in workplaces and unions"* *"Non-exposure of learners to core work as per the Workplace Training Plan".* *"Malutilisation of learners through duties unrelated to programme workplace experiential learning path"*
2. Why in your opinion were some Interns/ learners not retained by their host municipality in this programme?	*"They were evidently not the best candidates in the host municipality's view or there were misconduct issues"* *"Some municipalities simply did not have budgets"* *"Pressure by workplace employee groups such as union to some extent played a role"*
3. What are the causes of Intern skills migration if graduate ICT Interns/learners were to be employed elsewhere outside the local government sector post-internship?	*"Higher salaries offered by other sectors"* *"Lack of proper retention mechanisms by municipalities"* *"ICT learners are still relatively junior in terms of their functional area and will definitely need some more exposure to other fields within their functional area. At some municipalities there is no such exposure."*

4.	What were the major implementation challenges with regards to the above-mentioned internship programme?	*"Finding adequate workplaces with the relevant supervisory capacity as well as high number of users to keep Interns engaged"* *"Getting the commitment of IT Managers to take learners from the internship"* *"Placing Interns recruited from another province or municipal area and placing them at a different municipality."*
5.	What contributions if any did the ICT Interns contribute to the workplace?	*"They contributed scarce IT skills".* *"An introduction to the efficiency of internships"* *"Internal IT management capacity to a municipality"*
6.	What are the main indicators for failure or success of local government learning programmes?	*If the Interns are able to make a living of IT then we have achieved success".* *"Its the retention of the skilled IT learners within the local government sphere".* *"When there is no career progression put in place at the end of internships then Interns are simply let go to face a cold world without an element of buffering"*
7.	To what extent did objective considerations such as available municipal budgets and the language spoken by the Intern at the host municipality affect the employability of graduate Interns post-internship?	*"Language did play a role to some extent but budgets should not have been a problem as municipalities were given plenty of time to decide whether they want to keep this IT learner or not".* *"The language affected the Interns ability to engage within the workplace".* *"Budgets played a crucial role but to a lesser extent budgets as the programme had subsidised S & T, travel, stipend and accommodation of the Interns at no cost to the municipality."*
8.	Which local economic development spin-offs did the host municipality derive from their participation in the internship programme?	*"Employment and employability of local youth"* *"The creation of a cadre of ICT professionals in municipal workplaces"* *"Placement opportunities for otherwise inexperienced youth and a taste of how municipalities can derive value from participating in internships"*
9.	Why was there a need to conduct refresher N+ Training to ICT Interns post-placement?	*"We received feedback from host municipalities that Interns were struggling with networks"* *"Some learners seem to have forgotten their initial training on networks from Siemens"* *"N+ training was more of a refresher course and it was also based on more relevant industry –specific content"*
10.	During the operational implementation of the programme, some ICT Interns did not receive work placement at their local municipalities. Which factors do you believe led to this?	*"It was the ability to find suitable host sites for the Interns with adequate office space, supervision and right number of users to give the Interns good exposure".* *"The challenge was that the ISRDS municipalities which were being targeted themselves could not place any learners as there were no enabling conditions for the learner to grow and learn".* *"We could not place learners within a small municipality without a IT network system or an optimal number of ICT users to enable workplace experiential learning".*

11. Which factors led to the discontinuation of the DBSA/ SALGA ICT Internship Programme?	*"Continued funding and takeover of the programme by organised local government and LGSETA."* *"This was a pilot programme and this programme was funded on a conditional grant"* *" Every programme has a start and end but remember the DBSA is not a SETA (Sector Education & training Authority)with unlimited funding."*
12. To what extent do Intern salary levels affect the success/ failure of local government learning programmes? "	*Interns earn stipends which are determined by the Skills Development Act of 1998 and as such should not expect anything more beyond the stipend".* *"Intern remuneration should not affect success of learning programme as the objective of an internship is workplace experience"* *"An Intern who complains about a low stipend should be in the formal employment market and not be in an internship in the first place"*
13. To what extent does Intern job satisfaction affect the success/ failure of local government learning programmes?	*"Job satisfaction within the context of an internship is irrelevant as the objective is exposure to the world of work".* *"If the internship working environment is friendly and open, then Intern job satisfaction should not be an issue".* *"An Intern is bound to feel out of their comfort zone because he/she does not know what to expect and is thrust into a strange working world with unknown expectations. An element of discomfort for the Intern is bound to be there."*
14. What were the major considerations which caused some municipalities to participate in the internship programme and some not?	*"Familiarity of the top management with internships and capacity building programmes in general"* *"The support and influence of the provincial SALGA offices especially in Kwazulu-Natal"* *"Quality of leadership at the top and commitment from the Mayor and Municipal Manager"*
15. If the DBSA/ SALGA ICT Internship programme were to be sustained, which programme modifications and improvements would you like to see effected in the operational rollout of the programme in future?	*"Municipalities should be involved in learner selections and setting entry criteria."* *"The internship period would be extended to cover 24 months"* *"The programme should cater for contractual transfers of retained IT learners with interested host municipalities where the host employer is interested in retaining the services of the Intern. This process should not be left to the Intern and the host municipality alone."*
16. To what extent did subjective considerations such as the conduct of Interns during internship affect the employability of graduate Interns post-internship?	*"I think they did play a role as cases of Intern lack of punctuality and office etiquette were at some point reported."* *"If a learner does not behave, there is minimal chances of any employer offering him/ her fulltime employment"* *"Only well behaving and emotionally mature Interns were retained. Nobody will hire a problem child. "*

Table 38: Programme Stakeholder Respondent Questionnaire Responses

5.5   Attainment of Strategic Programme Objectives

The objective of this descriptive, evaluative and interpretative qualitative multiple case study was to assess the impact of the DBSA/ SALGA ICT Internship Programme. In undertaking the study, the researcher sought to answer the following research problem:-

What impact has individual learner participation in the DBSA/ SALGA ICT Internship Programme derived to the learners who participated in the programme and the municipal workplaces which hosted them?

More specifically the study sought to achieve the following objectives:-

1. To determine the impact that learner participation in the internship programme has on learners' current employability prospects
2. To determine the impact that learner participation in the internship programme has on learners current earning potential
3. To determine the overall value that host employers have derived from participating in the internship programme by hosting learners in their workplaces.

The study seeks to answer the following research questions:-

1. What effects did Intern training during the internship programme have on the employability of learners and their current levels of marketable skills?

From the analysis of research findings, it becomes clear that participation in the DBSA/ SALGA ICT Internship Programme has positively promoted the employability of former ICT learners.

A majority (75%) of ICT learner respondents have been employed for periods between 2 - 3 years whilst about 16% of ICT learners have been employed for periods ranging from 1 - 2 years. 8% of ICT learner respondents have been employed for periods between 3 – 4 years of uninterrupted employment.

From the research findings, it becomes clear that since the completion of the internship programme in November 2004 to date, ICT learner respondents have been employed by more than one employer through employment contracts of short-term duration.

A majority of ICT learner respondents indicate that they were indeed retained by their host municipalities but that they have subsequently left the employ of their former host employer and moved on to a second or third employer. Only 10% of ICT learner respondents indicate that they were retained by their host municipality and have stayed with the same employer since the completion of the programme or managed to immediately find employment whilst still within the employ of the former host employer.

The fact that all ICT learner respondents are currently formally employed is a strong indicator of employability. Overall, the data from the focus group interviews with ICT learner respondents illustrate the positive impact of the DBSA / SALGA ICT Internship Programme on the youth learners who participated.

Most of the youth interviewees felt that their expectations of the programme were met and that the programme had provided them with a strong foundation from which to kick-start their careers in the ICT field from. Almost all of the respondents interviewed felt that the DBSA / SALGA ICT Internship Programme has provided them with a clear career direction.

Although some of the learner respondents have since migrated out of the local government sector, most are still employed in the ICT field and some have decided to continue with their studies in the ICT field.

Almost all the youth learner respondents agree that without their participation in the internship programme, they would not have acquired the necessary workplace experience to be able to be selected for the jobs that they are currently involved employed in. The study found out that for many of the youth learners on the internship programme, the transition to work life presented a serious challenge but that most were able to assimilate and find employment within their host municipalities or were able to find ICT-related employment soon after graduation.

A majority of the youth learners felt that the internship programme instilled in them a sense of personal responsibility for achieving their goals and for improving their quality of life. The self-esteem and self-confidence of respondents appears to have improved vastly as respondents reported that they feel happy with themselves for their current work achievements. A majority of the youth respondents felt that their participation in the internship programme had given them an advantage over other learners who had not participated in the internship and that as a result they felt optimistic about their prospects of finding even better employment in the future.

A majority of the youth learners included in the survey population have improved their foundational skills in the form of their communication skills, reading, writing, numeric abilities as well as their ability to break down complex information and readily understand new work concepts in their current workplaces. As a result of their participation in the internship programme, most youth respondents feel more confident making decisions and speaking in front of other people from different backgrounds.

The research findings of this impact assessment study indicate that the DBSA/ SALGA ICT Internship Programme has transformed young inexperienced graduates into responsible young adults through the development of key life skills and work experiences to enable them to successfully navigate the path between the classroom and the challenging world of work.

2. **What effects does learner participation in the structured learning programme have on ICT learner's current earning potential?**

The vast majority of ICT learner respondents (41.6%) are currently employed within the private sector whilst 25% are employed in a national/ provincial government department. A further significant percentage of ICT learner respondents are employed within a state parastatal. The majority of ICT learner respondents (58.33%) are employed in the public sector whilst , 8.3% are currently employed within the mining and quarrying sector and 16.66% of ICT learner respondents are currently employed in the financial services (banking, insurance / business services sector).

A majority of ICT learner respondents (50%) are currently employed at a skilled job level whilst 41.6% are employed at a specialist job function. 8.33% of ICT learner respondents are currently employed at a junior management level post. ICT learner respondents are currently employed in various roles ranging from Customer Support / Helpdesk Technicians to Network Administrators and Systems Administrators.

A majority of ICT learner respondents (33%) have indicated that they currently earn between R9000 – R12000 per month in terms of gross earnings. On an annual basis this translates to between R108 000 – R144 000 in terms of gross annual earnings.

A further 25% of ICT learner respondents have indicated that they earn between R12000 – R15000 gross per month. This translates to between R144 000 – R180 000 per annum in terms of gross earnings. 16.6% of ICT learner respondents earn between R5000 – R8000 per month or R60 000 – R96 000 annual gross whilst a further 16.6% of ICT learner respondents are earning between R8000 – R9000 per month (R96 000 – R108 000 per annum). Only 8.33% of ICT learner respondents earn more than R15000 gross per month (R180 000 per annum).

The salary ranges of ICT learner respondents thus range from R60 000 – R180 000 per annum with a majority of ICT learner respondents earning between R9000 – R12000 per month (R108 000 – R144 000 per annum) in terms of gross annual earnings.
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This is comparable with the outcomes of the ICT Salary Survey 2010 that was conducted by ITWeb involving 4340 respondents in which it was found that the median salary range of Customer Support Technicians or IT Helpdesk Technicians is R139 000 per annum whilst the median salary range of Network Administrators is R182 000 per annum.

The median salary range for a Systems Administrator is according to the ITWeb ICT Salary Survey 2010, R233 800 per annum as per Figure 32 below.

Technical Job	10th Percentile	25th Percentile	Median 5th Percentile	90th Percentile
Customer Support Helpdesk Technician	R59,232	R99,000	R139,000 R205,000	R281,600
Network Administrator	R100,800	R120,000	R182,000 R228,372	R252,828
Systems administrator	R121,307	R165,900	R233,800 R332,143	R419,100

Figure 32: IT Web ICT Salary Survey 2010 Industry Salary Ranges by Median

This serves to indicate that the salary levels of ICT learner respondents are in line with industry standards and industry remunerations levels.

The IT Web 2010 Salary Survey also indicated that on average, the average remuneration received by IT staff based on experience alone ranges from R139 000 (0 – 2 years working experience) to R344 343 (6 -10 years working experience) and R450 000 (over 10 years working experience) as in indicated in Figure 33 below.

Dimension	0 - 2 Years	3 - 5 Years	6 - 10 Years	>10 Years
Staff	R139,000	R216,000	R344,343	R450,000

Figure 33: IT Web ICT Salary Survey 2010 Average Salary range based on Experience

A majority of ICT learner respondents have working experience ranging from between 2 - 3 years with a majority of ICT learner respondents earning between R108 000 – R144 000 per annum in terms of gross annual earnings. This indicates that the earning levels of ICT learner respondents are still within the national industry salary range of ICT sector workers and thus an indicator of competitive individual earning capacity.

3. **Which benefits did municipal host employers derive from participating in the internship programme?**

A majority of the former host municipal official respondents expressed satisfaction about the overall work performance of the learners, although some host municipalities indicated that at the onset of the internship programme, there were initial concerns about the skill and capacity of some of the learners' ability to complete allocated tasks within allocated deadlines.

When ICT learner respondents were asked how long they were retained by their former host employers after the formal completion of the internship programme, 25% of learner respondents indicated that they were not retained at all by their former host employers. 16.6% of ICT learner respondents indicated that they were retained from 0 – 6 months whilst 25% of learner respondents indicated that they were retained by their former host employer for a period of 6 months up to 12 months after the completion of the programme.

8.33% of respondents indicated that they were retained for a period between 12 – 18 months. Another 8.33% segment of respondents (n = 1) indicated that that they were retained by their former host employers from 18 - 24 months since the completion of the programme. 8.33% of respondents (n = 1) indicated that they were retained for a period from indicated that they were retained for a period between 3 – 4 years by their former host employer.
This serves to indicate that a significant percentage of former ICT learners were retained for a period from 6 months up to 12 months (1 year) whilst a small percentage was indeed retained for periods longer than 12 months to 24 months (2 years) since the formal completion of the internship programme.

Some of the respondent managers from the host municipalities indicated concern regarding the manner in which learners were placed, the perceived deficiency in consultations that preceded learner placements as well as perceived lack of proper learner orientation by the learning provider prior to placements at the host municipality.

Due to misunderstandings regarding the internship programme at the workplace, some youth learners encountered social hostility from their fulltime-employed colleagues and language barriers at municipal workplace level as they were placed in municipalities away from their home province.

When asked what contributions if any did the ICT Interns contribute to the municipal workplace, most host respondents cited the introduction of new external specialist (IT) skills, interest in self-developmental courses, budget savings on IT support budgets and the establishment of an IT Helpdesk as benefits that host municipalities have derived out of their participation in the internship programme.

When asked which local economic development spin-offs the host municipality derived from participating in the programme, host municipal respondents cited the retention of skilled staff, workplace skills plan reporting benefits, and an introduction to the workings of internships and stimulating economic activity through facilitating the economic activity of otherwise unemployable youth through workplace experiential learning. When asked what contributions if any did the ICT Interns contribute to the municipal workplace, most host respondents cited the introduction of new external specialist (IT) skills, interest in self-developmental courses, budget savings on IT support budgets and the establishment of an IT Helpdesk.

When host municipal respondents were asked whether they believe that participation in the internship programme has enhanced the principles of lifelong learning at their municipality, host municipal respondents indicated that lifelong learning have been advanced as most incumbent Technicians at the various municipalities have since took up an interest in attending Continuous Professional Development (CPD) to remain in touch with latest technological trends. Some municipal, Technicians have indeed became Assessors of ICT learning programmes in the process. The introduction of ICT learners into the various municipal workplaces has made municipal employees' realize the need to remain current with last ICT industry knowledge and trends as well as training in order to remain relevant and competitive in the marketplace.

When host municipal respondents were asked whether their municipality would be willing to host Interns within its workplace again, most host municipal respondents indicated that their municipalities would be willing to do so. Host employer respondents cite that their municipalities are currently active in other similar local government learning programmes of the local government sector education and training authority (LGSETA).

Municipal respondents indicate that their municipalities are currently already participating in other local government learning programmes such as the National Treasury Municipal Finance Management (MFMP) Internship programme, Expanded Public Works Programme (EPWP) and the Community Development Workers (CDW) programmes as well as other targeted programmes offered by the Local Government Sector Education and Training Authority (LGSETA). This therefore indicates that the DBSA/ SALGA ICT Internship Programme has benefited the local government sector and has indeed derived benefits for participating host employers.

5.6   Summary of Key Findings.

The objective of this study was to assess the impact of the DBSA /SALGA ICT Internship Programme. More specifically the study aimed to gauge the impact of the internship programme on its recipients in the former of the ICT youth learners who participated in the programme, to determine the effects of the programme on the personal lives of former ICT Interns in the form of access to job opportunities and employability within the ICT field and in the local government sector.

More specifically, this study aimed to ascertain how the DBSA/ SALGA ICT Internship Programme influenced the youth learners' employability in the ICT functional area and their retention within the local government sector as well as any possible human resource developmental (HRD) benefits that participating municipalities could have gained from participating in the programme.

Although the programme has not been able to place learners within their own local municipalities and suffered from a shortage of adequately suitable host sites and supervision, a secondary challenge encountered by the programme was that many of the same local municipalities which are the intended beneficiaries of the programme could not place learners due to the absence of a network a pool of ICT users, the necessary office space and workplace supervision.

The hostility of municipal employees to placed Interns and language challenges posed by due to geographical placement distances of ICT learners were also some of the challenges encountered by the programme. Notwithstanding the above-mentioned, implementation challenges, the DBSA/ SALGA ICT Internship Programme has clearly been a success.

5.7   Recommendations.

Flowing from the above-mentioned analysis of key findings, the following are the recommendations for future implementation and improvement to the DBSA/ SALGA ICT Internship Programme and other similarly structured publicly funded internship programmes.

1. The placements process of learners at the end of their internship and their integration into host municipalities should be a process that takes place under the guidance stewardship and guidance of the programme management.

2. Host municipalities should be involved in advertising, setting entry criteria, recruiting, selecting and placing their own learner corps

3. Host municipalities should recruit Interns from areas within its jurisdictional area of authority.

4. The minimum statutory learner stipend should be supplemented somewhat to keep in line with cost of living for Interns.

5. The duration of the internship should be increased

6. Municipal supervisors must be more involved in setting and implementing the workplace training plans of learners.

7. Host municipal employers need to conduct an municipal-wide education and consultative process with its own employees to explain the workings of internships before introducing new Interns into the workplace and thereby reducing employee hostility to placed Interns.

8. The learner workplace training plan of Interns should be workshopped not only to IT managers but also to second-line supervisors' who are going to be managing Interns.

9. The learner workplace training plan should be closely monitored to ensure that host employers regularly rotate and expose ICT learners to all disciplines of the ICT functional area.

10. In order to avoid language problems after the deployment of Interns, new Interns should be placed as much as possible next to their domestic municipality.

11. In order to minimise learner migration out of the local government sector post internship, ICT learners should be contractually engaged for at least a minimum period of 2 years to enable institutional capacity-building of host municipalities.

12. Before new Interns are placed at a municipality, there needs to be a thorough assessment of the suitability of the proposed learner placement sites and the following criteria should guide new placements:-

   a) A fully operational municipal ICT network needs to be in place at the proposed host site.
   b) There need to be a requisite pool of ICT users active at the proposed host site.
   c) There needs to be adequate and necessary office space and support resources in the form of telephones and computers for the new Intern's use.
   d) The optimal quantity and quality of internal supervisory capacity at the municipality needs to be in place to ensure that new Interns are properly supervised and monitored.

5.8   Limitations

The following limitations affected the research study:-

5.8.1   Low Response Rate of Respondents

A significant number of ICT learner respondents from the selected initial sample did not participate in the focus group discussions. Due to the nature of focus group discussions, it is possible that some ICT learners could have been influenced by the views held by their fellow ICT Interns.
The fact that a 30% overall response rates of the ICT learner respondents and former programme stakeholders interviewees is low and could negate the reliability of the study. The research instrument was transmitted to some respondents via electronic mail, via the facsimile machine with the option of via snail mail. Some respondents could have felt uncomfortable using software technology by filling in the questionnaire in a Microsoft Word software programme.

The cost implications of the research study through the researcher having to purchase postage-paid envelopes, making telephonic requests to respondents to participate in the study as well as undertaking telephonic interviews in the mornings and during afternoons were inhibitive. The length of telephone calls thus had to be kept to a minimum in order to offset further financial costs.

5.8.2   The Challenge of Self-Reporting

In the study, the source of information was chiefly the ICT learner respondents themselves. The challenge of self reporting is rooted in the concern that programmes that rely on only one source of information tend to run into self-reporting challenges in demonstrating institution-wide or sector-wide programme as the source of self-reporting is the respondent themselves.

To best gauge the impact of the DBSA/ SALGA ICT Internship programme, a similar study should be conducted longitudinally.

5.8.3 Researcher Bias

Herrick (1949:180) describes researcher bias as arising *"from unrecognised personal attitudes, interests and preconceptions of the researcher".* It should be noted that the researcher was a former Coordinator of the programme an also played a key role in interfacing with stakeholders in the implementation phase of the programme.

This may contribute to former ICT learner respondents providing the researcher with interview responses that they believe were expected by the researcher.
Also the researcher may have preconceived beliefs and opinions about the impact of the programme. Herrick (1949) describes as *"the most treacherous of all the subversive enemies of sound scientific research".*

Ethical considerations in the research study were followed through respect for the respondents' confidentiality, convenience of interview times through the prior request for appointments to conduct telephonic interviews, clear explanations of the purpose of the research, the research process and questionnaire contents as well as the respect for the respondent's right to decline or withdraw participation in the study.

5.9 Conclusion.

The objective of this chapter was to chart the data analysis, findings and recommendations of the impact assessment study of the DBSA/ SALGA ICT Internship Programme.

From the above-mentioned, it becomes clear that the programme has indeed attained its stated strategic objectives of:-

1. Training and equipping young South Africans with ICT skills
2. Give youth learners workplace experience in the ICT functional area within their respective municipalities
3. Creating employment opportunities for youth and economic development for the local municipalities
4. Promote the development of ICT skills and resources in the most neediest municipalities within South Africa
5. Capacitating municipal officials to become workplace Mentors or Assessors of learning so that they can participate in future local governmental learning and development programmes.
6. Assist local municipalities to have access to ICT skills at their doorstep.

Whilst there were significant benefits to the personal career development, mobility and employability of ICT learners, there have equally been institutional capacity benefits for participating host municipalities and the local government sector. These benefits have however been of a short term nature as the bulk of the ICT learner corps has since migrated out of the local government sector for a variety of reasons, primarily the need for greener pastures and income maximisation.

The benefits of the DBSA/ SALGA ICT Internship Programme have however not been lost as the majority of ICT learners are currently employed in the public sector, in government parastatals and national /provincial government departments and are economically contributing to the economic growth of the South African economy. Since the DBSA /SALGA ICT Internship programme was funded through a R1 million rand grant from the DBSA Development Fund, this implies that taxpayer funds have not been utilized in futility and that economic value has been created in other sectors of the South African economy.

The findings of the study indicate that participation in the DBSA/ SALGA ICT Internship Programme has positively promoted the employability of former ICT learners. All ICT learner respondents confirmed current employment within the ICT functional area in various capacities ranging from junior management to specialist job roles.

Research findings indicate that the local government sector has derived short term retention and institutional benefit from the programme but has not been able to retain the skills of the majority of former ICT learners in the long term. Although most of the former ICT learners have since migrated out of the local government sector, most former learners are still employed in the ICT field within the public sector and to some extent in the private sector of the South African economy. The study found out that most learners were able to assimilate and find employment within their host municipalities or were able to find ICT-related employment soon after graduation.

The research findings of this impact assessment study indicate that the DBSA/ SALGA ICT Internship Programme has positively transformed young inexperienced graduates into responsible young adults through the development of key life skills and work experiences to enable them to successfully navigate the path between the classroom and the challenging world of work.

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APPENDIX A: SUMMARY OF KEY WORDS USED

ABET	-	Adult Basic Education and Training
ASGISA	-	Accelerated Shared Growth Initiative of South Africa
ASTD	-	American Society for Training and Development
BEE	-	Black Economic Empowerment
CBD	-	Central Business District
CDW	-	Community Development Worker
COGTA	-	Cooperative Governance and Traditional Affairs
DBSA	-	Development Bank of Southern Africa
DOL	-	Department of Labour
DOE	-	Department of Education
DPLG	-	Department of Provincial & Local Government
DTI	-	Department of Trade and Industry
ETQA	-	Education, Training and Quality Assurance
ETD	-	Education Training and Development
EPWP	-	Expanded Public Works Programme
FET	-	Further Education and Training
GET	-	General Education and Training
HET	-	Higher Education and Training
HRDS	-	Human Resource Development Strategy
ICT	-	Information Communication Technology
IEB	-	Independent Examination Board
ISETT SETA	-	Information Systems Telecommunications & Technology SETA
ISRDS	-	Integrated Sustainable Rural Development Strategy
LED	-	Local Economic Development
LGSETA	-	Local Government Sector Education & Training Authority
LOGOLA	-	Local Government Leadership Academy
MFMA	-	Municipal Finance Management Act
MOU	-	Memorandum of Understanding
NEA	-	Not Economically Active
NSDS	-	National Skills Development Strategy
NQF	-	National Qualifications Framework
NSA	-	National Skills Authority
NSF	-	National Skills Fund
PFMA	-	Public Finance Management Act
RDP	-	Reconstruction & Development Programme
RSA	-	Republic of South Africa
SACF	-	South African Communications Forum
SALGA	-	South African Local Government Association
SAQA	-	South African Qualifications Authority
SDF	-	Skills Development Facilitator
SETA	-	Sector Education and Training Authority
SFP	-	Single Factor Productivity
SMME	-	Small Medium and Micro Enterprise
SSP	-	Sector Skills Plan
STATS SA	-	Statistics South Africa
TFP	-	Total Factor Productivity

APPENDIX B: DEFINITIONS OF KEY WORDS USED

SETA means a Sector Education and Training Authority established in terms of section 9 (1) of the Skills Development Act 97 of 1998.

Skills Development means to develop the skills of the South African workforce, in order to improve the quality of life of workers, enhance their prospects of work, ensure labour mobility; improve productivity in the workplace and the competitiveness of employers; promote self-employment and improve the delivery of social services.

Skills refer to accomplishment, acquirement, acquisition, attainment; and an ability that has been acquired by training. Skills is an embodiment of acquired knowledge, experience and the practiced ability to read and respond to changes in the environment with appropriate action and decisions to achieve a desired end product.

The **National Qualifications Framework (NQF**) is a set of principles and guidelines that provide a vision and structure for the national registration and recognition of qualifications and competencies based on acquired skills and knowledge.

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment. There are three levels of competence:

Foundational competence: an understanding by the learner of what he/she does & why.

Practical competence: the ability to perform a set of tasks in an authentic context

Reflexive competence: the ability by the learner to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action

Assessor means the person who is registered by the relevant Education and Training Quality Assurance Body in accordance with criteria established for this purpose by a Standards Generating Body to measure the achievement of specified National Qualifications Framework standards or qualifications.

Education, Training and Development (ETD) Practitioner, is a term used in this document to include the whole spectrum of educators and trainers: teachers, trainers, facilitators, tutors, markers, lecturers, development officers, mentors and the like.

Learner means an individual who is participating in a learning programme with the purpose of achieving credits for standards and or qualifications

Learning programme means the combination of courses, modules or units of learning (learning materials and methodology) by which learners can achieve the learning outcomes for a qualification.

Qualification means the formal recognition of the achievement of the required number and range of credits and other requirements at specific levels of the NQF determined by the relevant bodies registered by SAQA.

APPENDIX C: AN IMPACT ASSESSMENT OF THE DBSA/ SALGA ICT INTERNSHIP PROGRAMME

INTERN FOCUS GROUP SURVEY QUESTIONNAIRE

STRICTLY PRIVATE AND CONFIDENTIAL

INTRODUCTION

Good morning/afternoon, thank you for agreeing to take part in this survey.

My name is **Reginald Sethole Legoabe**, Student No: 21494193, a Master's student at the North West University (NWU) Graduate School of Business & Government Leadership. As part of my Master's Degree in Business Administration (MBA) mini-dissertation, I am conducting research to assess the impact of the DBSA/ SALGA ICT Internship Programme, in which you participated in by hosting learners/ Interns.

Your ideas and comments are invaluable in assisting me to effectively assess the efficiency of the programme and whether it achieved its strategic objectives.

Your personal responses will remain confidential to me alone. Only the combined anonymous responses of all respondents will be alluded to in the report. For this reason, you can be frank with your responses or opinions. First, I would like you to talk freely about your job and duties during your internship period. To help you I will ask you certain questions. You can answer these questions any way you like. There are no right or wrong answers. Everything you say will be treated as strictly confidential, so feel free to say what you really think.

This questionnaire survey should not take longer than 20 minutes of your valuable time.

If you have any questions or clarifications, please feel free to contact me at 011-3133574 or 076 687 4542.

Completed survey questionnaires can be faxed to myself at 086 510 6630 or e-mail at rlegoabe@hotmail.com.

PART ONE: INTERN PLACEMENTS & JOB-RELATED PERCEPTIONS

Please read the following statements. Think about each statement and how it applies to you. Thereafter, state whether you agree or disagree and also give me reasons for your response.

There are no right or wrong answers. It is only a matter of opinion.

1. *I feel that I was given ample opportunity to succeed and prove my abilities during my internship period.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

2. **I feel that I have applied myself very hard at the municipality wherein I was placed.**

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

3. *Promotion at my host municipality depended on how well I did my job.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

4.   *I feel that I was given ample support to achieve a high level of productivity in my job.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

5.   *My work objectives and duties at my host municipality were discussed with me during my internship.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

6.   *The host municipality provided better after-placement training to me than I receive during training.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

7.   The internship programme helped me to improve my abilities.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

8.   I think that the municipality where I was placed is not as good an employer as many other municipalities where Interns were placed.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

9.   At the host municipality, employees trusted one another.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

10.   In my job at the host municipality, other employees welcomed me with open arms.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

11.   At the host municipality, my supervisor asked me to do several varied duties on a daily basis.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

12   When I had grievance at the host municipality I received a fair hearing.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

13. *During the internship, I felt "proud" to work at the municipality.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

14. *Relations between Blacks, Asians, Coloureds and Whites were better at my host municipality than in a lot of other companies.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

15. *I am satisfied with the remuneration (salary) that I am currently earning.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

16.   *During the internship, I felt that I was involved in the decisions that affected my career prospects at the host municipality.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

17.   *During the internship, I was allowed to do my work without being too closely monitored by my superior.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

18.   *I feel that I could earn more income whilst working in local government.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

19. *During the internship, I felt that I had promotional prospects at the host municipality.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

20. *During the internship, contractual policies of SALGA and the host municipalities were clearly communicated to Interns.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

21. *The physical working conditions at the host municipality were good.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

22. *During the internship, I was allocated a desk and my own computer at the host municipality.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

_____

_____

23. *At the host municipality, I was allowed to interact freely with IT users in the scope of performing my duties..*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

_____

_____

_____

24. *If I voiced a complaint at the host municipality I would not be offered employment after the internship period.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

_____

_____

_____

25.   *I am satisfied that my allocated duties during the internship were wide and varied.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

26.   *During the internship, my duties were the same everyday.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

27.   *The fringe benefits of workers at a municipality are better than in most other workplaces.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

28.   My salary level increased after my participation in the internship.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

29.   During my internship, my superior was unfriendly & difficult to talk to.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

30.   During the internship period, I was satisfied with my duties on a daily basis.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

31. *During my internship at the municipality, superiors and subordinates were not aware each other's work problems.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

32. *The internship programme has made me more employable.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

33. *My participation in the internship has enabled me to earn a higher salary.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

34. *The relationship between the programme co-ordinator and interns was good.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

35. *The work output expected from interns at the municipality was attainable.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

36. *Given a choice, I would repeat my participation in the internship programme.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

37. *My participation in the internship programme was worth the effort.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

PART TWO: OPINION SURVEY QUESTIONNAIRE

CUSTOMER SATISFACTION				
			Indicate Choice below with an "x"	
1 **My overall perception of the officials at the host municipality is:-**	Poor	Fair	Good	Excellent
Probe/comments:				
2 **The understanding of my requirements/needs by municipal officials where I completed my internship was:-**	Poor	Fair	Good	Excellent
Probe/comments:				
3 **The work support offered by my superior at my host municipality was:-**	Poor	Fair	Good	Excellent
Probe/comments:				

WORK SUPPORT RECEIVED				
4 **What are the strengths in the work support that I received from my superior at my host municipality during the internship?**				
Probe the strengths of services/support delivered to the respondent:				

COMMUNICATION				
5 **Were you satisfied with the way the superiors or colleagues at the host municipality communicate/talk to interns?**	Not at all	Below average satisfied	Above average satisfied	Most Definitely satisfied
Probe:				

	VALUE FOR MONEY				
6	**Do you believe that you received value from your participation in the internship:-**	Not at all	Below average	Above average	Most definitely
	List areas where the programme could have improved its **value to you**:				
	IDEAS FOR IMPROVEMENT AND NEEDS NOT CATERED FOR AT PRESENT				
7	**Could you suggest any areas of improvement or Intern needs that can be catered for in future by a similar internship programme in future?**				
	Probe/Ideas for improvement to future Intern needs:				

PART THREE: BIOGRAPHICAL DATA

The following information is needed to help us with analysis of the statistical data.

1. RESPONDENT AGE

24 -26	26 – 28	28 – 30	30 - 32

2. CURRENT EMPLOYMENT

MUNICIPALITY	GOVERNMENT DEPARTMENT	PRIVATE SECTOR	SELF-EMPLOYED	ACADEMIC INSTITUTION

3. CURRENT ACADEMIC EDUCATIONAL LEVELS

N6 OR LESS	POST-GRADE 12 CERTIFICATE	NATIONAL DIPLOMA	DEGREE	POST-GRADUATE DEGREE

4. CURRENT JOB TITLE

_____

JUNIOR LEVEL	SKILLED LEVEL	SPECIALIST LEVEL	JUNIOR MANAGEMENT	SENIOR MANAGEMENT

5. CURRENT SALARY BAND

R5000 OR LESS	R5000 - R8000	R9000 -12000	R12000 –R15000	OVER R15 000

6. WORKPLACE HOST TYPE WHERE I COMPLETED INTERNSHIP

LOCAL MUNICIPALITY	DISCTRICT MUNICIPALITY	SALGA OFFICE	OTHER

7. WERE YOUR SERVICES RETAINED AFTER YOUR INTERNSHIP PERIOD?

YES	NO

8. IF YES, WHAT WERE THE REASONS FOR YOUR EMPLOYMENT AFTER INTERNSHIP?
   IF NO, WHAT WERE THE REASONS FOR YOUR NON-EMPLOYMENT AFTER INTERNSHIP?

9. IF YES, ARE YOU STILL EMPLOYED AT THE HOST MUNICIPALITY?

YES	NO

10. IF NO, ARE YOU CURRENTLY EMPLOYED? IN WHAT CAPACITY?

11. IN WHICH SUB-SECTOR OF ICT ARE YOU CURRENTLY EMPLOYED?

TELECOMMS	IT	ELECTRONICS	OTHER

PART FOUR: BIOGRAPHICAL STATISTICAL INFO

The following information is required to help the researcher with the analysis of statistical data.

CURRENT EMPLOYMENT:..

JOB TITLE:..

HOME LANGUAGE: ....

OTHER LANGUAGES UNDERSTOOD VERY WELL, I.E. AS WELL AS HOME LANGUAGES

UNDERSTOOD:...

CURRENT EDUCATION LEVEL ACHIEVED: ....

ACHIEVED IN WHAT YEAR:...

LENGTH OF TIME WORKING FOR CURRENT COMPANY / STARTING DATE: ....

TOTAL LENGTH OF TIME WORKING ELSEWHERE:...

AGE OR DATE OF BIRTH:..

SEX:...

HOME TOWN OR HOME AREA:...

RACE: ....

APPENDIX D: AN IMPACT ASSESSMENT OF THE DBSA/ SALGA ICT INTERNSHIP PROGRAMME

HOST EMPLOYER SURVEY QUESTIONNAIRE

STRICTLY PRIVATE AND CONFIDENTIAL

INTRODUCTION

Good morning/afternoon, thank you for agreeing to take part in this survey.

*My name is **Reginald Sethole Legoabe**, Student No: 21494190, a Master's student at the North West University (NWU) Graduate School of Business & Government Leadership. As part of my Master's Degree in Business Administration (MBA) mini-dissertation, I am conducting research to assess the impact of the DBSA/ SALGA ICT Internship Programme, in which you participated in by hosting learners/ Interns.*

Your ideas and comments are invaluable in assisting me to effectively assess the efficiency of the programme and whether it achieved its strategic objectives.

Your personal responses will remain confidential to me alone. Only the combined anonymous responses of all respondents will be alluded to in the report.

The attached questionnaire contains open- ended survey questions that are designed to elicit more detailed information from respondents as well as non-open ended survey questions that are designed to elicit structured responses for statistical purposes.

For this reason, you can be frank with your responses or opinions. You can answer these questions any way you like. There are no right or wrong answers.

Everything you say will be treated as strictly confidential, so feel free to say what you really think.

This questionnaire survey should not take longer then 20 minutes of your valuable time.

If you have any questions or clarifications, please feel free to contact me at 011-313 3574 or 076 687 4542.

Completed survey questionnaires can be faxed to myself at 086 510 6630 or e-mail at reginaldl@dbsa.org

PART ONE: INTERN PLACEMENTS & JOB-RELATED STAKEHOLDER PERCEPTIONS

Please read the following statements. Think about each statement and how it applies to you and your municipality. Thereafter, state whether you agree or disagree and also give reasons for your response.

There are no right or wrong answers. It is only a matter of opinion.

1.   ICT Interns were given ample opportunity to succeed and prove their abilities during their internship period.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

2.   Only Interns that have applied themselves competently at the host municipality were offered employment after internship.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

3.   *Human resource skills shortages in local government are caused by poor management of currently available labour resources.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

4.   *ICT Interns were given ample support by their host managers to achieve high levels of productivity in their jobs.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

5.   *What are the main causes of failure of local government learning programmes?*

6.   *Why in your opinion were some Interns/ learners not retained by their host municipality after completing their internship in this programme?*

7.   What are the causes of Intern skills migration if graduate ICT Interns/learners were to be employed elsewhere outside the local government sector post-internship?

<!-- blank answer lines -->

8.   Do you believe that local government managers are doing their best to implement training and development legislation in the local government sector? State reasons for your answer.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

<!-- blank answer lines -->

9.   What were the major implementation challenges at your municipality with regards to the above-mentioned internship programme?

<!-- blank answer lines -->

10.   Do you feel that placed ICT Interns were given the best support by their host municipalities?

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

<!-- blank answer lines -->

11.   What contributions if any did the ICT Interns contribute to the municipal workplace?

- -

- -

- -

12   In your opinion, what are the main indicators for failure or success of local government learning programmes?

- -

- -

- -

13.   Is learning and development a priority in local government?

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

- -

- -

- -

14.   To what extent does Intern salary levels affect the success/ failure of local government learning programmes?

- -

- -

- -

15.   *To what extent does Intern job satisfaction affect the success/ failure of local government learning programmes?*

----

16.   *What were the major considerations that caused your municipality to participate in the internship programme whilst some chose not to?*

----

17.   *Do you believe that Interns can command higher earnings than elsewhere whilst employed at the municipality?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

18.   *Is there enough training and developmental interventions in the local government sector to address scarce and critical skills shortages?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

19. *If the DBSA/ SALGA ICT Internship programme were to be sustained, which programme modifications and improvements would you like to see effected in the operational rollout of the programme in future?*

----

20. *Do you believe that participation in the internship programme has made former Interns more employable?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

21. *Do you believe that the physical working conditions at the host municipality were conducive to the programme's success/ failure?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

22. *To what extent did subjective considerations such as the conduct of Interns during internship affect the employability of graduate Interns post-internship?*

----

23. *To what extent did objective considerations such as available municipal budgets and the language spoken by the Intern at the host municipality affect the employability of graduate Interns post-internship?*

----

24. *Local government managers understand the skills demands of local government and are responsive to alleviate skills shortages?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

25. *Former Interns' employability and salary levels should increase higher than their peers due to the Intern's prior participation in internship.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

----

26.   *The duties allocated to ICT Interns at the host municipality were reasonable, in line with their learning functional areas and attainable to the Interns.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

27.   *The host municipality has benefited from an ICT labour skills infusion.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

28.   *ICT Interns have added value to their municipal workplaces.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

29.   *The competence of ICT Interns has exceeded the municipality's original pre-placement expectations.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

30. *Why did your municipality choose to participate in the DBSA/ SALGA ICT Internship Programme by hosting Interns whilst other municipalities chose not to participate in the programme?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

31. *Has the internal ICT capacity of your municipality strengthened as a result of hosting Interns from the programme? If yes, how?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

32. *Management development at your municipality has increased as a result of the municipality's participation in the programme.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

33. *Which local economic development spin-offs did your municipality derive from their participation in the internship programme?*

----

34. *Do you believe that the quality of ICT Intern training that took place prior to Intern placement was qualitative enough to enable the ICT learner to perform their duties effectively and competently at your municipality?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

----

35. *After placement of Interns at your municipality, a refresher N+ Training course was given to learners. Did this N+ training increase the work quality of the Interns based at your municipality?*

----

36. *During the implementation of the programme, did your municipality host a learner who does not speak any of the local languages? If so, how did this affect the quality of work?*

----

37. *Do you believe that the DBSA/ SALGA ICT Internship Programme achieved the sector-wide strategic level impact that it set out to achieve? Give reasons for your answer.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

- -

- -

- -

38. *Did the Interns who were placed at your municipality reside locally or within the jurisdictional district of your municipality?*

- -

- -

- -

39. *Did the municipality offer to employ any of the ICT Interns who were placed at your municipality in fulltime or contract capacity? If so how many?*

- -

- -

- -

40. *My municipality is a ……………….. Municipality.*

METROPOLITAN	DISTRICT	LOCAL

41. *How many of the municipality's officials attended the Assessor/ Mentorship training that was offered by the LGSETA during the implementation of the programme? Of those who attended training, how many submitted their completed Portfolios of Evidence (POE) to the LGSETA?*

- -

- -

- -

42.   *Has the above-mentioned Assessor/ Mentorship training enhanced the participation of the municipality's officials in other training & development programmes offered?*

----

43.   *To date, in which other national training/ internship programmes has your municipality participated in since the end of the DBSA/ SALGA ICT Internship programme in 2005?*

----

44.   *Did participation in the DBSA/ SALGA ICT Internship programme improve management development at your municipality?*

----

45.   *Which factors led the municipality to choose to retain / not to retain the service of the placed ICT Interns after the expiry of their internship periods at your municipality?*

----

46.   *Do you believe that participation in the internship programme has enhanced the principles of lifelong learning at your municipality?*

----

47.   *Does the municipality have a Skills Development Facilitator (SDF) on its payroll? If yes, at which department/ unit is the SDF based?*

48.   *Is the Skills Development Facilitator based at the Human Resource Management department/ unit within the organisation?*

49.   *Is the Skills Development Facilitator part of the municipality's management team? Please indicate the Skills Development Facilitator's official designation.*

50.   *During the internship programme, did the municipality engage the services of the Skills Development Facilitator to help in learner placement and administration? If so, to what extent did the Skills Development Facilitator interact with the placed Intern?*

51.   *If another local government internship/ learnership programme were to be offered to your municipality, would the municipality be willing to host Interns within its workplace again? Please give reasons for your answer.*

52. *What is the total number of employees that ere employed by your municipality.*

APPENDIX E: AN IMPACT ASSESSMENT OF THE DBSA/ SALGA ICT INTERNSHIP PROGRAMME

STAKEHOLDER SURVEY QUESTIONNAIRE

STRICTLY PRIVATE AND CONFIDENTIAL

INTRODUCTION

Good morning/afternoon, thank you for agreeing to take part in this survey.

*My name is **Reginald Sethole Legoabe**, Student No: 21494193, a Masters student at the North West University (NWU). As part of my Masters Degree in Business Administration (MBA) dissertation, I am conducting research to assess the impact of the DBSA/ SALGA ICT Internship Programme, in which you participated in as a stakeholder representative.*

Your ideas and comments are invaluable in assisting me to effectively assess the efficiency of the programme and whether it achieved its strategic objectives.

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PART ONE: INTERN PLACEMENTS & JOB-RELATED STAKEHOLDER PERCEPTIONS

Please read the following statements. Think about each statement and how it applies to you. Thereafter, state whether you agree or disagree and also give reasons for your response.

There are no right or wrong answers. It is only a matter of opinion.

1. *ICT Interns were given ample opportunity to succeed and prove their abilities during their internship period.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

2. **Only Interns that have applied themselves competently at the host municipality were offered employment after internship.**

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

3. *Human resource skills shortages in local government are caused by poor management of currently available labour resources.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

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4. *Potential host municipalities are reluctant to host Interns due to Intern language differences.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

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5. *What are the main causes of failure of local government learning programmes?*

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6. *Why in your opinion were some Interns/ learners not retained by their host municipality in this programme?*

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7.   What are the causes of Intern skills migration if graduate ICT Interns/learners were to be employed elsewhere outside the local government sector post-internship?

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8.   Do you believe that local government managers are doing their best to operationalise training and development in the local government sector? State reasons for your answer.

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

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9.   What were the major implementation challenges with regards to the above-mentioned internship programme?

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10.   Do you feel that ICT Interns were given the best support by their host municipalities?

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

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11.   What contributions if any did the ICT Interns contribute to the workplace?

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12   What are the main indicators for failure or success of local government learning programmes?

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13.   Is learning and development a priority in local government?

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

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14.   To what extent do Intern salary levels affect the success/ failure of local government learning programmes?

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15. *To what extent does Intern job satisfaction affect the success/ failure of local government learning programmes?*

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16. *What were the major considerations which caused some municipalities to participate in the internship programme and some not?*

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17. *Do you believe that Interns can command higher earnings than elsewhere whilst employed in local government?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

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18. *Is there enough training and developmental interventions in the local government sector to address scarce and critical skills shortages?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

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19. *If the DBSA/ SALGA ICT Internship programme were to be sustained, which programme modifications and improvements would you like to see effected in the operational rollout of the programme in future?*

20. *Do you believe that participation in the internship programme has made former Interns more employable?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

21. *Do you believe that the physical working conditions at the host municipality were conducive to the programme's success/ failure?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

22.   *To what extent did subjective considerations such as the conduct of Interns during internship affect the employability of graduate Interns post-internship?*

- -

- -

- -

23.   *To what extent did objective considerations such as available municipal budgets and the language spoken by the Intern at the host municipality affect the employability of graduate Interns post-internship?*

- -

- -

- -

24.   *Local government managers understand the skills demands of local government and are responsive to alleviate skills shortages?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

25.   *Former Interns' employability and salary levels should increase higher than their peers due to the Intern's prior participation in internship.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

26. *The duties allocated to ICT Interns at the host municipalities were reasonable, in line with Interns' learning functional areas and attainable to the Interns.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

27. *The host municipality has benefited from an ICT labour skills infusion.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

28. *ICT Interns have added value to their municipal workplaces.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

29.   *ICT Interns have exceeded work expectations added value to their municipal workplaces.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

_____

_____

_____

30.   *Do you feel that the reasons that were advanced by other local government managers for their non-participation in the DBSA/ SALGA ICT Internship Programme are reasonable and valid?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

_____

_____

_____

31.   *Has the internal ICT capacity of host municipalities strengthened as a result of hosting Interns from the programme? If yes, how?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

_____

_____

_____

32. *Management development at the host municipality has increased as a result of the municipality's participation in the programme.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

- -

- -

- -

33. *Which local economic development spin-offs did the host municipality derive from their participation in the internship programme?*

- -

- -

- -

34. *Do you believe that the quality of ICT Intern training that took place prior to Intern placement was qualitative enough to enable the ICT learner to perform their duties effectively and competently?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

- -

- -

- -

35. *Why was there a need to conduct refresher N+ Training to ICT Interns post-placement?*

- -

- -

- -

36. *During the operational implementation of the programme, some ICT Interns did not receive work placement at their local municipalities. Which factors do you believe led to this?*

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37. *Potential host municipalities are reluctant to host Interns due to non-involvement in Intern selections.*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

Reasons for the answer(s):

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38. *Did the DBSA/ SALGA ICT Internship Programme achieve the sector-wide strategic level impact that it set out to achieve?*

AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY

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39. *Which factors led to the discontinuation of the DBSA/ SALGA ICT Internship Programme?*

APPENDIX F: RESEARCH PROJECT ACTION PLAN

Action	Timeframes	Cost	Stakeholders & Resources	Potential Problems
1. Obtain Permission from Divisional Executive Manager regarding research project	12 September 2009	None	Divisional Executive Manager: Mr Reuben Matlala	Executive Manager's concern regarding confidentiality DBSA project information. Permission already granted
2. Design Research Project Action Plan	29 March 2010	None	Research Supervisor (Dr M. Meyer) to approve	Potential amendments & changes by Research Supervisor.
3. Initial Meeting with Research Supervisor and submission of research proposal	10 April 2010	None	Research Supervisor (Dr M. Meyer) to approve proposal	Potential amendments & changes by Research Supervisor.
4. Conduct Literature review	1 April 2010 – 31 May 2010	R15.00 for UNISA library books x11 books = R165.00	UNISA Library and Internet research databases. Subscription to DBSA Library	Non-availability of HRD textbooks in UNISA library. Limitations on total textbooks to be booked out by non-students. Cost implications of library subscriptions & potential challenges with Internet access
5. Compile list of Total Research Population	1 -2 June 2010	None	Contact former ICT Interns for updated contact details	No recent contact details of respondents
6. Second Meeting with Research Supervisor & submission of deliverables	3 June 2010	None	Research Supervisor (Dr M. Meyer) to approve deliverables & offer feedback	
7. Conduct random sample of Respondents	3 – 8 June 2010	None	Research Supervisor (Dr M. Meyer) to be consulted for advice	No recent contact details of respondents
8. Contact interviewees telephonically to request participation	8 -15 June 2010	Estimated cost of R20.00 per interviewee. Total telephonic cost of R200.00 to be borne by myself through private telephonic usage	Former DBSA/ SALGA ICT Interns	Potential refusal of participation by respondents. Non -interest, skepticism and suspicions from potential interviewees.
9. Design Research Questionnaire	15 -30 June 2010	None	Research Supervisor (Dr M. Meyer) to be consulted for advice	Inefficient questionnaire, misleading questions
10. Compile e-mail and physical address databases of interviewees	2-5 July 2010	None	None	Wrong spelling of interviewee e-mail and postal addresses
11. Arrange for proper appointments with interviewees for telephonic survey	6 -10 July 2010		Former DBSA/ SALGA ICT Interns	Non-interest, scepticism and suspicions from potential interviewees.
12. Arrange Focus Group Interview	6 -10 July 2010	Estimated cost of R20.00 per interviewee. Total telephonic cost of R200.00 to be borne by myself through private telephonic usage	Former DBSA/ SALGA ICT Interns	Non-interest, scepticism and suspicions from potential interviewees.

13.	Conduct Focus Group Interview with Respondents	1 August 2010	None	Former DBSA/ SALGA ICT Interns	Non-interest, scepticism and suspicions from potential interviewees.
14.	Post questionnaires to snail mail-based interviewees	11 July 2010	R5.00 stamps per A5 envelope x10 =R50.00	None	Wrong spelling of interviewee postal addresses resulting in returned mail. Non-collection of mail by interviewees.
15.	E-mail/ fax questionnaire to e-mail based interviewees	12 July 2010	None	None	Long e-mail database might cause e-mail traffic jams on the IT server at work.
16.	Call interviewees and remind them to check post boxes or electronic mailboxes	13 July 2010		Former DBSA/ SALGA ICT Interns	Non-interest, scepticism and suspicions from potential interviewees.
17.	Conduct telephonic survey & filling of questionnaire per appointment for e-mail based interviewees	15 August 2010	Estimated cost of R20.00 per interviewee. Total telephonic cost of R200.00 to be borne by myself through private telephonic usage	Former DBSA/ SALGA ICT Interns	Change of minds, suspicion from interviewees, non-cooperation or lack of understanding of questionnaire
18.	Conduct telephonic survey & filling of questionnaire per appointment for snail mail based interviewees	16 August 2010	Estimated cost of R20.00 per interviewee. Total telephonic cost of R200.00 to be borne by myself through private telephonic usage	Former DBSA/ SALGA ICT Interns	Change of minds, suspicion from interviewees, non-cooperation or lack of understanding of questionnaire
19.	Receive and Sort Responses & Conduct Data Analysis	17 August – 5 Sept 2010	None	None	Overloaded e-mailbox. Improperly completed questionnaires. Illegible handwriting by respondents
20.	Call Respondents and thank them for participation	8 Sept 2010	Estimated cost of R20.00 per interviewee. Total telephonic cost of R200.00 to be borne by myself through private telephonic usage	Former DBSA/ SALGA ICT Interns	None
21.	Compile Preliminary Data Analysis & submit findings to Research Supervisor	30 September 2010	None	Research Supervisor (Dr M. Meyer) to approve	
22.	Compile Final Mini-Dissertation to Research Supervisor and submit copy of report to Divisional Executive Manager	30 October 2010	None	Research Supervisor (Dr M. Meyer) to approve. Copy of report to be submitted to Executive Manager, Reuben Matlala	None
23.	Submit complete mini-dissertation to NWU Mafikeng Graduate School	5 November 2010	None	M. Lungile Ntsizwane (NWU Mafikeng Graduate School)	

APPENDIX G: ICT LEARNER FOCUS GROUP RESPONSES

Respondents Weights:-

Strongly Disagree - To a Great Extent = 1   Disagree - To a small Extent = 2
Agree – To some Extent = 3   Strongly Agree – To a Great Extent = 4

ICT Learner Focus Group Responses	Disagree Strongly	Disagree	Agree	Strongly Agree	Total
I feel that I was given ample opportunity to succeed and prove my abilities during my internship period.					
Number of respondents	0	4	2	**6**	12
Percentage of respondents	0%	33.3%	16.6%	**50%**	100%
I feel that I have applied myself very hard at the municipality wherein I was placed.					
Number of respondents	0	0	3	**9**	12
Percentage of respondents	0%	0%	25%	**75%**	100%
Promotion at my host municipality depended on how well I did my job.					
Number of respondents	0	3	4	**5**	12
Percentage of respondents	0%	25%	33.3%	**41.6%**	100%
I feel that I was given ample support to achieve a high level of productivity in my job.					
Number of respondents	2	2	3	**5**	12
Percentage of respondents	16.6%	16.6%	25%	**41.6%**	100%
My work objectives and duties at my host municipality were discussed with me during my internship.					
Number of respondents	1	2	4	**5**	12
Percentage of respondents	8.33%	16.6%	33.3%	**41.6%**	100%
The host municipality provided better after-placement training to me than I received during training.					
Number of respondents	2	4	5	**1**	12
Percentage of respondents	16.6%	33.3%	**41.6%**	8.33%	100%
The internship programme helped me to improve my abilities.					
Number of respondents	0	0	6	**6**	12
Percentage of respondents	0%	0%	50%	**50%**	100%

I think that the municipality where I was placed is not as good an employer as many other municipalities where Interns were placed.					
Number of respondents	0	0	**9**	3	12
Percentage of respondents	0%	0%	**75%**	25%	100%
At the host municipality, employees trusted one another.					
Number of respondents	**5**	5	2	0	12
Percentage of respondents	**41.6%**	**41.6%**	16.6%	0%	100%
In my job at the host municipality, other employees welcomed me with open arms.					
Number of respondents	5	5	1	**1**	12
Percentage of respondents	**41.6%**	**41.6%**	8.33%	8.33%	100%
At the host municipality, my supervisor asked me to do several varied duties on a daily basis.					
Number of respondents	4	5	2	**1**	12
Percentage of respondents	33.3%	**41.6%**	16.6%	8.33%	100%
When I had grievance at the host municipality I received a fair hearing.					
Number of respondents	3	5	4	0	12
Percentage of respondents	25%	**41.6%**	33.3%	0%	100%
During the internship, I felt "proud" to work at the municipality.					
Number of respondents	0	0	4	**8**	12
Percentage of respondents	0%	0%	33.3%	**66.6%**	100%
Relations between Blacks, Asians, Coloureds and Whites were better at my host municipality than in a lot of other companies.					
Number of respondents	2	**8**	1	1	12
Percentage of respondents	16.66%	**66.6%**	8.33%	8.33%	100%
I am satisfied with the remuneration (salary) that I am currently earning.					
Number of respondents	6	5	1	0	12
Percentage of respondents	50%	**41.6%**	8.33%	0%	100%

ICT Learner Focus Group Responses	Disagree Strongly	Disagree	Agree	Strongly Agree	Total
During the internship, I felt that I was involved in the decisions that affected my career prospects at the host					

municipality.				
Number of respondents	0	7	4	**1**	12
Percentage of respondents	0%	58.33%	25%	**8.33%**	100%

I feel that I could earn more income whilst working in local government.

Number of respondents	6	5	1	**0**	12
Percentage of respondents					100%
	50%	41.6%	8.33%	**0%**	

During the internship, I felt that I had promotional prospects at the host municipality.

Number of respondents	2	2	5	1	12
Percentage of respondents	16.6%	16.6%	41.6%	8.33%	100%

During the internship, contractual policies of SALGA and the host municipalities were clearly communicated to Interns.

Number of respondents	0	1	7	4	12
Percentage of respondents	0%	8.33%	58.33%	25%	100%

The physical working conditions at the host municipality were good.

Number of respondents	5	4	3	0	12
Percentage of respondents	41.6%	33.33%	25%	0%	100%

During the internship, I was allocated a desk and my own computer at the host municipality.

Number of respondents	0	0	3	9	12
Percentage of respondents	0%	0%	25%	75%	100%

During the internship, I was allowed to do my work without being too closely monitored by my superior.

Number of respondents	5	4	2	1	12
Percentage of respondents	41.6%	33.3%	16.6%	8.33%	100%

At the host municipality, I was allowed to interact freely with IT users in the scope of performing my duties.

Number of respondents	1	1	5	5	12
Percentage of respondents	8.33%	8.33%	41.6%	41.6%	100%

If I voiced a complaint at the host municipality I would not be offered employment after the internship period.

Number of respondents	0	0	8	4	12
Percentage of respondents	0%	0%	66.6%	33.33%	100%

I am satisfied that my allocated duties during the internship were wide and varied.					
Number of respondents	0	1	8	3	12
Percentage of respondents	0%	8.33%	66.6%	25%	100%
During the internship, my duties were the same every day.					
Number of respondents	3	4	4	1	12
Percentage of respondents	25%	33.3%	33.3%	8.33%	100%
The fringe benefits of workers at a municipality are better than in most other workplaces.					
Number of respondents	8	3	1	0	12
Percentage of respondents	66.6%	25%	8.33%	0%	100%
My salary level increased after my participation in the internship.					
Number of respondents	0	2	5	5	12
Percentage of respondents	0%	16.6%	41.6%	41.6%	100%
During my internship, my superior was unfriendly & difficult to talk to.					
Number of respondents	4	5	3	**0**	12
Percentage of respondents	33.3%	41.6%	25%	**0%**	100%
During my internship at the municipality, superiors and subordinates were not aware of each other's work problems.					
Number of respondents	0	1	6	**5**	12
Percentage of respondents	0%	8.33%	50%	41.6%	100%
The internship programme has made me more employable.					
Number of respondents	0	0	8	4	12
Percentage of respondents	0%	0%	66.6%	33.3%	100%
My participation in the internship has enabled me to earn a higher salary.					
Number of respondents	0	1	7	4	12
Percentage of respondents	0%	8.33%	58.33%	33.3%	100%
The relationship between the programme co-ordinator and interns was good.					
Number of respondents	4	5	3	0	12
Percentage of respondents	33.3%	41.6%	25%	0	100%
The work output expected from interns at the municipality was attainable.					
Number of respondents	0	1	5	6	12
Percentage of respondents	0%	8.33%	41.6%	50%	100%
Given a choice, I would repeat my participation in the internship programme.					

Number of respondents	0	1	2	**9**	12
Percentage of respondents	0%	8.33%	16.6%	**75%**	100%
My participation in the internship programme was worth the effort.					
Number of respondents	0	0	4	8	12
Percentage of respondents	0%	0%	33.3%	66.6%	100%

Poor = 1 Fair = 2 Good = 3 Excellent = 4

Part Two: ICT Learner Respondent Opinion Survey	Poor	Fair	Good	Excellent	Weighted average	Total
My overall perception of the officials at the host municipality is						
Number of respondents	4	7	**1**	0	12	
Percentage of respondents	33.3%	58.33%	**8.33%**	0%	100%	
The understanding of my requirements/needs by municipal officials where I completed my internship was:-						
Number of respondents	0	2	6	**4**	12	
Percentage of respondents	0%	16.6%	50%	**33.3%**	100%	
The work support offered by my superior at my host municipality was relevant						
Number of respondents	0	0	2	**10**	12	
Percentage of respondents	0%	0%	16.6%	**83.3%**	100%	
Were you satisfied with the way the superiors or colleagues at the host municipality communicate/talk to interns?						
Number of respondents	4	4	1	**3**	12	
Percentage of respondents	33.3%	33.3%	8.33%	**25%**	100%	
Do you believe that you received value from your participation in the internship:						
Number of respondents	0	0	7	**5**	12	
Percentage of respondents	0%	0%	58.3%	**41.6%**	100%	

ANNEXURE H: HOST MUNICIPAL OFFICIAL QUESTIONNAIRE RESPONSES

Host Municipal Official Questionnaire Responses	Disagree Strongly	Disagree	Agree	Strongly Agree	Total
ICT Interns were given ample opportunity to succeed and prove their abilities during their internship period.					
Number of respondents	0	0	**5**	4	9
Percentage of respondents	0%	0%	**55.5%**	44.45%	100%
Only Interns that have applied themselves competently at the host municipality were offered employment after internship.					
Number of respondents	0	0	1	**8**	9
Percentage of respondents	0%	0%	11.1%	**88.8%**	100%
Human resource skills shortages in local government are caused by poor management of currently available labour resources.					
Number of respondents	4	4	1	**0**	9
Percentage of respondents	44.4%	44.4%	11.1%	**0%**	100%
ICT Interns were given ample support by their host managers to achieve high levels of productivity in their jobs.					
Number of respondents	0	1	6	**2**	9
Percentage of respondents	0%	11.1%	66.6%	**22.2%**	100%
I believe that local government managers are doing their best to implement training and development legislation in the local government sector?					
Number of respondents	2	3	**3**	1	9
Percentage of respondents	**22.2%**	**33.3%**	**33.3%**	11.1%	100%
Do you feel that placed ICT Interns were given the best support by their host municipalities?					
Number of respondents	0	0	2	**7**	9
Percentage of respondents	0%	0%	**22.23%**	**77.7%**	100%
Is learning and development a priority in local government?					
Number of respondents	2	3	3	**1**	9
Percentage of respondents	**22.23%**	**33.3%**	**33.3%**	11.1%	100%

Interns can command higher earnings than elsewhere whilst employed at the municipality?					
Number of respondents	0	1	4	**4**	9
Percentage of respondents	0%	11.1%	44.4%	44.4%	100%
There is enough training and developmental interventions in the local government sector to address scarce and critical skills shortages?					
Number of respondents	3	5	1	**0**	9
Percentage of respondents	33.3%	55.5%	11.1%	**0%**	100%
Do you believe that participation in the internship programme has made former Interns more employable?					
Number of respondents	0	0	2	**7**	9
Percentage of respondents	0%	0%	22.2%	**77.78%**	100%
Do you believe that the physical working conditions at the host municipality were conducive to the programme's success/ failure?					
Number of respondents	0	1	5	**3**	9
Percentage of respondents	0%	11.1%	55.5%	**33.3%**	100%
Local government managers understand the skills demands of local government and are responsive to alleviate skills shortages?					
Number of respondents	2	4	3	**0**	9
Percentage of respondents	22.2%	44.4%	**33.3%**	**0%**	100%
Former Interns' employability and salary levels should increase higher than their peers due to the Intern's prior participation in internship.					
Number of respondents	0	0	5	**4**	9
Percentage of respondents	0%	0%	55.5%	44.4%	100%
The duties allocated to ICT Interns at the host municipality were reasonable, in line with their learning functional areas and attainable to the Interns.					
Number of respondents	0	0	5	**4**	9
Percentage of respondents	0%	0%	55.5%	44.4%	100%
The host municipality has benefited from an ICT labour skills infusion.					
Number of respondents	0	0	3	**6**	9
Percentage of respondents	0%	0%	**33.3%**	**66.7%**	100%

ICT Interns have added value to their municipal workplaces.					
Number of respondents	0	1	4	**4**	9
Percentage of respondents	0%	11.1%	44.4%	44.4%	100%
The competence of ICT Interns has exceeded the municipality's original pre-placement expectations.					
Number of respondents	2	3	**2**	2	9
Percentage of respondents	**22.2%**	**33.3%**	**22.2%**	**22.2%**	100%
Your municipality choose to participate in the DBSA/ SALGA ICT Internship Programme by hosting Interns whilst other municipalities chose not to participate in the programme					
Number of respondents	0	1	3	**5**	9
Percentage of respondents	0%	11.1%	**33.3%**	**55.5%**	100%
Has the internal ICT capacity of your municipality strengthened as a result of hosting Interns from the programme?					
Number of respondents	4	3	2	**0**	9
Percentage of respondents	44.4%	33.3%	**22.2%**	**0%**	100%
Comment:					
Management development at your municipality has increased as a result of the municipality's participation in the programme.					
Number of respondents	1	1	4	**3**	9
Percentage of respondents	11.1%	11.1%	44.4%	33.3%	100%
The quality of ICT Intern training that took place prior to Intern placement was qualitative enough to enable the ICT learner to perform their duties effectively and competently at the municipality.					
Number of respondents	1	1	5	**1**	9
Percentage of respondents	11.1%	11.1%	**55.5%**	11.1%	100%
Do you believe that the DBSA/ SALGA ICT Internship Programme achieved the sector-wide strategic level impact that it set out to achieve?					
Number of respondents	0	1	4	**4**	9
Percentage of respondents	0%	11.1%	44.4%	44.4%	100%

ANNEXURE I: PROGRAMME STAKEHOLDER QUESTIONNAIRE RESPONSES

Programme Stakeholder Structures Questions	Disagree Strongly	Disagree	Agree	Strongly Agree	Total
ICT Interns were given ample opportunity to succeed and prove their abilities during their internship period					
Number of respondents	**0**	**0**	**0**	3	3
Percentage of respondents	**0%**	**0%**	**0%**	100%	100%
Only Interns that have applied themselves competently at the host municipality were offered employment after internship.					
Number of respondents	**0**	**0**	**0**	3	3
Percentage of respondents	**0%**	**0%**	**0%**	100%	100%
Human resource skills shortages in local government are caused by poor management of currently available labour resources.					
Number of respondents	**0**	**0**	1	2	3
Percentage of respondents	**0%**	**0%**	33.3%	**66.6%**	100%
Potential host municipalities are reluctant to host Interns due to Intern language differences.					
Number of respondents	**0**	3	**0**	**0**	3
Percentage of respondents	**0%**	100%	**0%**	**0%**	100%
Local government managers are doing their best to operationalise training and development in the local government sector?					
Number of respondents	3	**0**	**0**	**0**	3
Percentage of respondents	100%	**0%**	**0%**	**0%**	100%
Do you feel that ICT Interns were given the best support by their host municipalities?					
Number of respondents	**0**	2	1	**0**	3
Percentage of respondents	**0%**	**66.6%**	33.3%	**0%**	100%
Is learning and development a priority in local government?					

Number of respondents	3	**0**	**0**	**0**	3
Percentage of respondents	100%	**0%**	**0%**	**0%**	100%
Do you believe that Interns can command higher earnings than elsewhere whilst employed in local government?					
Number of respondents	1	1	1	**0**	3
Percentage of respondents	33.3%	33.3%	33.3%	**0%**	100%
Is there enough training and developmental interventions in the local government sector to address scarce and critical skills shortages?					
Number of respondents	1	0	0	0	3
Percentage of respondents	100%	**0%**	**0%**	**0%**	100%
Do you believe that participation in the internship programme has made former Interns more employable?					
Number of respondents	0	0	0	3	3
Percentage of respondents	**0%**	**0%**	**0%**	100%	100%
Do you believe that the physical working conditions at the host municipality were conducive to the programme's success/ failure?					
Number of respondents	0	0	1	2	3
Percentage of respondents	**0%**	**0%**	33.3%	**66.6%**	100%
Local government managers understand the skills demands of local government and are responsive to alleviate skills shortages?					
Number of respondents	3	0	0	0	3
Percentage of respondents	100%	**0%**	**0%**	**0%**	100%
Former Interns' employability and salary levels should increase higher than their peers due to the Intern's prior participation in internship.					
Number of respondents	0	0	0	3	3
Percentage of respondents	**0%**	**0%**	**0%**	100%	100%
The duties allocated to ICT Interns at the host municipalities were reasonable, in line with Interns' learning functional areas and					

attainable to the Interns.					
Number of respondents	**0**	1	**0**	2	3
Percentage of respondents	**0%**	33.3%	**0%**	**66.6%**	100%
The host municipality has benefited from an ICT labour skills infusion.					
Number of respondents	0	0	0	3	3
Percentage of respondents	**0%**	**0%**	**0%**	100%	100%
ICT Interns have added value to their municipal workplaces.					
Number of respondents	0	0	1	2	3
Percentage of respondents	**0%**	**0%**	33.3%	**66.6%**	100%
ICT Interns have exceeded work expectations added value to their municipal workplaces.					
Number of respondents	0	0	1	2	3
Percentage of respondents	**0%**	**0%**	33.3%	**66.6%**	100%
Do you feel that the reasons that were advanced by other local government managers for their non-participation in the DBSA/ SALGA ICT Internship Programme are reasonable and valid?					
Number of respondents	3	0	0	**0**	3
Percentage of respondents	100%	**0%**	**0%**	**0%**	100%
Has the internal ICT capacity of host municipalities strengthened as a result of hosting Interns from the programme? How?					
Number of respondents	0	0	**1**	2	3
Percentage of respondents	0%	0%	33.3%	**66.6%**	100%
Comment:					
Management development at the host municipality has increased as a result of the municipality's participation in the programme.					
Number of respondents	0	0	**1**	2	3
Percentage of respondents	0%	0%	33.3%	**66.6%**	100%

Do you believe that the quality of ICT Intern training that took place prior to Intern placement was qualitative enough to enable the ICT learner to perform their duties effectively and competently?					
Number of respondents	0	0	0	**3**	3
Percentage of respondents	**0%**	**0%**	**0%**	**100%**	100%
Potential host municipalities are reluctant to host Interns due to non-involvement in Intern selections.					
Number of respondents	0	0	2	1	3
Percentage of respondents	**0%**	**0%**	**66.6%**	33.3%	100%
Did the DBSA/ SALGA ICT Internship Programme achieve the sector-wide strategic level impact that it set out to achieve?					
Number of respondents	0	0	1	**2**	3
Percentage of respondents	**0%**	**0%**	33.3%	**66.6%**	100%